



Žilina University's experience in the ESG implementing

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Overview of presentation

- UNIZA Experience before ESG 2009
- Implementation of an internal quality assurance system (IQAS) based on ESG 2009
- Maintaining the functionality of the quality assurance system
- Plans for revising the system in line with ESG 2015

University of Zilina (UNIZA)

- History – foundation on 1953
- Focus – Transportation in all subject areas (Telematics, Inteligent Transportation, Security, Building, Human and Social Aspects of Mobility)
- 7 faculties
- 231 fields of study (121 full time form)
- 9000 students
- 1000 staff (760 creative workers)
- 150 foreign partners
- 60 scientific and professional events annually

Initial situation at UNIZA – to 2012

- Similar to other Slovak universities
 - Initiatives in individual faculties without coordination
 - ISO 9001 (Faculty of electrical engineering, Faculty of security engineering)
 - CAF (Faculty of civil engineering, Faculty of management science and informatics)
 - Initiatives of the university management
 - CAF self-assessment 2009, 2010
 - Annual reports, long-term aims
 - Structural fund projects under OP Education (2011-2012)
- Amendments to HE legislations – in particular Act No 455/2012 (Sec. 87) – strongly encouraged implementation of a university quality assurance system.

Elaboration of the QAIS – 2013

- Incorporation of quality in institutional structures (UNIZA Council on Quality Assurance, faculty quality managers – reorganisation)
 - Agreement on a standard procedure for developing the quality assurance internal system (QAIS) at the university level first
- Formulation of the quality assurance policy
 - Inspired by the ESG
- Basis of the quality assurance system – processes and responsibilities
 - Description of processes
 - RACI matrix
- Definition of quality indicators and methods for their measurement
- Creation of a UNIZA specific self-assessment tool

QAIS (VSK) – Example of process description

Process for the approval, monitoring and regular evaluation of study programmes P_2

The purpose of the process is the external and internal verification of study programme quality, the identification of areas for improvement, the acquisition of feedback for the study programme supervisor and teachers, and other relevant stakeholders.

University components that are affected must define an owner of the "Process for the approval, monitoring and regular evaluation of study programmes".

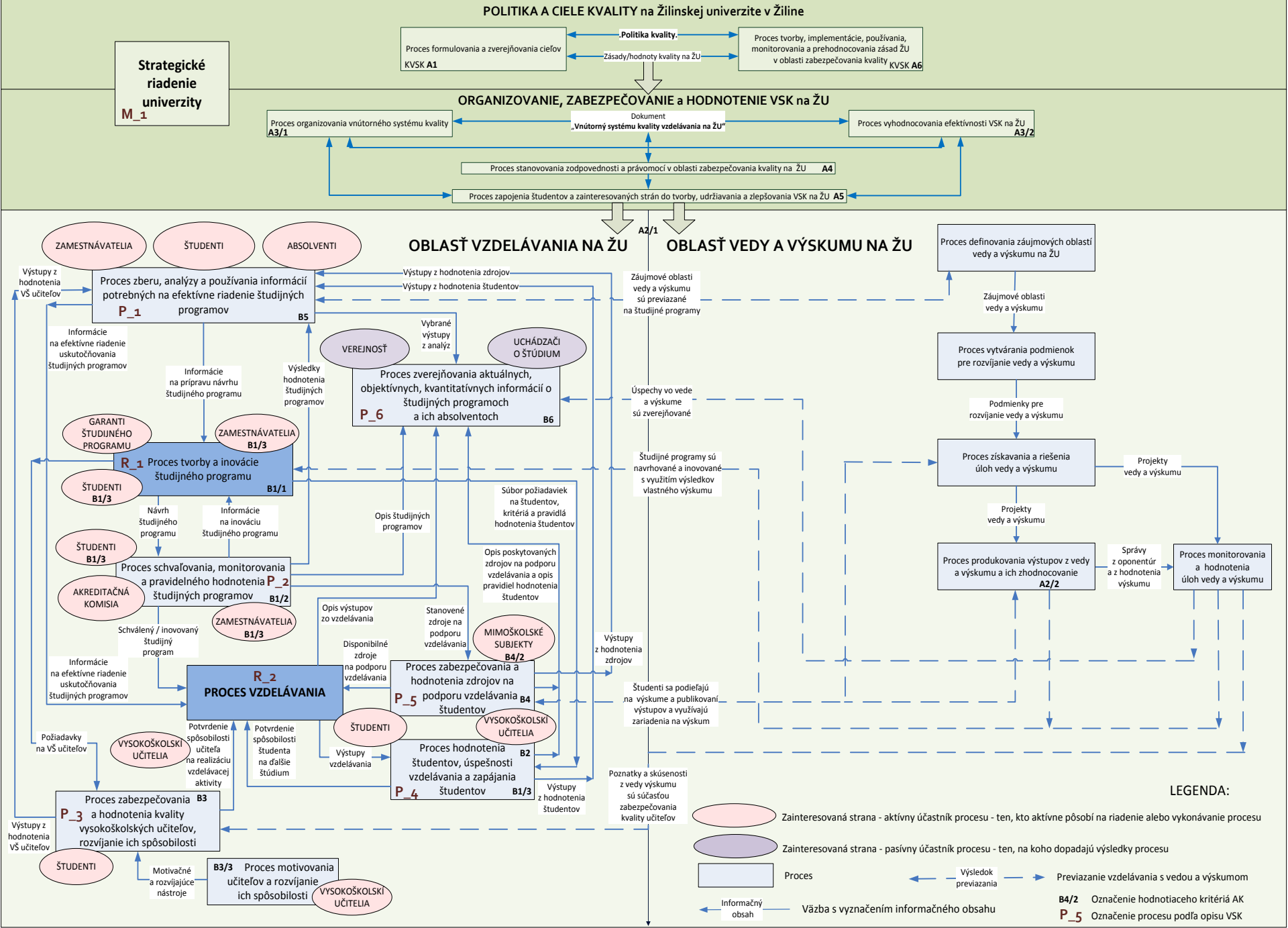
Process inputs: Proposed study programme (from process R_1)
Criteria for assessing the success of study programmes (from process M_1)

