

UNUTARNJE I VANJSKO OSIGURAVANJE KVALITETE – POTICAJ UNAPREĐENJU KVALITETE

Dr. sc. Vesna Dodiković-Jurković
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agency for science and higher education croatia

ENQA

eqar



- Karakteristike VO
- ESG, Yerevan 2015.
- Kultura kvalitete

TRENDOVI U VO



- Povećani interes i zahtjevi za VO
- Demografske promjene
- Od tradicionalnog VO → online, MOOCs, LLL
- Internacionalizacija
- Mobilnost nastavnika/znanstvenika
- Ishodi učenja
- RPL



- Nedostatni izvori javnog financiranja
- Povećanje školarina

Europa:

- Smanjenje financiranja: Velika Britanija, Irska, Španjolska, Nizozemska, Mađarska, Grčka
- Povećanje: Švedska, Norveška, Njemačka
- Povećanje broja upisanih studenata: svagdje osim u Mađarskoj
- SAD, Azija: rast školarina

PORAST BROJA UPISANIH STUDENATA



2000.: 97 000 000

2012.: 196 100 000

2030.: 412 000 000 (predviđanja)



SKEPTICIZAM



- “More and money is being spent on higher education. Too little is known about whether it is worth it.”
- “Students...are not buying education....They are buying degrees....”

The Economist, 3/28/15





- **Čini zajednički okvir** sustava osiguravanja kvalitete poučavanja i učenja na europskoj, nacionalnoj i institucionalnoj razini
- **Omogućuje osiguravanje i poboljšavanje kvalitete** visokog obrazovanja u EHEA-i
- **Potiče međusobno povjerenje**, time olakšavajući priznavanje i mobilnost unutar i preko nacionalnih granica
- **Pruža informacije o osiguravanju kvalitete** u EHEA-i.



- **Visoka učilišta su primarno odgovorna** za kvalitetu vlastitog rada i njezino osiguravanje
- Osiguravanje kvalitete je osjetljivo na **raznolikost** visokoobrazovnih sustava, visokih učilišta, programa i studenata
- Osiguravanje kvalitete **potiče razvoj kulture kvalitete**
- Osiguravanje kvalitete uzima u obzir potrebe i očekivanja studenata, **svih** drugih **dionika** i društva.

STRUKTURA – ESG 2015.



- III. dijela – ostaje nepromijenjena
 - Unutarnje osiguravanje kvalitete
 - Vanjsko osiguravanje kvalitete
 - Agencije za osiguravanje kvalitete.
- Jasno razlučeni standardi i smjernice (informacije o implementaciji standarda)

2005 ESG

1.1 Policy and procedures for quality assurance

1.2 Approval, monitoring and periodic review of programmes and awards

1.3 Assessment of students

1.4 Quality assurance of teaching staff

1.5 Learning resources and student support

1.6 Information systems

1.7 Public information

New ESG

1.1 Policy and processes for quality assurance

1.2 Design and approval of programmes

1.3 Student-centred learning

1.4 Student admission, progression and completion

1.5 Development of teaching staff

1.6 Learning resources and student support

1.7 Information management

1.8 Public information

1.9 On-going monitoring and periodic review of programmes

1.10 Cyclical external quality assurance

Glavne izmjene u prvom dijelu - VU



- 1.2: Standard 1.2 podijeljen u dva nova 1.2 i 1.9.
Razvoj programa je spomenut puno izravnije, poveznica s IU, nacionalnim QF i QA-EHEA.
- 1.3: Novo - naglasak na poučavanje usmjereno na studenta. Poučavanje i učenje u središtu interesa.
- 1.4: Pristup obrazovanju, upisne politike, napredak studenata i završavanje studija jasnije naglašeni. Cjelokupni standard se više referira na IU.
- 1.6: Naglašena raznolikost studentske populacije
- 1.10: Iz prijašnjeg 2.7 premješteno u ovaj standard.

