

AGENCY FOR SCIENCE AND HIGHER EDUCATION

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agency for science and higher education croatia

ENQA

eqar



- The context of Higher Education & Science in Croatia
- ASHE – organisational structure
- Activities
- Challenges

The Context of Higher Education & Science



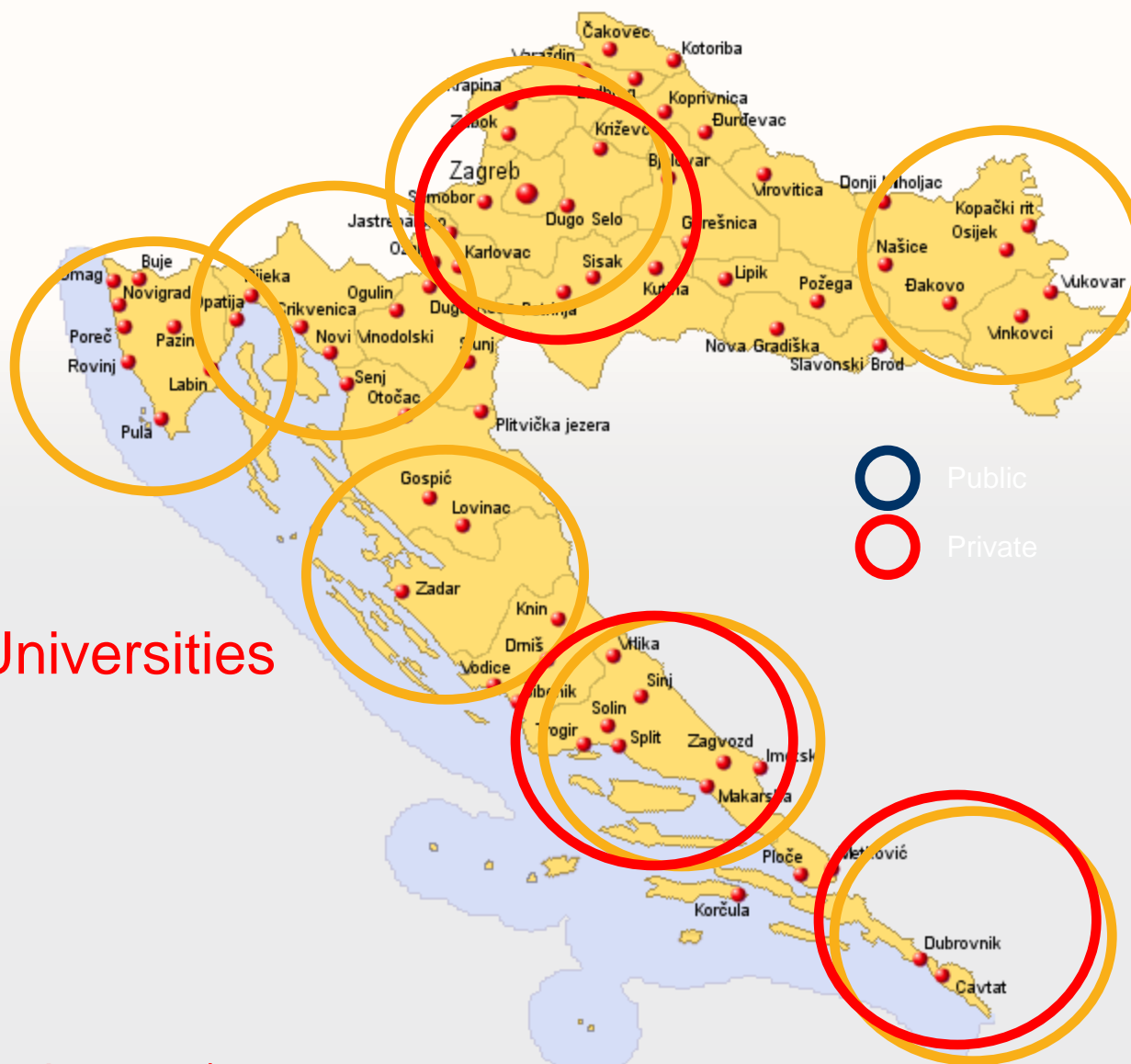
The main stakeholders:

- MSES - Ministry of Science, Education and Sports
- NCHE - National Council for Higher Education
- NCS - National Council for Science
- 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 (90 public / 29 private)
 - 10 universities (7 public / 3 private)
 - 15 universities of applied sciences / 27 university colleges of applied sciences)
- Number of students: cca 170 000
- Number of scientific organizations: 102
(25 public scientific institutes / 77 others)



Croatian Universities

New:

2007 – 0

2008 – 2

2009 – 1

Total: 10 (7 pub, 3 prv)



2009 - 0

Total: 15 (13 pub, 2 priv)

