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Fondul Social European
POS DRU 2007-2013



Instrumente Structurale
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AGENCIA ROMÂNIA
DE ASIGURARE A
CALITĂȚII ÎN
ÎNVĂȚĂMÂNTUL SUPERIOR

STUDENT PARTICIPATION IN QUALITY ASSURANCE IN CROATIA

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Agency for Science and Higher Education

HE Quality Assurance in Croatia

- Signing of Bologna Declaration in 2001 – beginning of transformation of higher education system
- ESG officially adopted in 2006
- Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) – redefined the role of ASHE

ASHE

- Agency for Science and Higher Education established in 2005
- CARDS 2003 project "Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and Development of a Supporting Information System" (2006-2008) - assisting HEIs in establishing of quality assurance units

- Students are equal members of all review teams for external quality assurance processes carried out by ASHE
- Student representative in ASHE Accreditation Council (expert and the decision-making body)
- Student representative in ASHE Management Board

Students in QA

- After signing of Bologna Declaration in 2001 - inclusion of students in decision-making bodies at HEIs, QA units at HEIs, active participation in internal QA processes, involvement in internal QA procedures and preparation of self-evaluation reports

- April 2010 – ASHE workshop with student representatives from all Croatian universities: assessment of student contribution to development of Bologna process
- Main topic: Implementation of Bologna process in HEIs from student perspective: What has been achieved?

- Students are highly motivated to fulfil role of equal stakeholders
- Competent, active and constructive partners on national level, but need to be more active on international level
- Legislation ensures their involvement in institutional governance
- Lack of understanding of ESG

Student perspective

- In 2005 study programmes harmonised with the Bologna Declaration and accreditation review procedure was carried out for undergraduate and graduate programmes – ongoing
- Implementation of cycles and lack of understanding of reforms – negative effects on students – pressure for longer periods of study

- Problem with employability of students that have finished the first cycle - key mission for HEIs
- Assessment of implementation of ECTS – do not properly reflect student workload
- HEIs have already started with the ECTS revision process
- Need for redesigning learning outcomes

- Students satisfied with assessment procedure and appeal procedure is transparent
- Mobility – far from satisfactory: recognition of period of study abroad, ECTS, programmes in foreign language, student support etc.
- Students satisfied with provision of relevant information on programmes, outcomes, qualifications, learning and assessment procedures

- Introduction of State Matura (secondary school leaving exam) in 2010 - equal access to higher education system - improvement of transparency

Conclusion

- At national level students participate at all levels: governance of HEIs, internal QA processes, preparation of self-evaluation reports, external QA processes (ASHE Management Board, Accreditation Council, equal members of expert teams in external reviews of HEIs)
- Need for student participation in implementing ESG at HEIs level

- Main goals: to increase mobility and employability, and redefine students' workload and ECTS



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Thank you for your attention!