

ASHE AND QA SYSTEM IN THE REPUBLIC OF CROATIA

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agency for science and higher education croatia

ENQA

eqar

Overview



- The context of Higher Education & Science in Croatia
- ASHE
- ASHE activities
- Challenges



The Context of Higher Education & Science



The main stakeholders:

- MSES - Ministry of Science, Education and Sports
- NCSHET - National Council for Science, Higher Education and Technology
- ASHE - Agency for Science and Higher Education
- SU - Students' Union
- Rectors' Conference
- The Croatian Council of Universities and University Colleges of Applied Sciences
- HEIs
- Scientific organizations

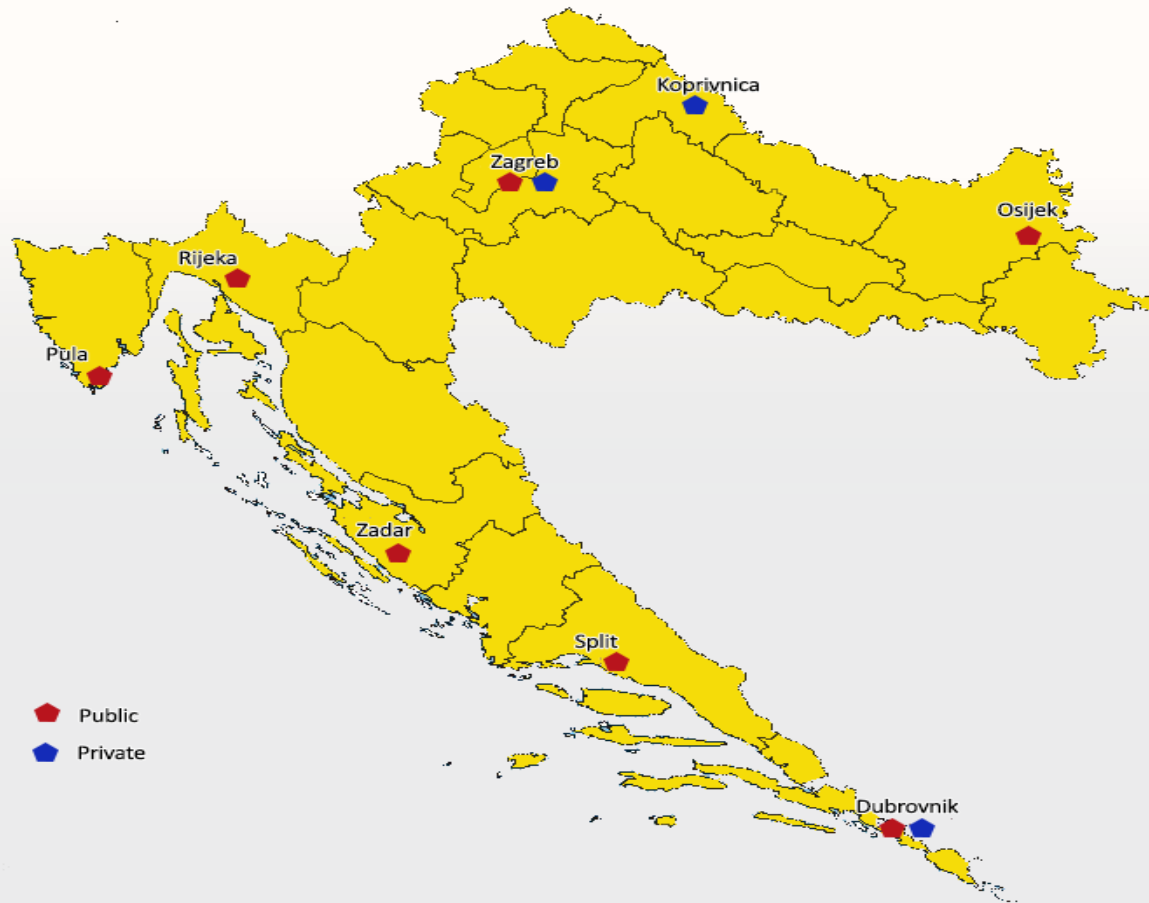


The Context of Higher Education & Science



- Number of HEIs:
 - 119 (88 public / 31 private)
 - 10 universities (7 public / 3 private)
 - 15 polytechnics / 27 colleges
- Number of students: approx. 180 000
- Number of scientific organizations: 168
(25 public scientific institutes)

