



agencija za znanost i visoko obrazovanje

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CARDS 2003 Project "Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and the Development of a Supporting Information System"



SUMMARY OF
QUALITY ASSURANCE AUDIT REPORT

FACULTY OF ORGANIZATION AND INFORMATICS, VARAŽDIN,
UNIVERSITY OF ZAGREB

12 - 13 February, 2008

ZAGREB, February 2008

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Introduction

In accordance with “Education Sector Development Plan 2005–2010” by Croatian Ministry of Science, Education and Sport, and “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” by E4 (ENQA, EUA, EURASHE and ESIB), ASHE's Quality Assurance Department designed a model of QA audit of Croatian higher education institutions, in cooperation with consultants on CARDS 2003 Project, “Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and the Development of a Supporting Information System”. This collaboration included a number of consultations on development of audit model, as well as joint seminars for representatives of academic community and other stakeholders in higher education.

Consultants' proposal to launch a pilot project of QA audit of 3 higher education institutions within the CARDS 2003 Project was adopted by the Management Board of ASHE on July 17, 2007, and Ministry of Science, Education and Sport gave its consent on September 6, 2007. By the end of 2007, extensive preparations have been made for carrying out of the audit process.

With support from CARDS project, ASHE's Quality Assurance Department held a series of seminars educating the first generation of experts for QA audit and establishing a national body of experts, comprising members of academic community from all Croatian universities, student representatives and representatives of the business community.

Universities submitted their proposals of institutions to be audited within the pilot project and ASHE outlined the procedures and signed an agreement on audit with every institution individually.

Višnja Petrović

Head of QA Department

Agency for Science and Higher Education

Audit Committee

Chair

Sergij Gabršček, PhD

Team leader of CARDS 2003 project „Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and the Development of a Supporting Information System“, expert on evaluation of higher education institutions and QA audit.

Member of Committee

Assistant Prof. **Bogomir Mihevc**, PhD

Independent advisor for quality assurance and development of teaching and R&D at the quality assurance and student support centre, University of Ljubljana.

Member of Committee

Prof. **Ivan Slapničar**, PhD

Professor at the University of Split, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture; Head of Centre for Quality Improvement at the University of Split, ASHE expert on audit of quality assurance systems at HEIs, expert on the higher education quality assurance systems and member of the ASHE committee for evaluation of HEIs; member of the national team of experts in charge of the reforms of higher education system (Ministry of Science, Education and Sports).

Member of Committee

Prof. **Ante Rozga**, PhD

Professor at the University of Split, Faculty of Economics; ASHE expert on audit of HEI's quality assurance systems at the Centre for Quality Improvement, University of Split; member of the ECTS Committee at the University, ECTS coordinator at the Faculty of Economics.

Member of Committee

Martina Laković

Student at the University of Zagreb, Catholic Faculty of Theology; member of the University of Zagreb Senate; ASHE expert on audit of quality assurance systems at HEIs.

Member of Committee

Višnja Petrović, M.Eng.

Representative of ASHE, expert on quality assurance and internal auditor for ISO 9001.

2.5. Visit of the Audit Committee

According to its obligations set out by the Agreement, ASHE submitted the protocol of the visit of Audit Committee.

Site visit and audit procedure are conducted according to the agreed protocol.

The Protocol

February 12, 2008 - First day

- 09.00-10.00 Meeting with the management. Subject: Setting up of QA system
10.00-12.00 Meeting with the committee for higher education quality assurance and development, and the representative of QA office
Subject: Relationship with the University committee for higher education quality assurance and development and the faculty management
12.00-13.30 Afternoon break
13.30-16.30 Meeting with teacher representatives from all years. Subject: Teaching process
Analysis and discussion on documents pertaining to teaching process and reviewing of documents

February 13, 2008 - Second day

- 09.00-10.00 Meeting with student representatives from all years
10.00-11.00 Meeting with the administrative and technical staff (assistants to the dean)
11.00-12.30 Visits to library and laboratories
12.30-13.30 Afternoon break
13.30-14.30 Meeting with external stakeholders
14.30-15.30 Internal meeting of the Audit Committee – drafting of observations, conclusions and recommendations
15.30-16.00 Informing the management on the conclusions and recommendations

5. Conclusions of the Audit Committee on a degree of development of QA system at FOI, University of Zagreb

The Committee compared the existing QA system at FOI with ESG standards and reached its decision on a degree of development of QA system at the Faculty of Organization and Informatics, Varaždin.

Quality assurance system is in the initial phase of development. The Faculty should take into consideration all the observations and recommendations and use them to organise a cohesive QA system, as well as to harmonise all the documents according to the mission, vision and strategy of FOI. All relevant documents should be transparent, i.e. published on Faculty web-site.

Add. 1. is an integral part of this report – a table with categorizations of a degree of development by individual elements of the institution's QA system.