ESG – II. dio



2005 ESG

- 2.1 Use of internal quality assurance procedures
- 2.2 Development of external quality assurance processes
- 2.3 Criteria for decisions
- 2.4 Processes fit for purpose
- 2.5 Reporting
- 2.6 Follow-up procedures
- 2.7 Periodic reviews
- 2.8 System-wide analyses

New ESG

- 2.1 Consideration of internal QA
- 2.2 Design methodologies fit for purpose
- 2.3 Implementing processes
- 2.4 Peer-review experts
- 2.5 Criteria for outcomes
- 2.6 Reporting
- 2.7 Complains and appeals

2005 ESG

3.1 Use of external quality assurance procedures for higher education

3.2 Official status

3.3 Activities

3.4 Resources

3.5 Mission statement

3.6 Independence

3.7 External quality assurance criteria and processes used by the agencies

3.8 Accountability procedures

New ESG

3.1 Activities, policy and processes for QA

3.2 Official status

3.3 Independence

3.4 Thematic analysis

3.5 Resources

3.6 Internal QA and professional conduct

3.7 Cyclical external review of agencies

PROMJENE, UNAPREĐENJA, ISHODI



- Vidna je **promjena svijesti** o kvaliteti – od ‘birokratskog’ do procesa razmjene iskustava i pokretanja stvarnih promjena.
- Fokus je bio na razini institucije:
 - proces samovrednovanja (samoanaliza, izvješće internog audita ...)
 - izrada strateških dokumenata na mnogim VU u RH je po prvi put **okupila sve dionike** u zajedničkoj analizi stanja i razgovoru o koracima koje je moguće poduzeti – s mnogo primjera pozitivnih ishoda