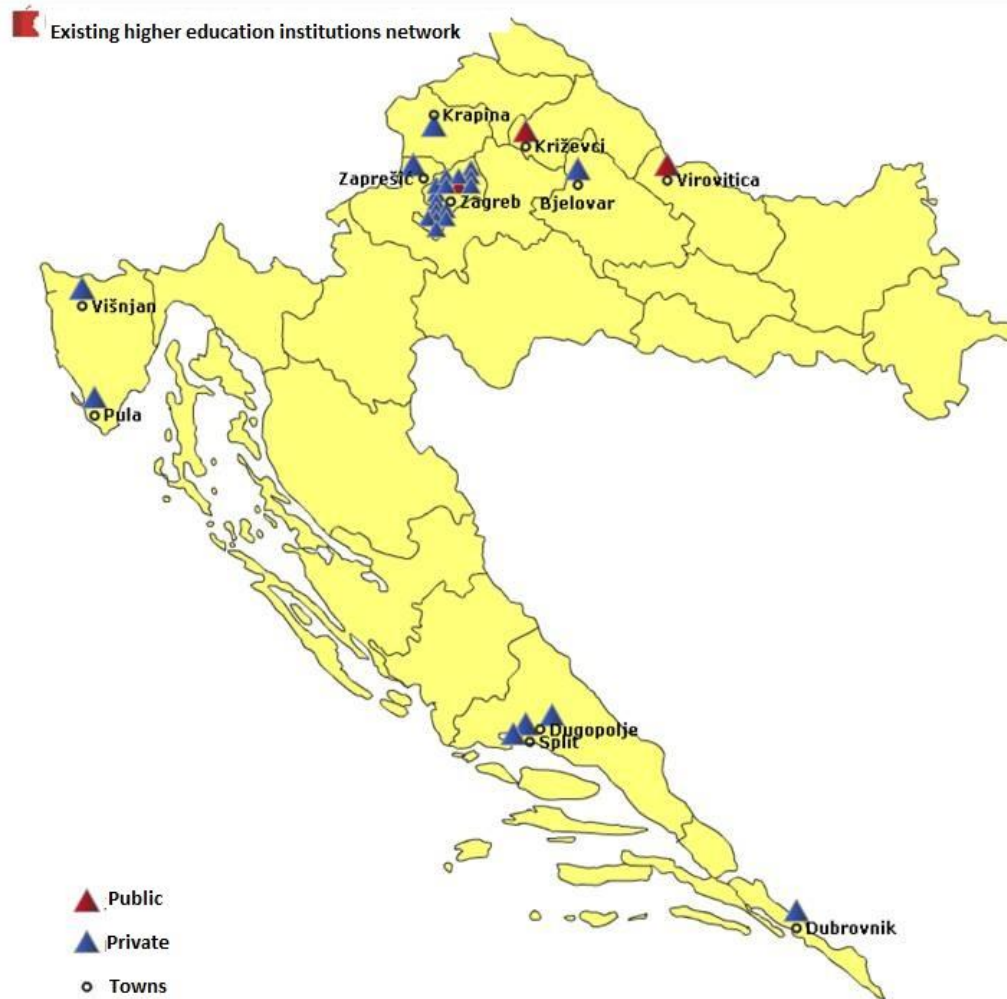
Universities - 10



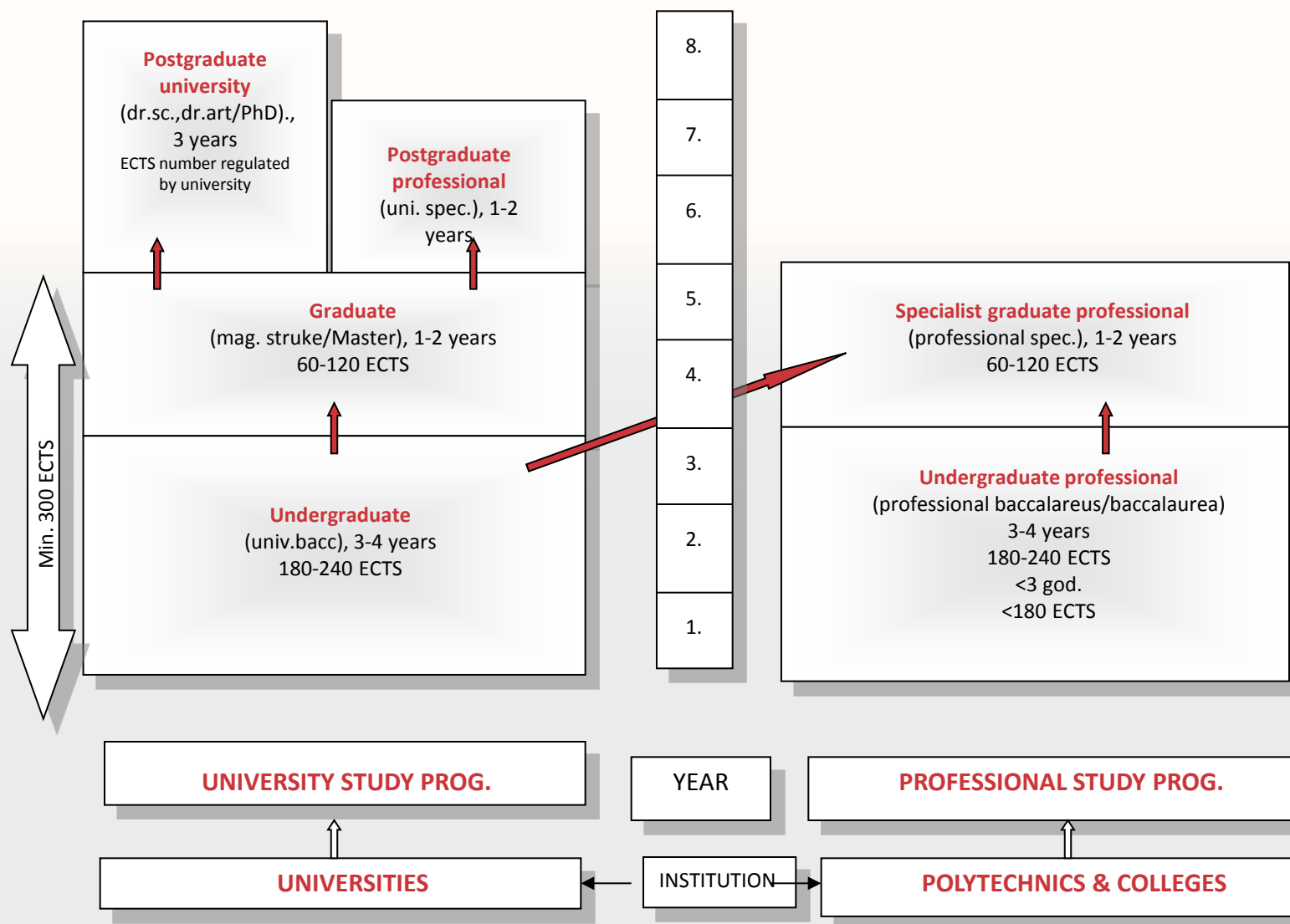
Polytechnics - 15



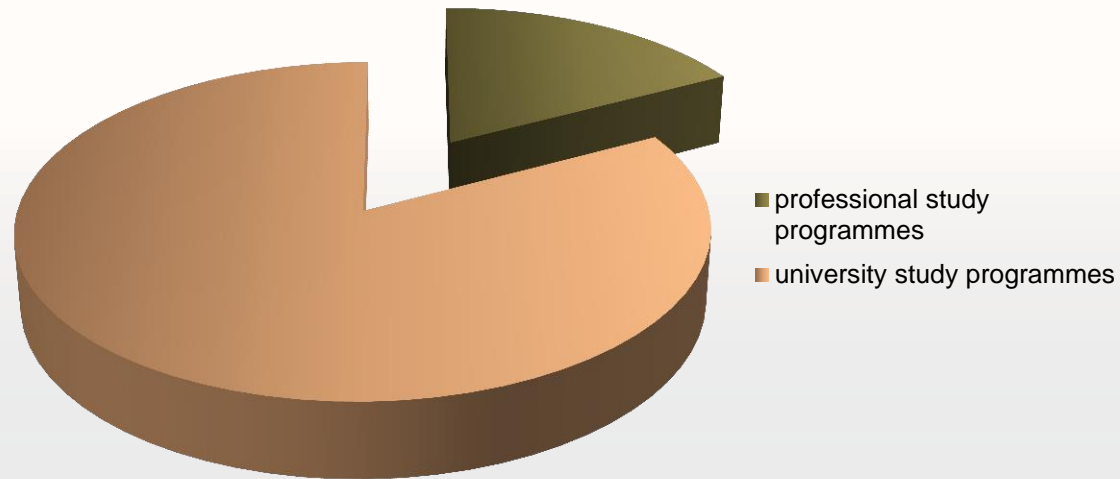
Colleges - 25



Scheme of study programmes in Croatia