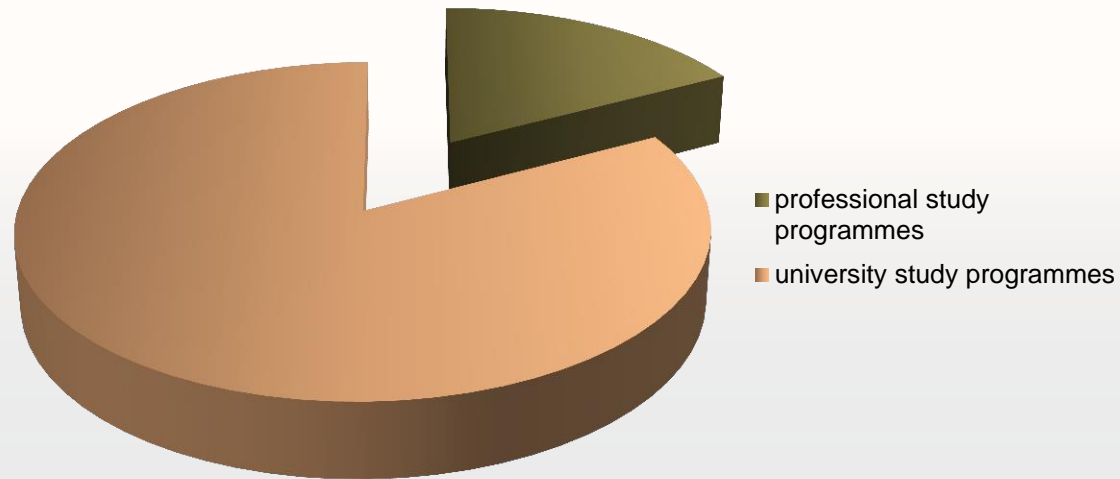


Croatian University Colleges of Applied Sciences

New:
2007 – 7
2008 – 5
2009 – 0

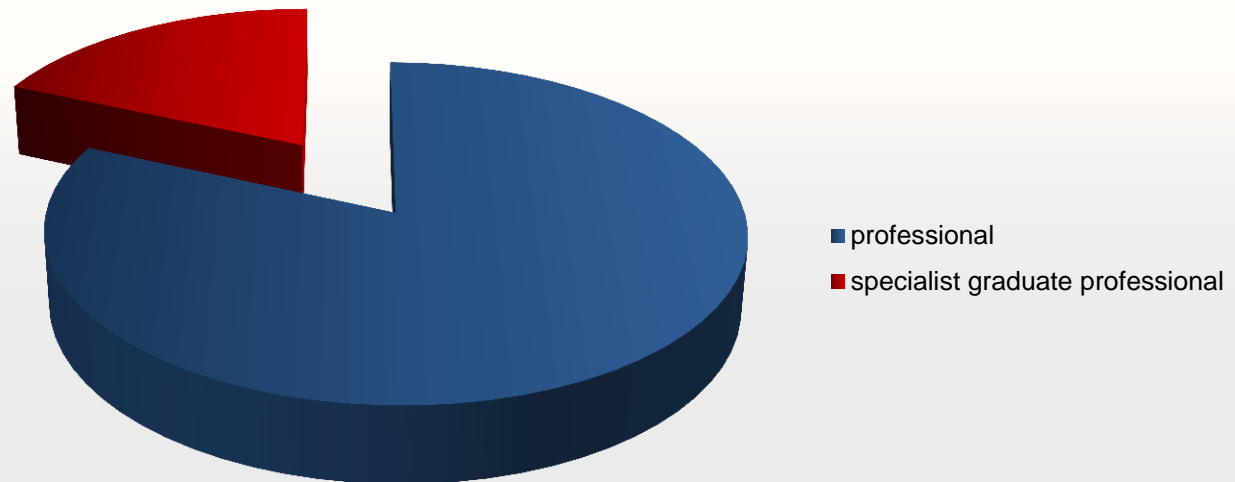
Total: 27 (3 pub, 24 prv)

Type of study programmes



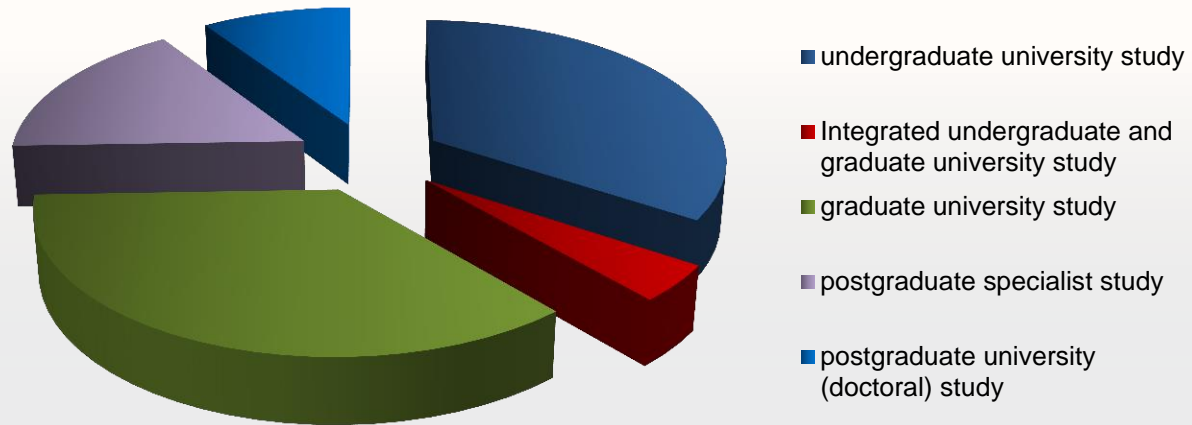
type of study programmes	
professional study programmes	212
university study programmes	1014

