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
  - 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 student 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 COF 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

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