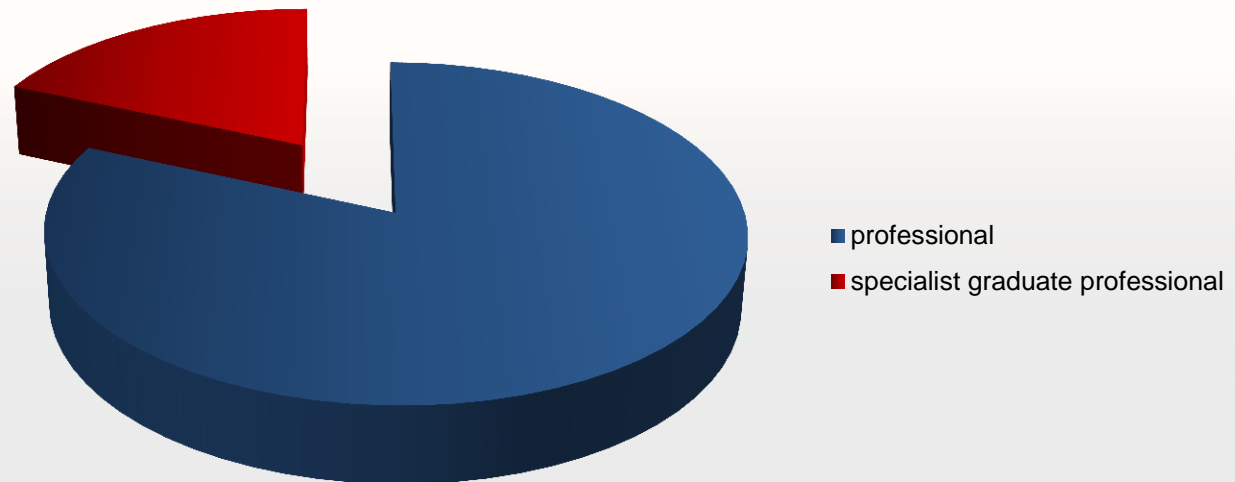


Type of study programmes



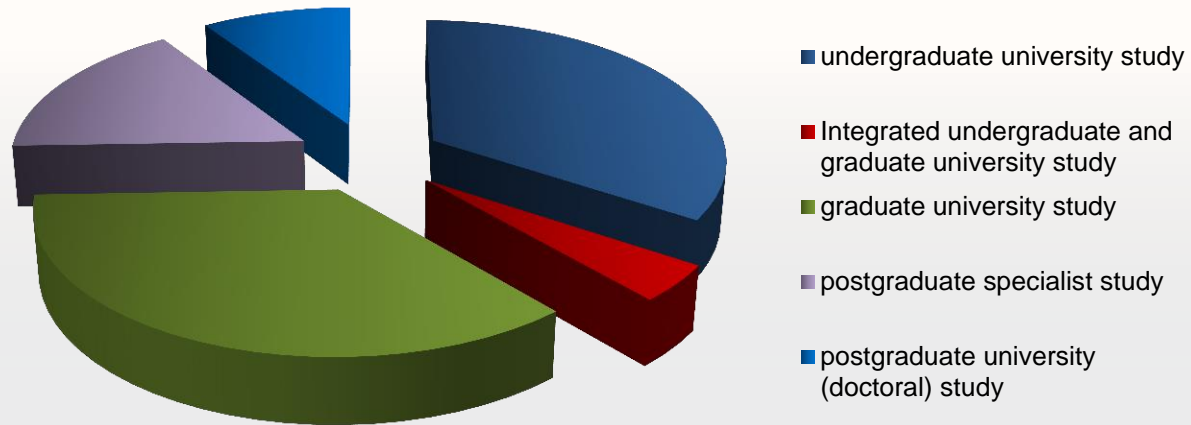
Type of study programmes	
Professional study programmes	215
University study programmes	1122