Professional study programmes



professional study programmes	
professional	173
specialist graduate professional	39
total	212

University study programmes



university study programmes	
undergraduate university study	348
Integrated undergraduate and graduate uni	43
graduate university study	364
postgraduate specialist study	164
postgraduate university (doctoral) study	95
total	1014

The beginnings – 1990s



- HE system inherited from Yugoslavia
- First legislative changes in 1993 – establishment of private HEIs enabled
- National Councils (Science and HE) set up – strategic and external QA role

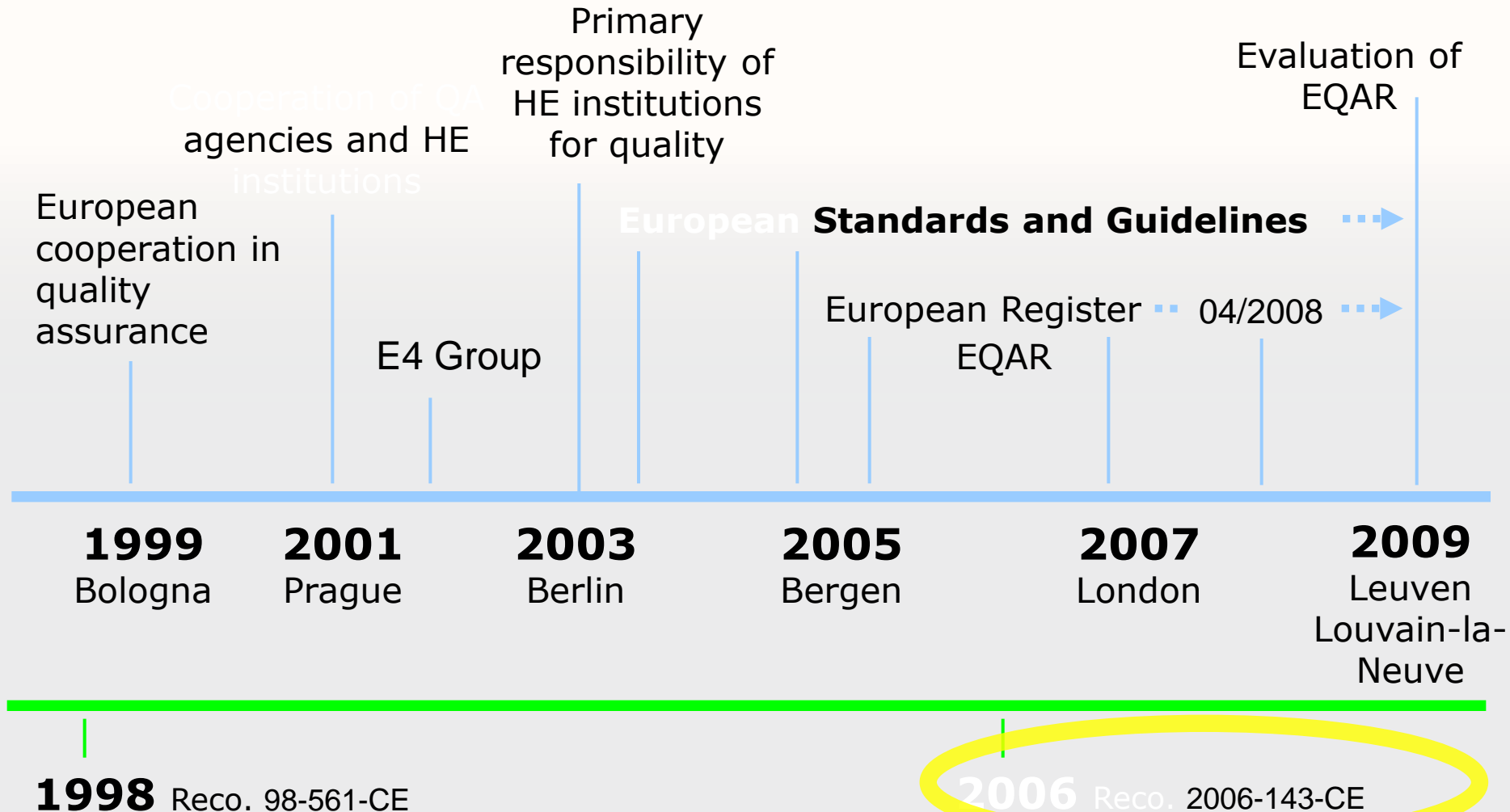


Introduction of Bologna system in Croatia



- 2001 Croatia signed the Bologna Declaration
- Impetus - wish to improve the education structure of the population, reform the system, and join the EU
- Major changes: binary system, three cycle system, ECTS
- National Councils tasked with external QA
- 2005 – first Bologna generation of students enrolled