PROMJENE, UNAPREĐENJA, ISHODI

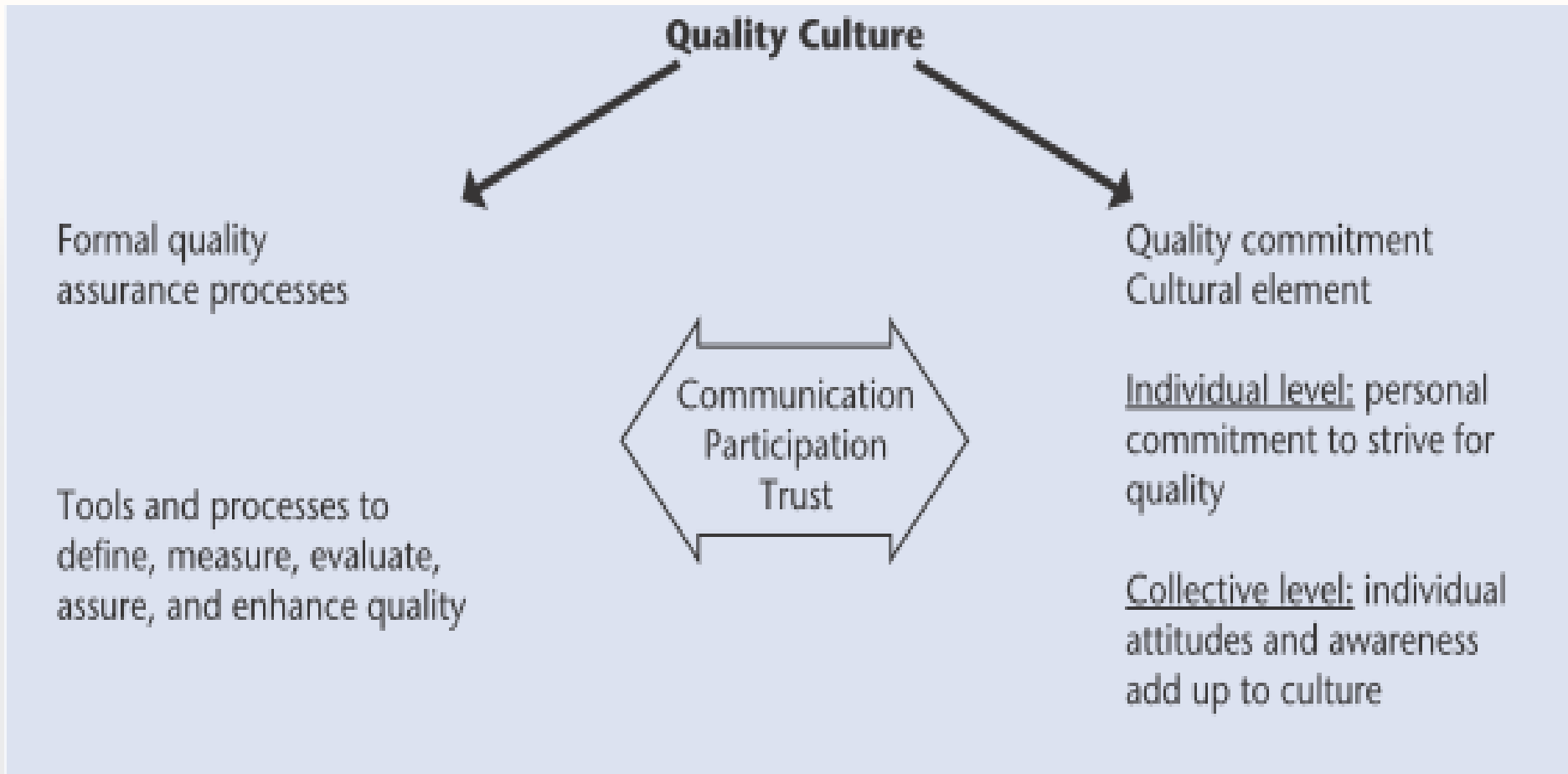


- Obiman posao i za Agenciju i za visoka učilišta:
 - Sustavno prikupljeni podatci (druga tijela koja također traže podatke u drugim formatima)
 - Peer review (internacionalizacija, studenti, gospodarstvenici, često nedovoljno vremena – uz jezičnu barijeru – za detaljnu analizu kurikula, ispita i sl.)
 - Javno objavljena izvješća s preporukama za unapređenje
 - Postupak naknadnog praćenja
 - Analize na razini sustava – izraditi po završetku prvoga ciklusa