Professional study programmes



Professional study programmes	
Professional	158
Specialist graduate professional	57
Total	215

University study programmes



University study programmes	
Undergraduate university study	364
Integrated undergraduate and graduate uni	40
Graduate university study	387
Postgraduate specialist study	208
Postgraduate university (doctoral) study	123
Total	1122

Croatian Qualification Framework



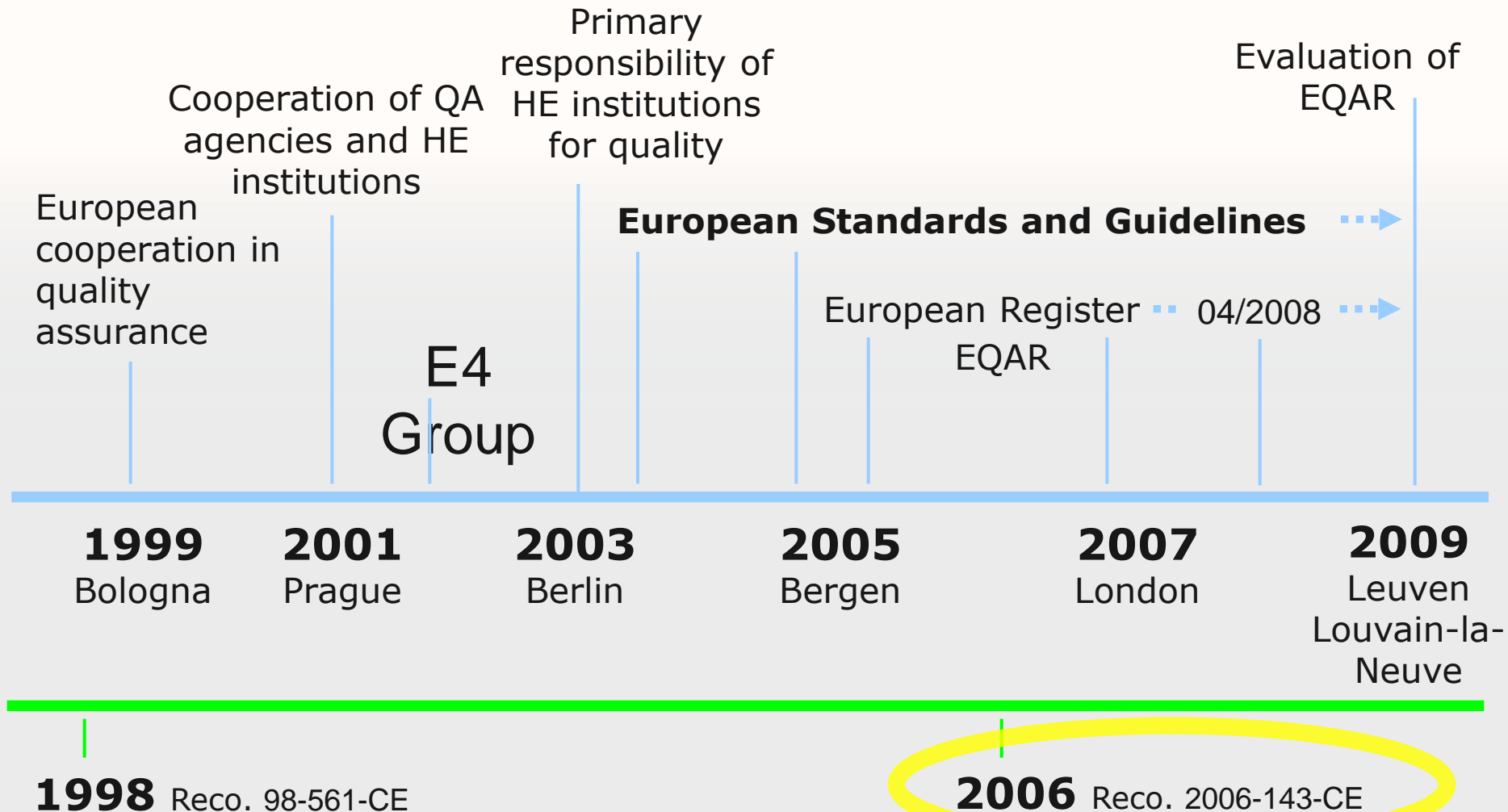
Levels		Types of programs	
8	8.2.	Postgraduate university study – PhD	
	8.1.	Former Master's Degree – 2 years	
7		Postgraduate professional study	
		Graduate university study	Graduate professional study
6		Undergraduate university study	Undergraduate professional study
5		Professional study – less than 3 years Training programs – training and additional education	
4	4.2.	Secondary education – 4 years + State Matura	
	4.1.	Secondary education – 3 years + final exam	
3		Secondary vocational education – 1-2 years	
2		Vocational training	
1		Primary school (8 years)	