Quality and Bologna Process

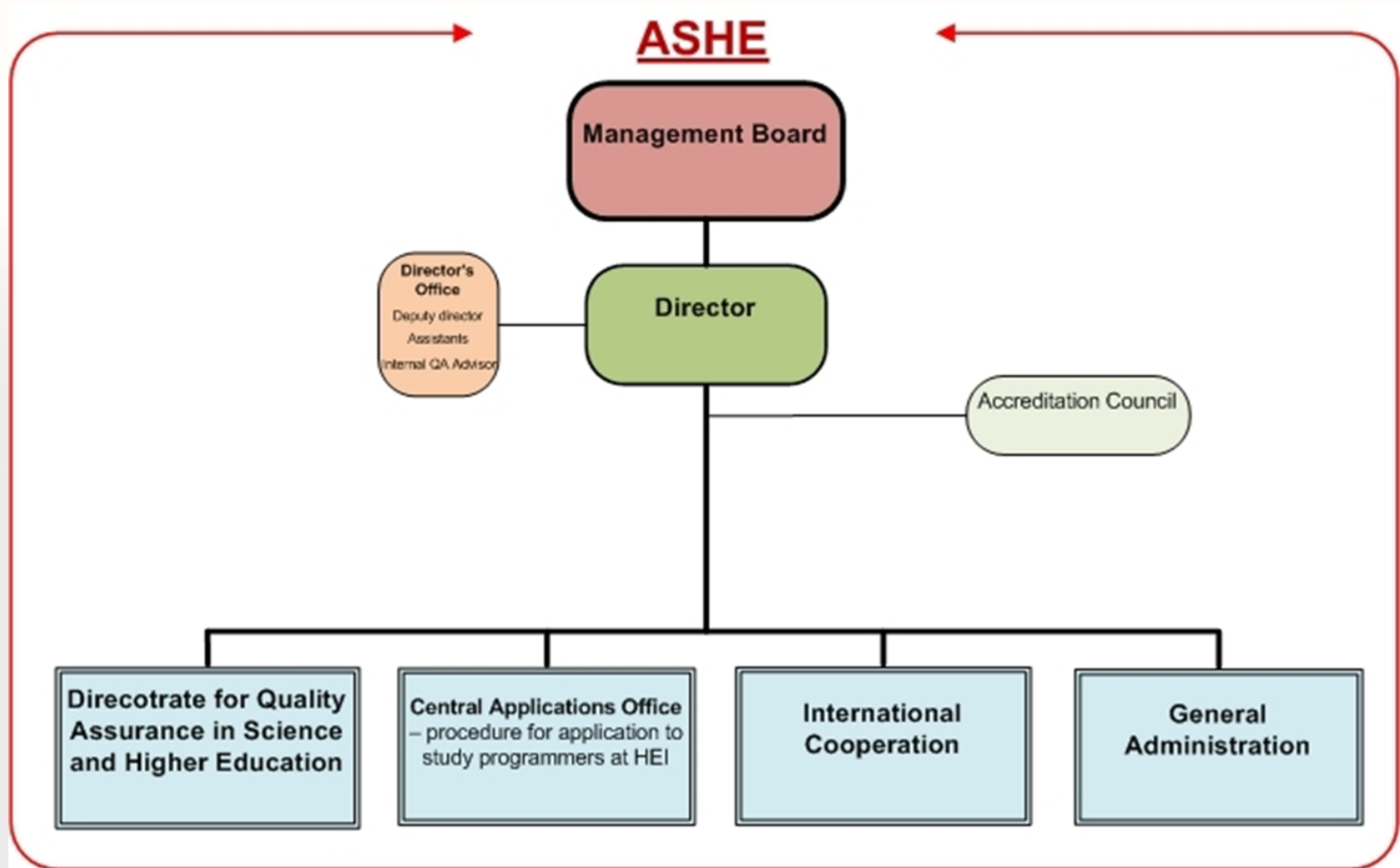


Source : Colin Tück, E4, B. Curvale



- Established in 2005
- 2009 – redefinition of its role (Quality Assurance Act) and strengthening of its independence
- Is a legal entity that autonomously and independently performs activities defined by Scientific Activity and Higher Education Act, Act on Recognition of Foreign Educational Qualifications and Act on Quality Assurance in Science and Higher Education
- Unifies various activities related to the science and higher education system