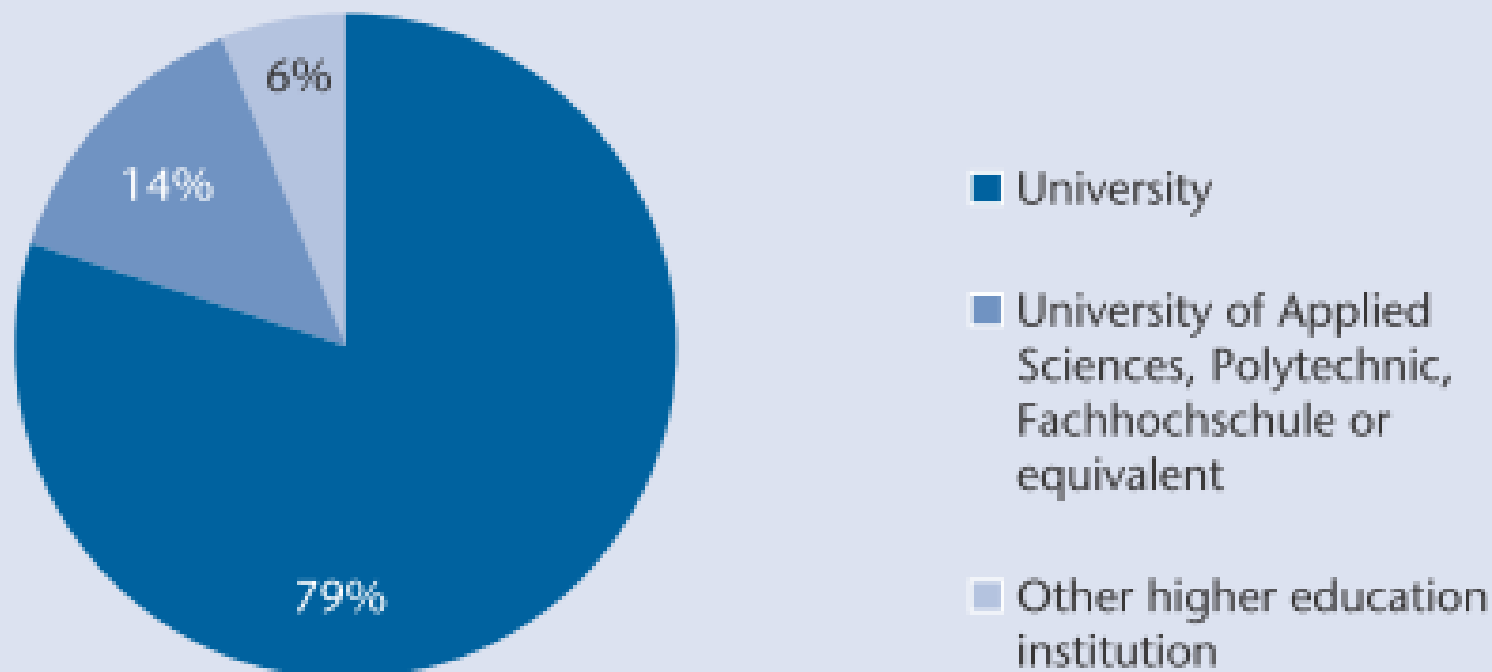


- Prilagodbe u skladu s novim ESG i HKO
- Izmjena legislative
- **Pojednostavljenje** procesa, kriterija i obrazaca
- Veći naglasak na sadržaj samih **programa** i njihovu povezanost s resursima
- Bolja prezentacija dokaza i podataka
- Jača uloga podrške Agencije (Mreža jedinica za OK, pred-posjeti, projekti...)