Introduction of Bologna system in Croatia



- 2001 Croatia signed the Bologna Declaration
- Impetus - wish to improve the education structure of the population, reform HE system, improve the quality and join the EU
- Major changes: three cycle system, ECTS
- 2005 – first Bologna generation of students enrolled

Quality & Bologna process



Source : Colin Tuck, E4, B. Curvale

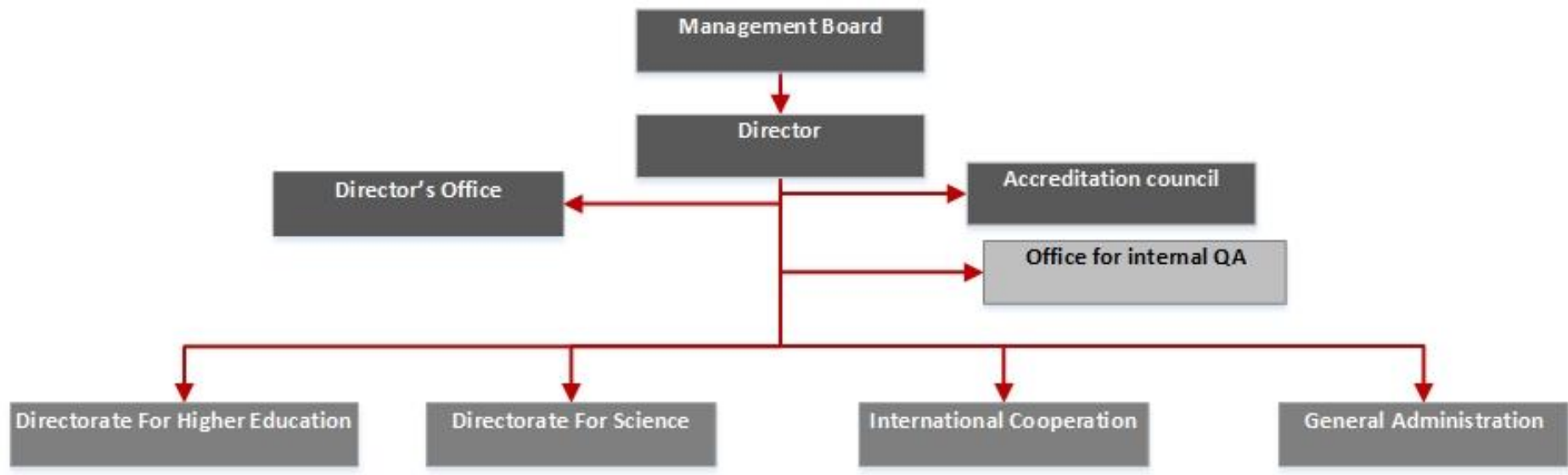


- Established in 2005
- Development of QA model in line with ***European standards and Guidelines for QA in HE (ESG)*** and best international practices began in 2005
- 2009 – redefinition of its role (Act on QA in Science and Higher Education) and strengthening of its independence
- 2011 – ENQA/EQAR membership / full compliance with ESGs



- *Act on Scientific Activity and Higher Education*
(2003 with amendments added in 2004, 2007 and 2013)
- Act on Recognition of Foreign Educational Qualifications (2003 with amendments added in 2004)
- Act on Quality Assurance in Science and Higher Education (2009)

Organizational structure



Activities



1. Quality Assurance Role
2. Collecting and analysing data on the systems of science and higher education
3. National ENIC/NARIC office
4. Central Applications Office
5. Support to work of various bodies
6. International cooperation



QA role



Initial accreditation

Re-accreditation

Thematic evaluation

Audit



Initial accreditation



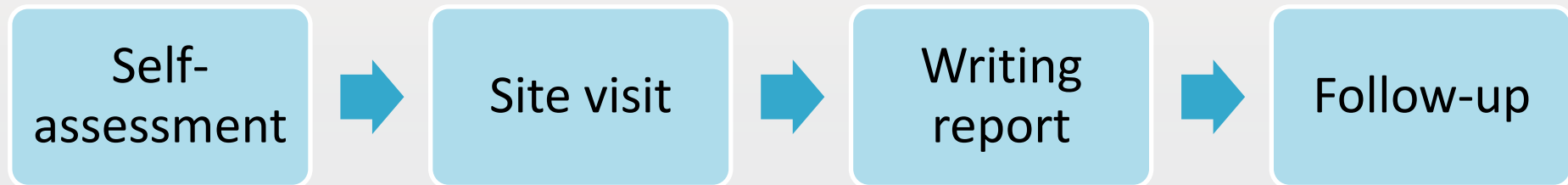
- New HEIs and/or new study programs
- New scientific organizations established and/or financed by state
- Fulfillment of **minimum criteria** is checked