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
- Fulfilment of minimum criteria is checked

Re-accreditation



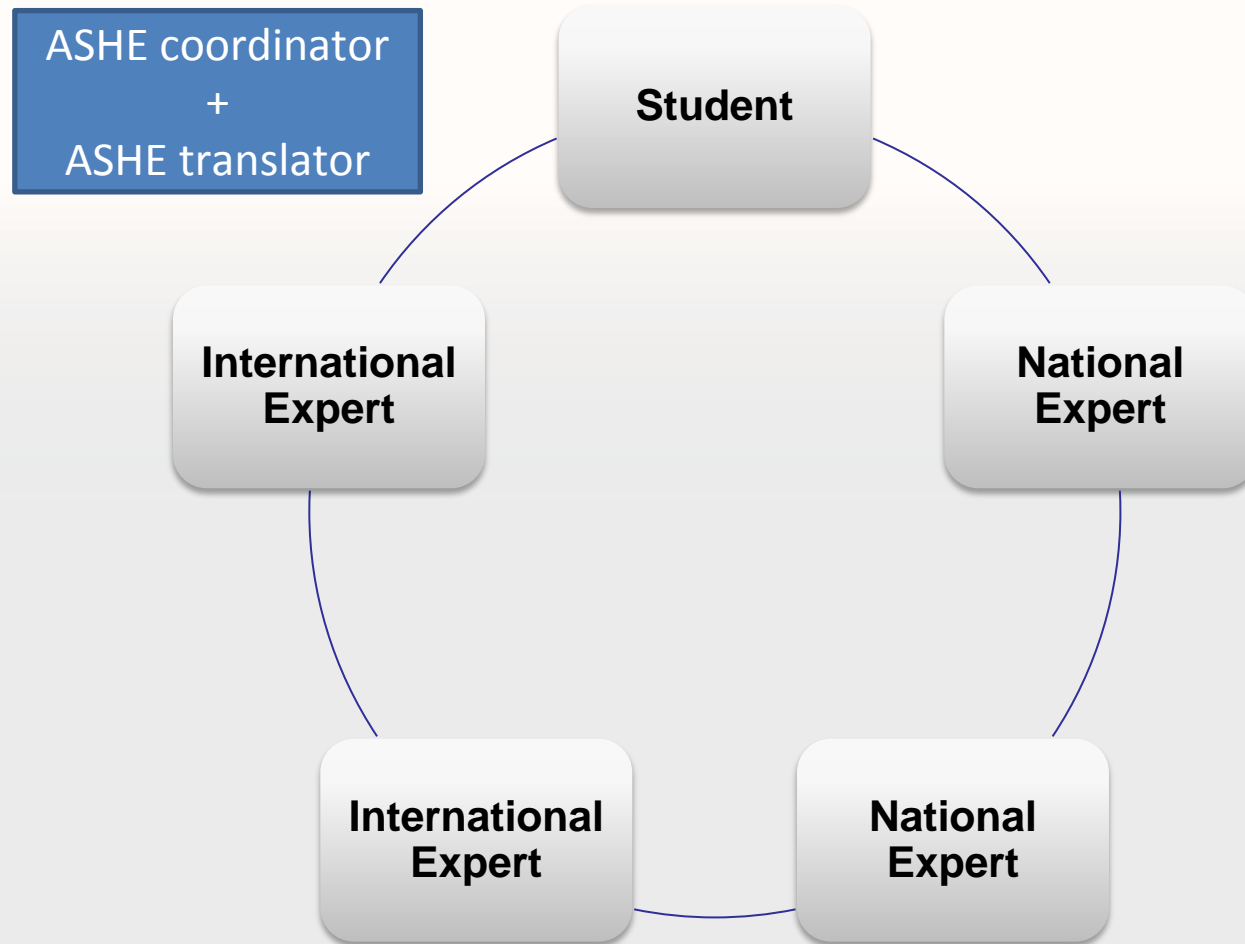
- 5 – year cycles
- All public and private HEIs by 2015/2016
- All scientific organizations established and/or financed by the state by 2015/2016