Process outputs: Approved study programme (for process R_2)
Identified areas for improvement (for process R_1)
Definition of study resources to support education (for process P_5)
Evaluation results and the Report on the success of the study programme (for process P_1)

Activities: P_2.1 Submission of the study programme for approval
P_2.2 Monitoring of the study programme
P_2.3 Regular evaluation of success of the study programme
P_2.4 Preparation of a report on the success of the study programme

The university's faculties must comply with the general legislative requirements for the study programme approval process. Basic criteria for evaluating the success of study programmes are set at the level of the university. The faculties elaborate their own system for the monitoring and regular evaluation of study programmes. Faculties prepare reports on the success of study programmes at least once every two years and submit them to the vicerector for education.

Schéma prepojenia a vzťahov jednotlivých článkov vnútorného systému kvality na Žilinskej univerzite v Žiline



QAIS – Communication and adoption

- A survey of all members of the academic community 2013 (values, indicators, suggestions)
- Determination of the initial level of quality indicators and setting of objectives
- Performance of self-assessment
- Popularisation of the QAIS (articles, publications)
- QAIS approval process in the Academic Senate

QAIS – maintaining effectiveness

- Repetition of the survey (in an extended version) with broad dissemination of results (2015)
- Measurement of quality indicators (2014, 2015, 2016)
- Implementation of improvement projects in faculties based on the objectives (2015)
- Self-assessment using the QAIS self-assessment tool (2014, 2015)
- CAF self-assessment of whole UNIZA - 2016 in combination with external evaluation
- Prioritisation and planning of projects to improve the QAIS

Good practice at UNIZA

- A robust and comprehensive quality assurance system
- The coordinated, continuing and equal involvement of all university components in maintaining the QAIS
- Combination of independent quality assurance systems with the proposal (the QAIS supports ISO 9001 certification)
- An effective system for monitoring indicators (17) linked to Accreditation Commission criteria.
 - 10 performance indicators
 - 7 perception indicators
- Acquisition of feedback from members of the academic community
- Provision of information on quality for internal use and for the public

Revision of the QAIS for ESG 2015

- UNIZA - The objective of the ESG revision is understood as improved specification of its subject-matter, the removal of unnecessary details and the expansion of important areas of quality assurance
- Preparation phase
 - Assessment of requirements for modification of the QAIS
 - Elaboration of recommendations
 - Conformity with the aims of the Accreditation Commission regarding quality assurance

ESG 2015's challenges for UNIZA

- A solution for "student centred learning" with students' involvement
 - A solution for involving students in teams for improvement projects
 - Acceptance of responsibility for the implementation and evaluation of surveys (satisfaction)
- Raising expectations of teachers
 - Observation
 - Self-study, lifelong learning
- Linking education and research
 - Monitoring the success of activities (e.g. project teaching)

Perceived problem areas and risks

- Promotion of quality as a strategic element in UNIZA's management – mainstreaming quality
- Improvements in the operation of the system for preparing and approving study programmes
- Exploit the potential for involving students in the QAIS improvement process
- Raising all employees' awareness of quality and the need to improve quality (new ways of thinking)
- Acceptance of the new role by all stakeholders, with a stronger sense of responsibility and engagement in quality assurance system