Re-accreditation

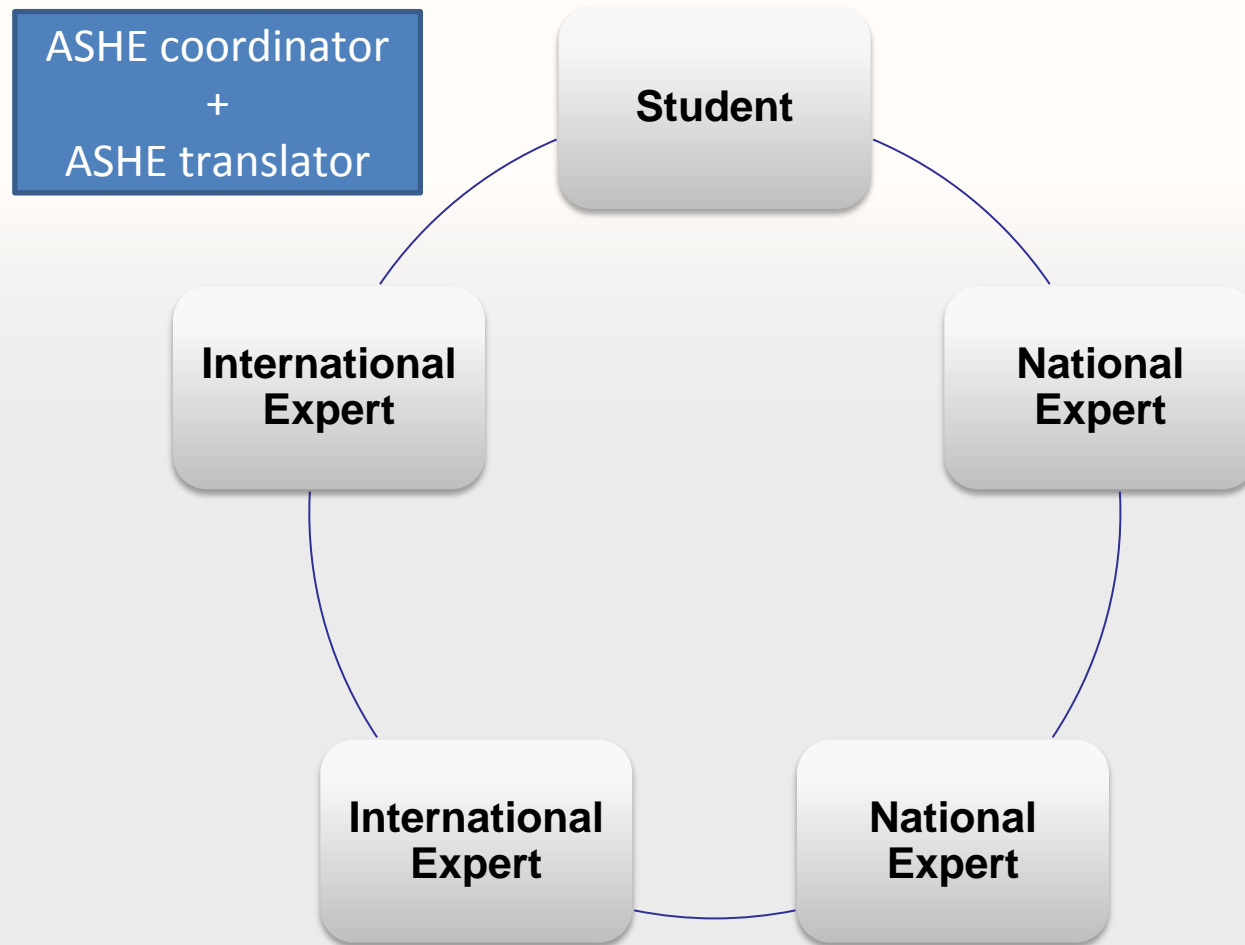


- 5 – year cycles
- All public and private HEIs by 2015/2016
- All scientific organizations established and/or financed by the state by 2015/2016

Re-accreditation procedure



Re-accreditation HEIs – Expert panel



Re-accreditation - Scope



Quality grade criteria

Standards and criteria of quality defined by the Accreditation Council of the Agency