QUALITY CULTURE AT HEIs

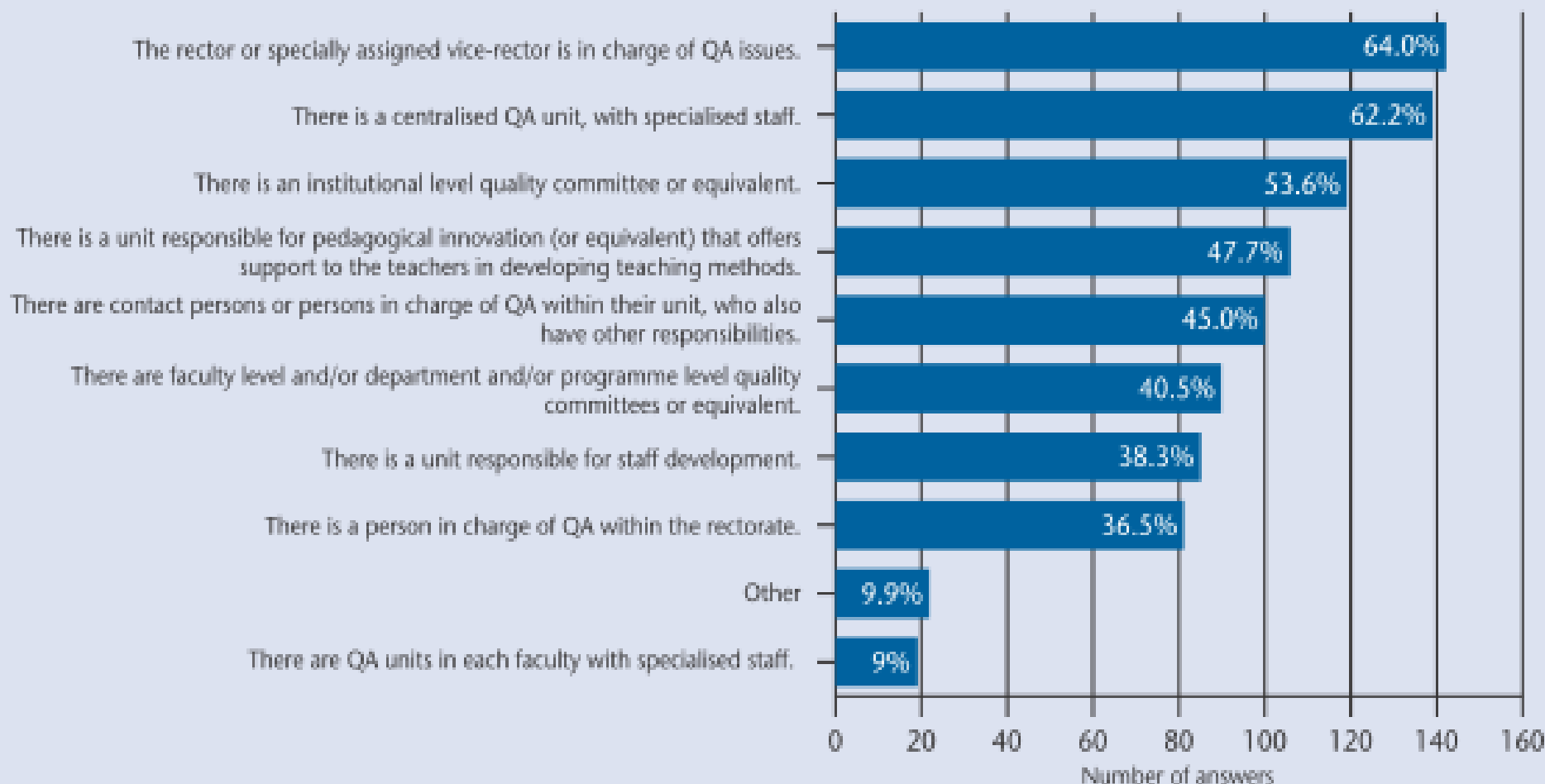


EUA project - RATIO OF TYPES OF HEIs

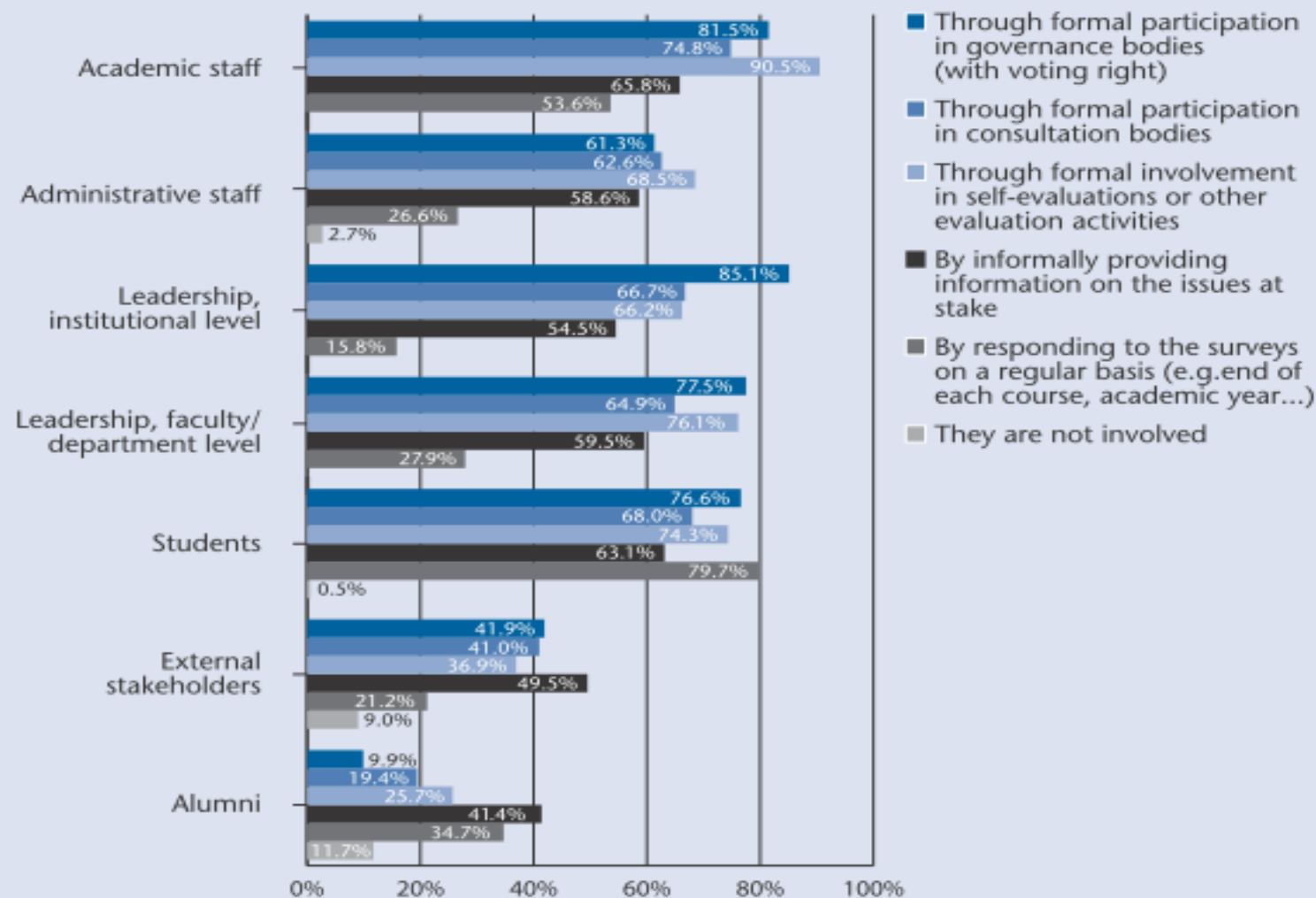




Structures supporting the internal QA processes



The involvement of stakeholders



Internal evaluation processes



Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.

The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution. 65.3%

The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals. 55.9%

The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level. 27.9%

The institution has defined a set of key performance indicators and follows its progress based on them. 55.0%

The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years). 52.7%

Other 11.3%

Information included in the information system



**Which of the following does the information system or systems include?
Please choose all applicable options.**

Student progression and success rates	87.7%
Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute	65.5%
Tracking graduates' employment	40.5%
Students' satisfaction with their programmes	53.6%
Profile of the student population (e.g., age, gender, education background, socio-cultural background...)	83.2%
Available learning resources and, when applicable, their costs	44.1%
None of the above	0.9%
Other (such as the institution's own performance indicators)	10.0%

Information on study programs



The information on your institution's study programmes include: Please choose all applicable options.	
Number of students currently involved in the programme	76.1%
Number of academic staff involved in the programme	70.3%
Teacher-student ratio in the respective faculty/department/institute	44.6%
Information on the intended learning outcomes of the programme	81.5%
Information on qualifications granted by the programme	86.9%
Information on the teaching, learning and assessment procedures used within the programme	82.0%
Information on the learning opportunities (e.g., traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme	78.8%
Information on alumni employment	45.5%
Profile of the current student population	43.2%
Specific information targeting international students	64.0%
Accessibility and/or possibilities offered to disabled students	49.5%
Other	5.0%



- Vodstvo i upravljanje
- Novi izvori financiranja
- Nove tehnologije
- Smanjenje udjela tradicionalnih studenata
- Upravljanje rizicima
- Kvaliteta VO ostaje u središtu interesa -
međunarodni standardi – zajedničke referentne
točke
- Integracija nacionalnog sustava kvalitete u EHEA –
sukladnost s međunarodnim trendovima



Zahvaljujem na pozornosti!

vdjurkov@azvo.hr

