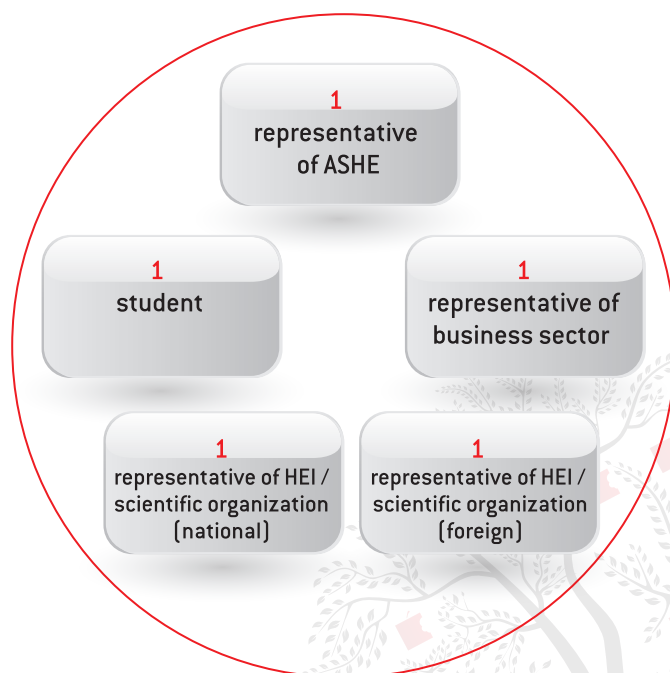


The role of external stakeholders in Croatian higher education

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Introduction

Adoption of ESG on a national level in 2006 → changes of legislative framework, introduction of QA at HEIs
HEIs have a primary responsibility for quality ASHE guided HEIs in including all the stakeholders as active partners in QA



ASHE 2012 survey - QA units at HEIs

- 150 established QA units at HEIs
- 108 students in QA units
- 35 representatives of external stakeholders in QA units

ASHE QA audit / experts

- 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] → 20 audit reports
- Audit is carried out by a 5-member expert panel

- Panels selected from ASHE Database of Audit Experts (112) - 17 experts from business sector

External stakeholders are included in QA units (35/150)

External stakeholders at audited HEIs

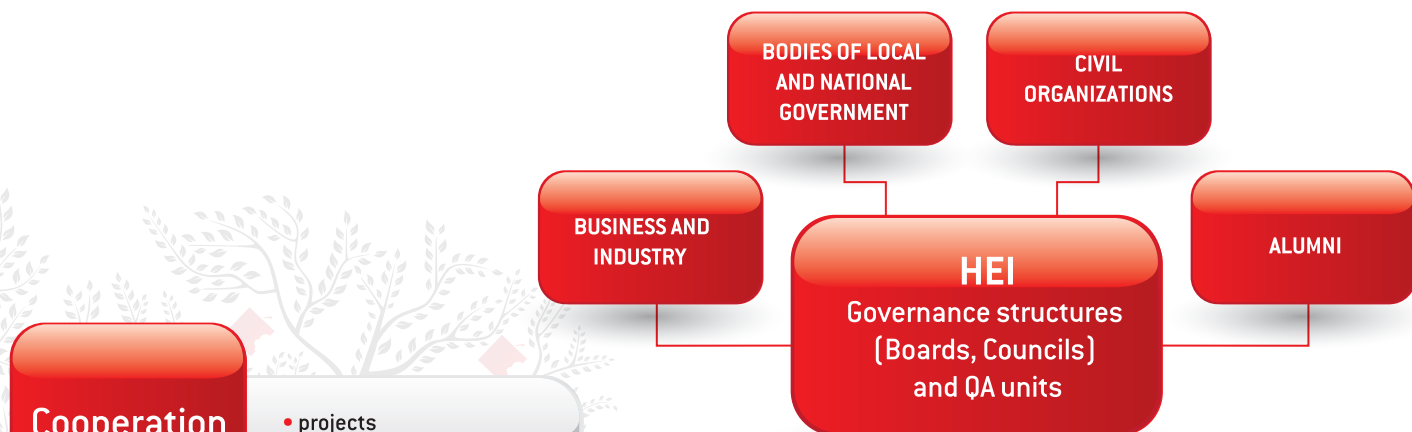
designing curriculum or revisions of study programmes

monitoring study programmes

quality of student internships

transfer of good practice from business sector to HE

advisory role with impact on HEIs management



Cooperation between HEI and business sector

- projects
- science and technology parks - transfer of knowledge
- teaching (external associates)
- scholarships

Career Centres at HEIs

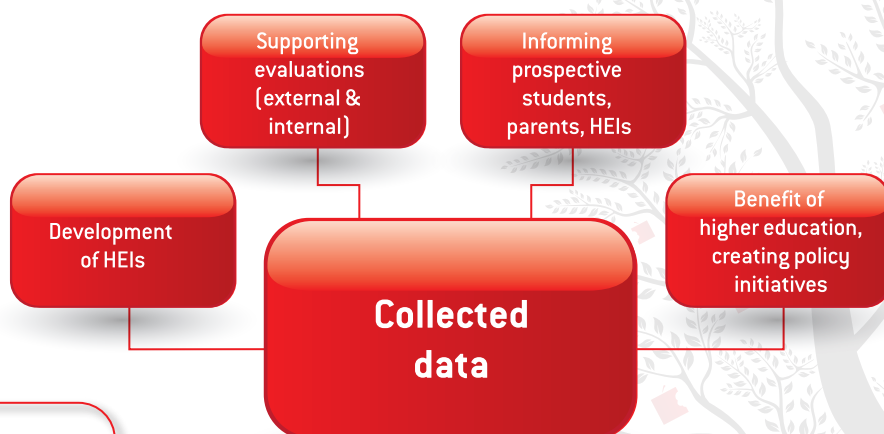
- 3 Career Centres/Offices (out of 20 audited institutions)
- Individual cases of HEIs surveying employers on the quality of their students

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 (1, 3 and 5 years 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 at HEIs:

- labour market does not recognize bachelor's degrees → further development of the existing model of QA in higher education, and relying on CQF as a QA instrument

- *Insufficient number of external stakeholders in QA units at HEIs → developing general awareness of the importance of systematic quality assurance in HE and development of quality culture*

- *Active participation of HEIs/Discussion between all the stakeholders, which leads to transformation of HE*