Re-accreditation



- ✓ 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

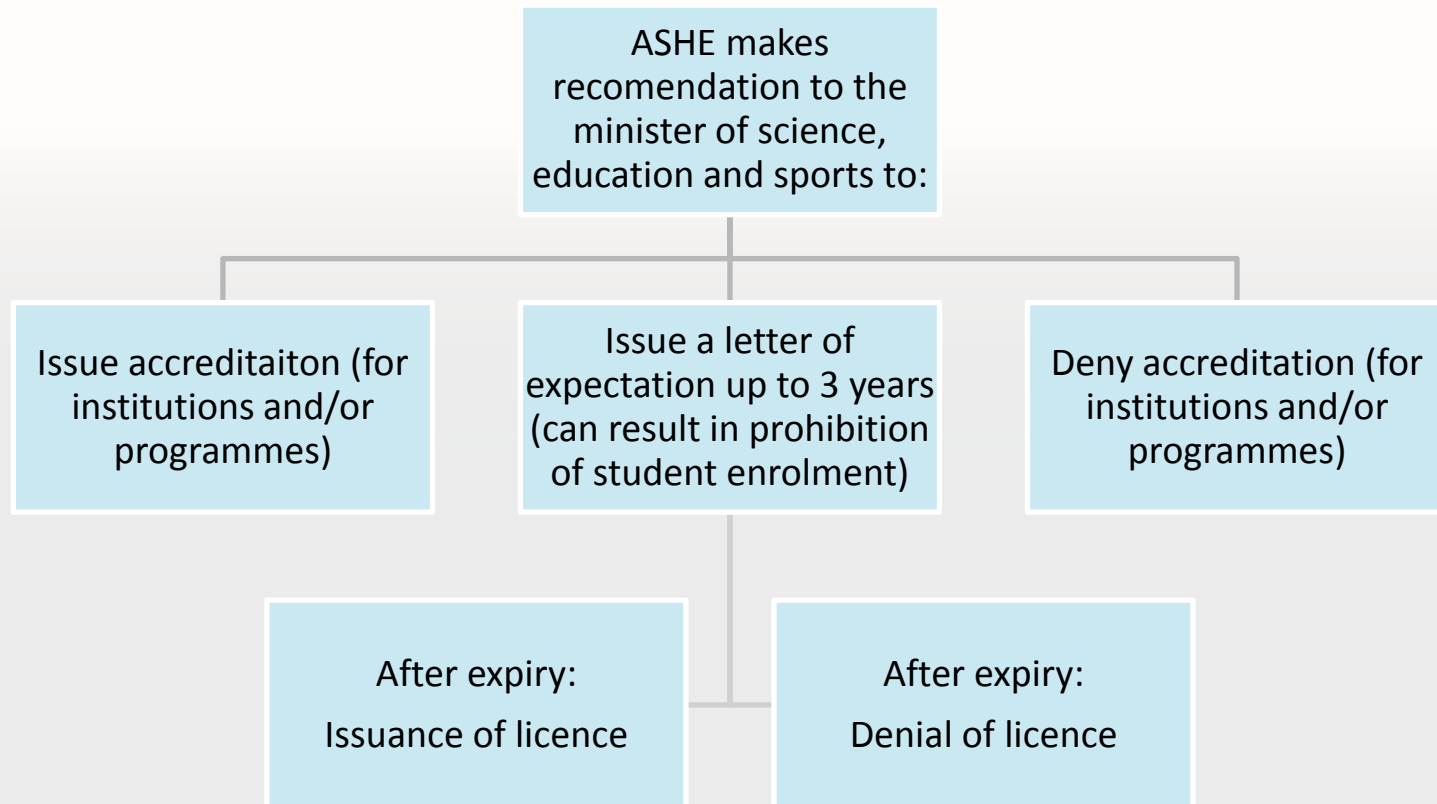
Re-accreditation - Expert Panel



Re-accreditation - Scope



Re-accreditation-outcomes



Re-accreditation of HEIs



All HEIs by 2015/2016

- 2010/2011 re-accreditation of **20** HEIs in the field of economics and business
- 2011/2012 re-accreditation of **32** HEIs in the technical sciences
- 2012/2013 re-accreditation of **9** HEIs in the biotechnical sciences + 14 private HEIs



Outcomes

49 accreditation
recommendations

- accreditation granted to **30** HEIs
- letter of expectation issued to **15** HEIs
- accreditation denied to **4** HEIs and **11** dislocated study programs

Audit



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

Audit



- CARDS 2003 project “Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and Development of a Supporting Information System“ in 2006/08
- ASHE developed an audit model
- Seminars for HEIs
- In house seminars for ASHE staff
- Develop & promote a quality culture
- An audit manual
- Pilot project
- Audit’s base



Audit / 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
- Enhancement of quality culture

ACT

How do you change
to improve?