1

INSTITUTIONAL MANAGEMENT AND QUALITY ASSURANCE

2

STUDY PROGRAMMES

3

STUDENTS

4

TEACHERS

5

SCIENTIFIC AND PROFESSIONAL ACTIVITY / RESEARCH AND PROFESSIONAL ACTIVITY

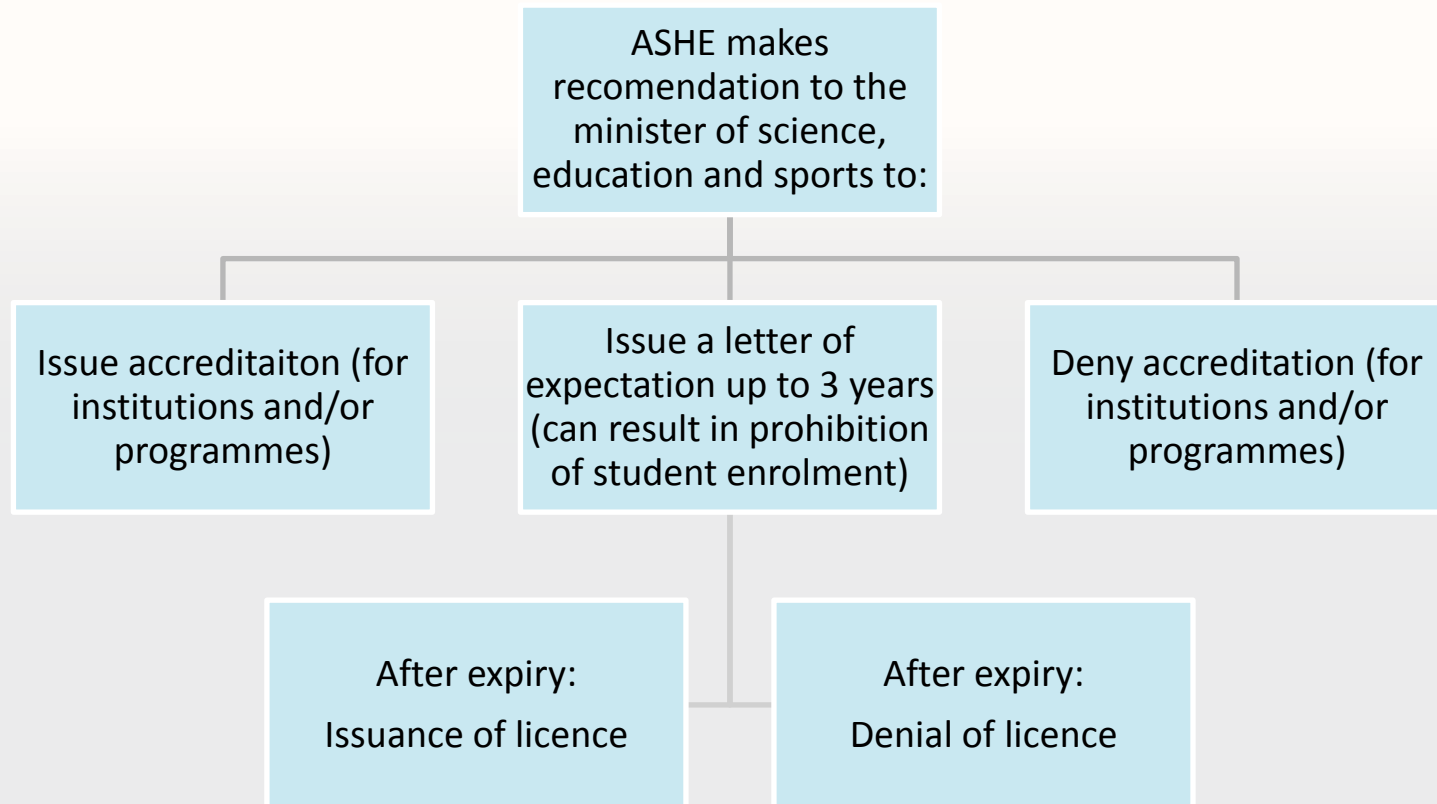
6

INTERNATIONAL COOPERATION AND MOBILITY

7

RESOURCES: ADMINISTRATION, SPEACE, EQUIPMENT AND FINANCES

Re-accreditation-outcomes



Re-accreditation of HEIs



2010-2012 - Outcomes

50 accreditation recommendations

- accreditation granted to **30** HEIs
- letter of expectation issued to **20** HEIs
- accreditation denied to **20** dislocated study programs

COMMON PRACTICE – USA & CROATIA



- ✓ Periodic external review
- ✓ Standards and criteria (key areas)
- ✓ Accreditation Commissions/Councils
- ✓ Self-review
- ✓ Trainings
- ✓ Peer-reviews
- ✓ Site-visit
- ✓ Report
- ✓ Follow-up
- ✓ Accreditation decision
- ✓ Outcome of accreditation



DIFFERENCES (IN GENERAL)



USA

- Long tradition
- Many types of accrediting organizations
- Private (nongovernmental)
- Voluntary based accreditation
- US peer reviews
- Students not included
- Accreditation decision and report
- Public, private non-profit & private for-profit
- Department of Education not included

CROATIA

- At the beginning
- 1 accrediting organization (ASHE)
- Established by the government
- Mandatory accreditation
- International peer-reviews
- Students in peer-reviews
- Public disclosure (accreditation decision & report)
- Public and private institutions
- Ministry issues licences

Audit



- Scope → degree of development and efficiency of the internal QA system of HEIs
- Outcome → report with recommendations for improvement and a certificate issued by ASHE

HEIs QA system



- 150 QA units are established at HEIs
- 126 QA Ordinances
- 57 QA Manuals
- 108 students members of QA Units
- 35 representatives from business sector are members of QA Units

Role of Students in QA system



- Internal QA system at HEIs:
 - Part of governance body at HEI (Senate, Faculty board, SU, ...)
 - Part of advisory body (QA Council, Board, Centre)
 - Participate in evaluation of QA system/procedures at
 - Institutional level (internal audits)
 - Programm level

Role of Students in QA system



- External QA system
 - Part of ASHE Accreditation Council
 - Part of experts panel (re-accreditation panel, audit panel)

ACT

How do you change
to improve?

