The implementation and development of internal quality assurance systems in Higher Education Institutions in Slovakia: actual state and challenges

Key words

- Quality Assurance/Enhancement (QA/QE)
- Internal QA
- External QA
- Accreditation
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

National reforms with high importance for institutions

Figure 1: Trends 2015 Q9 – Since 2010, how important have national reform initiatives on the following issues been for your institution? Answer option: "High importance" (Trends 2015 data)

- **Quality assurance** — 73 %
- Internationalization — 70 %
- Bologna degree structure — 68 %
- Research policy — 64 %
- Learning and teaching generally — 62 %
- Implementation of learning outcomes — 60 %
- Institutional funding — 58 %
- Governance and autonomy — 53 %
- Student recruitment — 51%
- Widening access and participation — 40 %
- Lifelong learning — 39 %
- Tuition fees — 34 %
- Other — 5 %

Surrock, A.: Trends 2015: Learning and Teaching in European Universities, EUA 2015

- *Internal Quality Assurance has become a global reform trends in Higher Education Institutions on the all over the world*

Michaela Martin, IIEP-UNESCO Research Project, 2016

Structure of the contribution

1. Background:
➢ The Bologna process
➢ European level – ESG
➢ National level in the Slovak Republic – legal framework

2. Correlations:
➢ ESG
➢ Accreditation criteria, financial criteria, etc.
➢ Main processes at universities – learning and teaching, research and management
➢ Internal Quality Assurance

Structure of the contribution

3. The presentation of the results of the on-line survey of the academic and administrative staff about IQA at Slovak HEI´s

4. The challenges for the next period – to identify trends in internal and external factors for an effective functioning of IQA in HEI´s (how to do it?) and how to understand more the ESG, related obstacles, benefits… (what to do it?)

1
The Bologna Process

Coherent space of education and science in the European Higher Education Area (EHEA)

The members are 48 States and the European Commission

Who is involved to the BP?

- The education ministers of States that signed the Bologna Declaration, including the Slovak Republic,
- representations of European universities (EUA),
- professional higher education institutions (EURASHE),
- student organization (ESU),
- quality assurance agencies (ENQA),
- the United Nations Educational, Scientific and Cultural Organisation – the European Centre for Higher Education (UNESCO-CEPES),
- Education International (EI) and Business Europe
- European Quality Assurance Register for Higher Education (EQAR)

The BP is also supported by the European Commission and the Council of Europe

Quality Assurance – European level

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

European Quality Assurance Register for Higher Education (EQAR)

Reason for ESG

THE MAIN PURPOSE OF ESG...
RESPONSIBILITY AND IMPROVEMENT OF QUALITY

ESG

- **set a common framework** for quality assurance systems for learning and teaching at European, national and institutional levels
- **enable the assurance and improvement of quality** of higher education in the European higher education area
- **support mutual trust**, thus facilitating recognition and mobility within and across national borders
- **provide information on quality assurance** in the EHEA

ESG: principles

- Higher education institutions have primary responsibility for the quality of their provision and its assurance
- Quality Assurance responds to the diversity of higher education systems, institutions, programs and students
- Quality Assurance support the development of a quality culture
- Quality Assurance takes into account the needs and expectations of students, all other stakeholders and society

ESG – three parts

- Internal quality assurance
- External quality assurance
- Quality assurance agencies

COMPARATIVE ANALYSIS OF THE ESG 2015
AND THE ESG 2005
http://www.eurashe.eu/comparative-analysis-esg/

Part 1: Standards and guidelines for internal quality assurance

- 1.1 Policy for quality assurance
- 1.2 Design and approval of programs
- 1.3 Student – centred learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 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 programs
- 1.10 Cyclical external quality assurance

Quality Assurance – national level

- Accreditation

- Financing (actual trend)

- The law (in the framework of educational and scientific policy of the State) obliges HEIs to elaborate, implement, and use a functional internal quality assurance system of higher education

- The internal quality system is evaluated by the Accreditation Board during the process of the Complex Accreditation (current state)

Quality Assurance – national level

The internal quality system should include:

- **the policy** of HEIs in QA (instruments, relation between education and science, organization of IQA, responsibilities of individual units of HEIs, involvement of students, PDCA in QA)

- **the procedures** in the areas regulated by ESG

The "procedures" are based on ESG (version 2005), with the goal to create a fully functional European dimension of quality assurance