PLAN

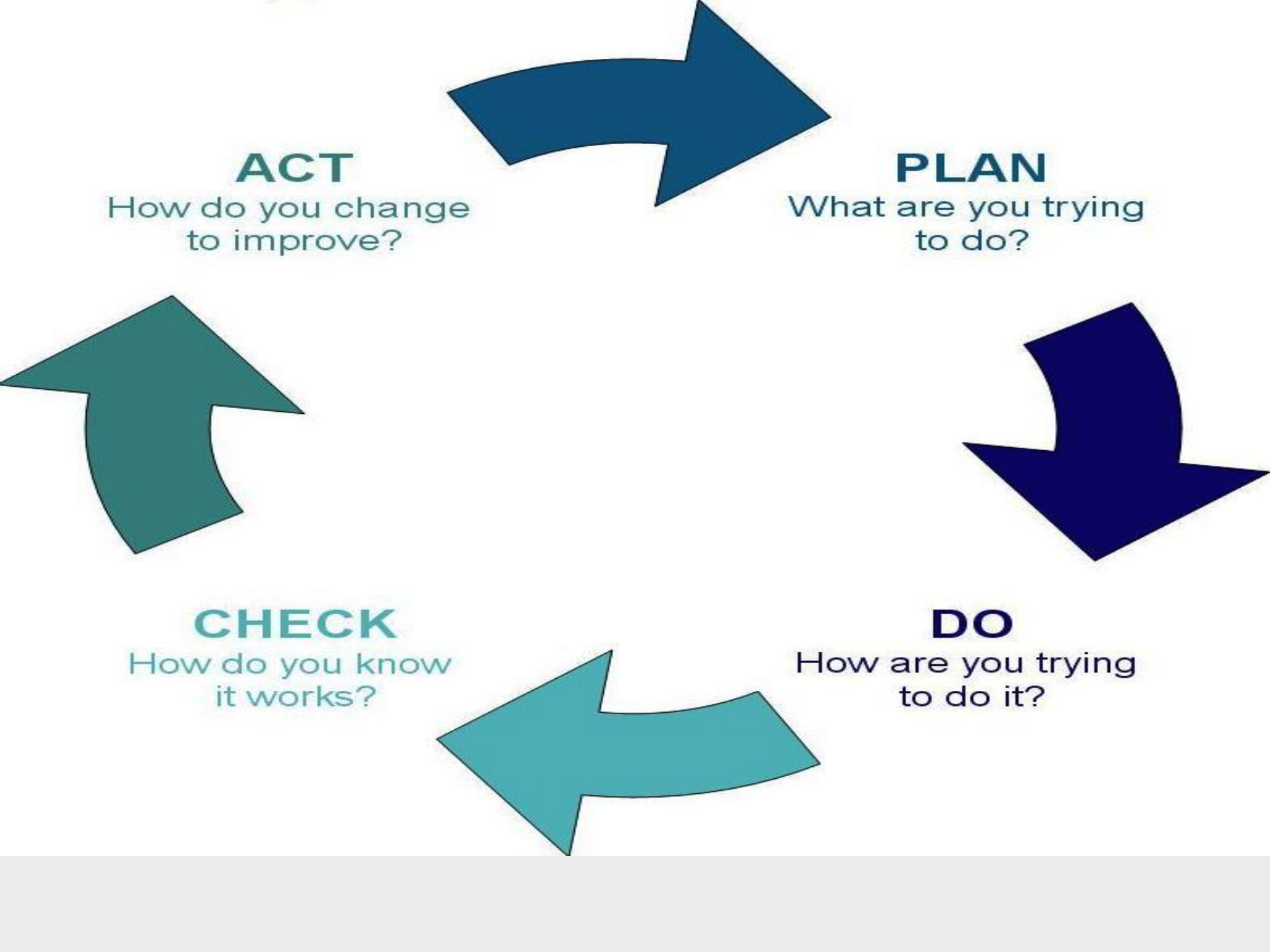
What are you trying
to do?