PLAN

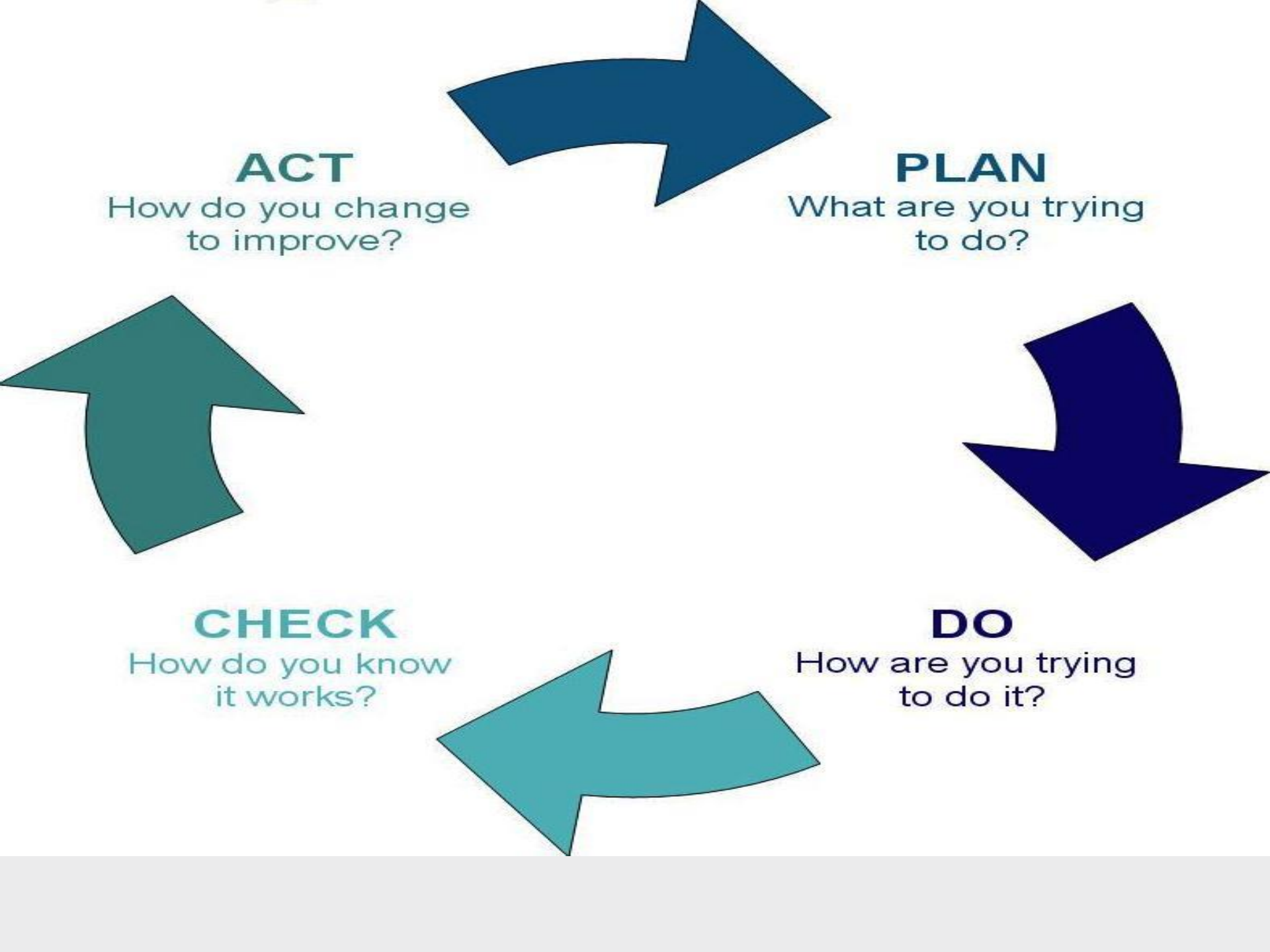
What are you trying
to do?

DO

How are you trying
to do it?

CHECK

How do you know
it works?



Thematic evaluation



- Scope → a segment of activities of HEIs or scientific organizations or equivalent evaluation subjects
- Outcome → report with assessment

Thematic evaluation



- 2011/2012 → thematic evaluation of **25** public research institutes
- 2012/2013 → thematic evaluation of all postgraduate doctoral studies (125)
 - thematic evaluation of studies in biomedical field (compliance with EU Directive)
- 2013/2014 → thematic evaluation of publically funded research vessels and maritime equipment
 - evaluation of applications for Centres of Excellence in Science

Strenghts



- ASHE is a member of ENQA & EQAR
- External quality assurance procedures are in line with the ESG, as well as best European and international practices
- Public call for experts (peer reviews)
- Foreign reviewers in the panels
- Business representatives and students are included in the Management Board, Accreditation Council and review panels
- NGO representative is also a member of the Accreditation Council

Strenghts



- Fair and equitable treatment of all stakeholders (public, private, new or traditional HEIs)
- Involvement of all stakeholders in implementing changes and carrying out activities
- Public discussions with all stakeholders
- Reports and decisions are public
- System-wide analysis are public
- Public forum – ASHE website
- ASHE documents are public (standards, criteria & procedures)
- ASHE annual report is public

Strenghts



- Surveys
- Confidentiality Statement – ASHE staff
- Confidentiality and Conflict of Interest Statement (everybody participating in external QA procedures)
- Accreditation Council Code of Ethics
- No gifts, no paid lunches or dinners from HEIs (for members of peer-reviews or ASHE staff) – written procedure
- Ministry clearly committed to **independence of the national agency**



Challenges and Future



- Successful completion of the first re-accreditation cycle (by 2015)
- Reconsidering the model of re-accreditation for the second cycle (starting from 2016)
- New Strategy for Science & HE
- Further development of external QA procedures towards the implementation of National Qualification Framework
- Shift from *inputs* to *outputs* / more focus on **learning and research outcomes** and **employment of graduates**
- QA of transnational education, joint studies, e-learning ...

Challenges and Future



- Thematic reviews of ‘burning issues’ in Croatian HE: doctoral education, learning outcomes ...
- Further support to development of quality culture: workshops, reports ...
- Help our HEIs to enhance their position in EHEA and world-wide (mobility, cooperation with industry)
- Support to evidence-based policy making: **focus on data collection**



Thank you for your attention!