Chair of the Audit Committee:

Sergij Gabršček, PhD

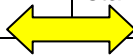
Zagreb, 15 February 2008

Add. 1

AUDIT CRITERIA FOR ASSESSING A DEGREE OF DEVELOPMENT OF QUALITY ASSURANCE SYSTEMS

Audit goals	Preliminary phase	Initial phase	Developing phase	Advanced phase
1. Objectives, overall structure and internal cohesion of the quality assurance system	HEI has no QA procedures for its activities.	QA procedures exist for some activities, but are neither organised nor interconnected.	QA covers many of the activities of HEI and QA procedures make a cohesive QA system.	QA covers all or nearly all activities and QA procedures make a dynamic unity of QA system.
2. Documentation, including quality policy, and definition of procedures and responsibilities of all the stakeholders	Quality policy, procedures, stakeholders and responsibilities are not defined or documented.	Definition and documentation of responsibilities and procedures included in QAS are not adequate. Procedures are not adequately organized.	Procedures, stakeholders and responsibilities are defined clearly and comprehensively. Documentation is easily available. QAS is well-organized.	Procedures and distribution of activities are in accordance with documentation. QAS is well-organized and supports QA.
3. Comprehensiveness of QA	There is no QA in the activities and processes relating to the basic mission.	QA system covers isolated activities and processes mainly relating to educational levels.	QA system covers many activities and processes relating to the mission.	QA system covers procedures and activities related to the mission.
3. a) Study programmes	There is no QA of study programmes.	QA covers some isolated aspects of planning, implementation and evaluation of study programmes.	QA system covers several aspects of planning, implementation and evaluation of study programmes.	QA covers all major aspects of planning, implementation and evaluation of study programmes.
3. b) Research / R&D	There is no QA in research / R&D.	QA system covers certain isolated aspects of research / R&D.	QA covers several aspects of research / R&D.	QA covers all major aspects of research / R&D.
3. c) Interaction with, and impact on society; contribution to regional development	There is no QA relating to interaction with society and impact on society, or to regional development.	QA covers some isolated aspects of interaction with society, impact on society, and of regional development.	QA covers several aspects of interaction with society, impact on society, and of regional development.	QA covers all major aspects of interaction with society, impact on society, and of regional development.
3. d) Support and other services	There is no QA for support and services.	QA covers some aspects of support and other services.	QA covers several aspects of support and other services	QA covers all major aspects of support and other services.
3. e) Professional development of staff	QA does not cover professional development of staff	QA covers some aspects of the professional development of staff.	QA covers several aspects of the professional development of staff.	QA covers all major aspects of the professional development of staff.
4. Participation of staff, students and external	Staff, students and external stakeholders do	Some of the following groups are excluded from	All the stakeholders take an active part in QA.	External stakeholders take an important part in

stakeholders in QA	not take part in QA.	QA: - students - teachers - support services staff - researchers - administrative staff - management - external stakeholders		audit process. Different staff groups are committed to and active in practical QA. Participation is based on common and shared values, and culture based on trust and equality.
5. Relationship between QAS and management	There are no links between management and QA.	Procedures and processes of QAS are separate from other procedures. Relationship between the management and QAS is inadequate.	QAS guides all operations. QAS information is used for system development. There is a clear relationship between QAS and management, monitoring process and development.	QAS is an integral part of operations, providing direction for all operations. Management is committed to development of QAS and takes responsibility for it. There are evidence on systematic use of information in managing, monitoring and development. QAS information provides an overall view of quality of education and other activities at the institution.
6. Relevance of, and access to quality assurance information	QA does not cater for internal stakeholders and information is not communicated within the institution.	There is no systematic processing of information. Information is not available to internal stakeholders.	QAS activities and key results are available to all internal stakeholders. QAS produces information that is relevant to internal stakeholders.	QAS is entirely transparent. There is an active internal communication relating to the QA. Information is systematically provided to all the stakeholders. Relevance of information to internal stakeholders is an important consideration in planning and continuous development of QAS.
7. Relevance and availability of QA information for external stakeholders	QA does not cater for external stakeholders and information is not communicated within the institution.	External stakeholders are insufficiently involved in planning and development of QAS. Information is not provided to external stakeholders on regular basis.	External stakeholders are clearly defined and their input is taken with due regard. Information on activities and key results of QAS is available to all the main external stakeholders.	External communication relating to QA is active and information is systematically communicated and targeted to different external stakeholders. The external stakeholders are



				provided with all the relevant information for planning and development of QAS.
8. Efficiency of QA procedures and structures and their effect on the development of activities	QA procedures are unable to identify sub-standard quality.	QA aims at maintaining the present level of quality. Sub-standard quality is adequately identified.	QA procedures stimulate development of activities and generate change. Sub-standard quality is efficiently identified.	Special attention is paid to methods and structures conducive to new ideas and their implementation. The operational culture encourages innovation. Sub-standard quality is efficiently identified.
9. Use of information produced by QA system as a tool for quality management and enhancement in education and other activities	Information relating to QA is not used as a tool for quality management and enhancement in education or other activities.	Use of QA information is sporadic. Information is collected with no specific purpose.	QA information is used as a tool in quality management and enhancement relating to education and other activities. Feedback is used for QA purposes.	The use of information is systematic. There is ample evidence of its effective use in the development of education and other activities.
10. Monitoring, evaluation and continuous development of QA system	There is no overall view of QA activities; they are not monitored or developed.	Institution has some idea on overall performance of QA system, but its activities are scarcely monitored and development of QAS is not planned.	Institution monitors performance of QAS and is mostly aware of main effects and outcomes. Development of QA system is planned and documented.	Institution monitors performance of QAS and is aware of its effects and outcomes. Development of QAS is planned and documented, and institute can easily demonstrate its effectiveness.

Zagreb, February 2008.

References: http://www.kka.fi/files/102/KKA_406.pdf

Abbreviations:

QA Quality Assurance

QAS Quality Assurance System

R&D Research and Development

Degree of development of QA System at the Faculty of Organization and Informatics, Varaždin, University of Zagreb, by individual elements.

Decisions of the Audit Committee are highlighted.