DO

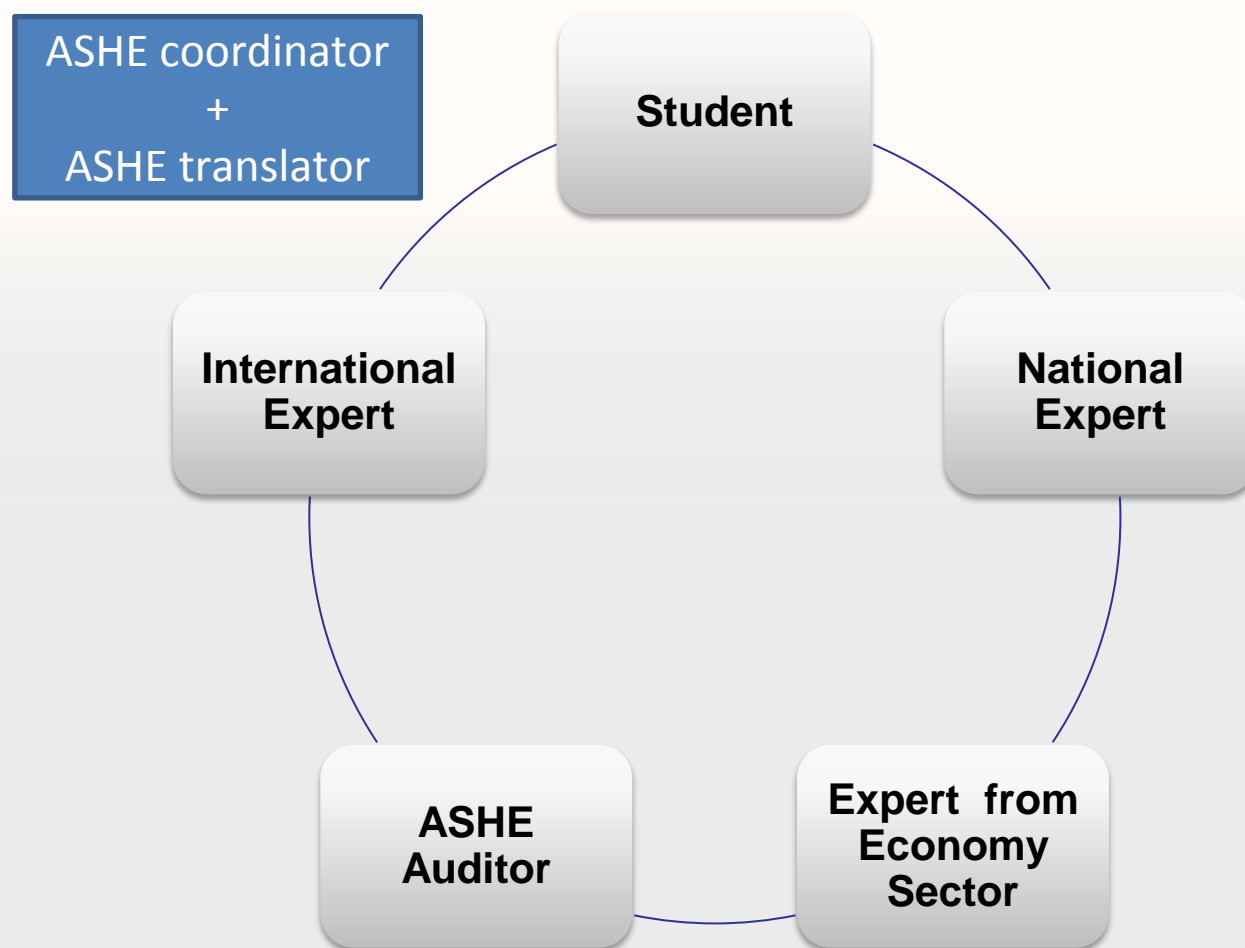
How are you trying
to do it?

CHECK

How do you know
it works?



Audit - Expert Panel



Audit



- Standards: ESG 1.1.-1.7.
- Criteria:
 - 1 - Absent
 - 2 - Emerging
 - 3 - Developing
 - 4 – Advanced



ASHE Accreditation Council:

- Issues certificate to HEI's QA System
- Reaudit
- Reaccreditation

(certificates for **8** HEIs issued)

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
→ thematic evaluation of studies in biomedical field (compliance with EU Directive)

Role of Students in QA system



- Internal QA system at HEIs:
 - Part of governance body at HEI (Senat, Faculty board, SU, ...)
 - Part of advisory body (QA Council, Board, Center)
 - Participate in evaluation of QA system/procedures at
 - Institutional level
 - Program level

Role of Students in QA system



- External QA system
 - Part of reaccreditation panel
 - Part of audit team



- Integrated QA system ESG + ISO 9001
- Quality management system ISO 9001 (2006)
 - Internal audit (each year)
 - External audit (each year, recertification in 3 years cycle)
- Quality assurance system in line with ESG
 - Quality management system + Strategy + Annual report
 - Cyclical external review of the Agency

Accountability procedures



- An internal feedback mechanism
- An internal reflection mechanism
- An external feedback mechanism
- An external reflection mechanism
- Cyclical external review of the Agency

ASHE membership in international networks



- Full member of INQAAHE (International Network for Quality Assurance Agencies in Higher Education) since 2006
- Full member of ENQA (European Association for Quality Assurance in Higher Education) since 2011
- Full member of CEEN (The Central and Eastern European Network of Quality Assurance Agencies in Higher Education) since 2008
- Member of OECD IMHE Forum (Organization for Economic Co-operation and Development Forum on Institutional Management in Higher Education) since 2008

Strengths



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

Strengths



- 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
- Public forum – ASHE website
- ASHE documents public (standards, criteria & procedures)
- The Ministry clearly committed to independence of the national agency

Strengths



- Surveys
- Confidentiality Statement – ASHE staff
- Confidentiality and Conflict of Interest Statement (everybody participating in external QA procedures)
- Accreditation Council Ethical Code
- No gifts from HEIs, no paid lunches or dinners from HEIs (members of peer-reviews) – written procedure
- ASHE annual report is public

Challenges and Future



- Further development of external QA procedures in line with the implementation of National Qualification Framework
- Shift from „inputs” to „outputs” /more focus on learning outcomes and employment of graduates
- Thematic reviews of „burning issues” in Croatian HE: doctoral education, learning outcomes...
- Support to evidence-based policy making: focus on data collection

Challenges and Future



- Help our HEIs to enhance their position in EHEA and worldwide (mobility, cooperation with business)
- Further support to development of quality culture: workshops, reports...
- Strengthen regional and international cooperation

Thank you



agency for science and higher education croatia





Thank you for your attention!

<https://www.azvo.hr/index.php/en>