IQA

IQA is the set of rules, criteria and procedures regulating processes in all activities of a university and its departments in sector of education, research, management and social mission

IQA

These rules and procedures content external and internal norms, concerning higher education and particular decisions of universities
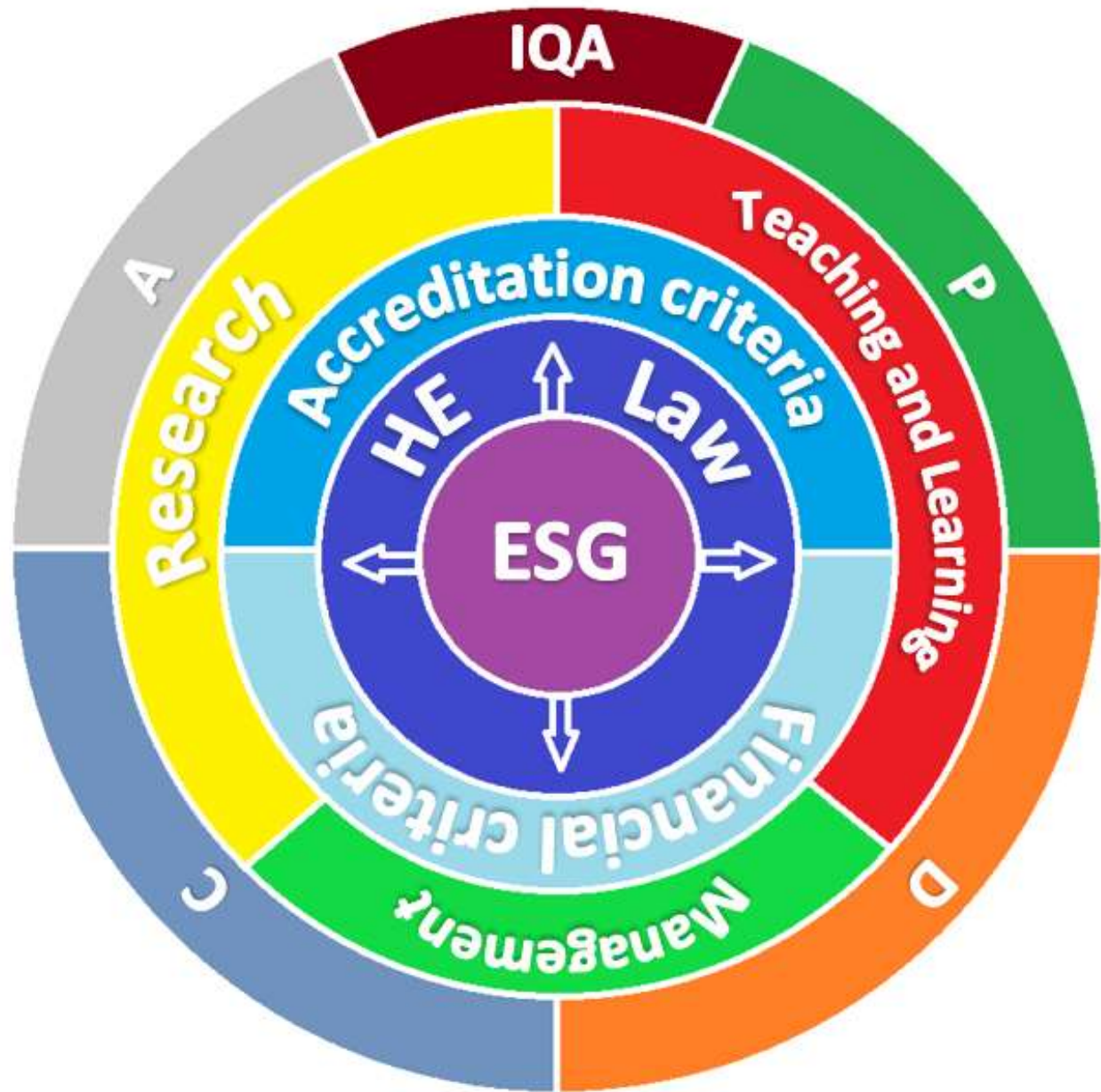
IQA

IQA is an instrument for:

- designing
- implementing
- monitoring
- evaluating
- improving
- and evidencing of processes for QA and Q Enhancement

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Correlations:

Thank you for your attention

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