

# The role of external stakeholders in Croatian higher education

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agency for science and higher education croatia

ENQA

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# QA in Croatian Higher Education



Ministry of Science, Education and Sports

“Education Sector Development Plan 2005 – 2010”  
(2005) objective:

*‘A quality assurance system will be introduced into the higher education system of the Republic of Croatia by 2006.’*



# ASHE 2012 survey - on QA units at HEIs



Data on structure and effectiveness of QA systems at public and private HEIs:

- 150 established QA units at higher education institutions (at fully integrated universities, departments and libraries included)
- 108 students involved in the work of QA units
- 35 representatives of external stakeholders involved in the work of QA units.

# Involvement of external stakeholders



External stakeholders are also represented in HEIs governance structures (Boards, Councils)

External stakeholders include representatives of:

- business and industry
- bodies of local and national government
- civil organisations
- alumni.



- National Act on Quality Assurance in Science and Higher Education (2009)
  - *ASHE carries out the procedure of QA audit - assessing the degree of development and efficiency of internal quality assurance system of HEIs.*
- 20 audits carried out from 2010 - 2012 (faculties, academies, polytechnics, colleges, universities) – with 20 audit reports.



- Audit is carried out by a 5-member expert panel – 1 panel member is always a representative of business sector/industry
- Panels are selected from the ASHE Database of Audit Experts
- 17 audit experts from business sector/industry trained by ASHE in the Database (domestic and foreign).

# External stakeholders at audited HEIs



External stakeholders are seldom included in QA units (35/150) and mainly in following activities:

- designing curriculum or revisions of study programmes
- monitoring study programmes
- quality of students' internship
- transfer of good practice from the economic sector to HE
- advisory role with impact on HEIs management.

# Cooperation with business sector



## Cooperation with business sector/industry:

- projects
- science and technology parks – transfer of knowledge
- teaching (external associates)
- organising student internships
- scholarships.

# Career Centres at HEIs



- 3 Career Centres/Offices (out of 20 audited institutions)
- Individual cases of HEIs surveying employers on the quality of their students.

# Monitoring student employment

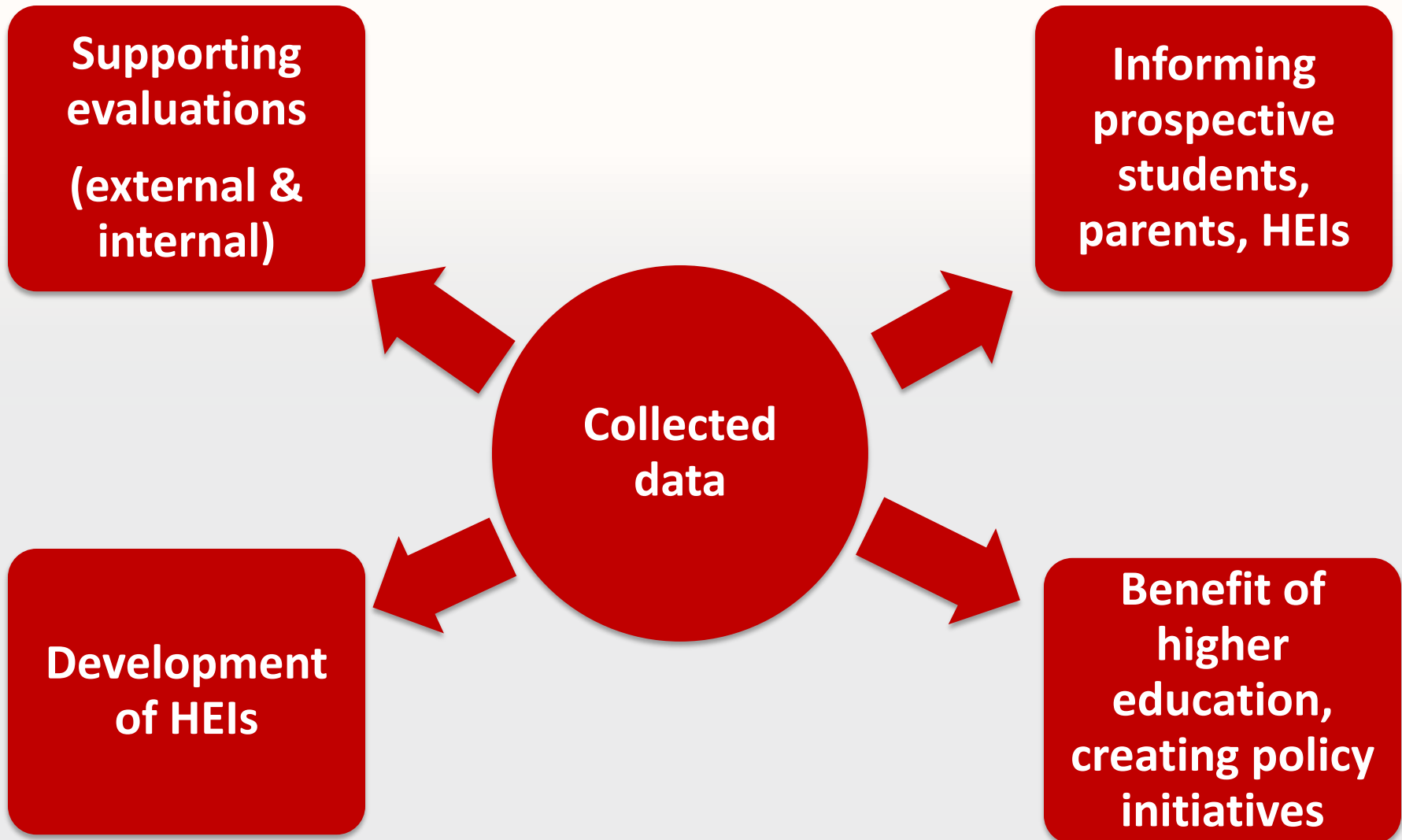


Initiatives for improving links between higher education and labour market:

- creating national information system that would contain data on the employment of graduates
- collecting data on employment of students (during 1st, 3rd and 5th year after graduation)
- analyses for individual study programmes, helping HEIs to respond to demands of labour market
- publishing of collected data - providing accurate information to prospective students.



# Goals



# Conclusions:



*Improving quality is possible only with:*

- active participation of all stakeholders which leads to transformation of HE*
- developing general awareness of the importance of systematic quality assurance in HE*
- development of quality culture*
- transparency.*

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