

**Nacionalna agencija RS za kakovost v visokem
šolstvu, NAKVIS**

Slovenian Quality Assurance Agency, SQAA

NOVELTIES IN SLOVENIAN HE LEGISLATION

CEENQA WORKSHOP

Zagreb, CROATIA
FRIDAY, 28 APRIL 2017

Ivan Leban

Quality Assurance and Enhancement in Slovenian HE Area

Mission

The Agency provides for development and operation of the quality assurance system in the Slovenian higher education area. It operates responsibly, both formally and contextually, and counsels all stakeholders and participants in tertiary education in line with European and global development trends.

Am I a proper person to talk about the quality in higher education? Am I a “PEER” ?

Member of expert “poola” EUA IEP (2006- www.eua.be/iep)

Vice Dean and **Vice Rector**, University of Ljubljana

Father of **three daughters** (geography, Groningen; Cultural sciences and Medicine)

Sem **director** NAKVIS (2013- www.nakvis.si)

INSTITUTIONAL EVALUATIONS:

Turkey	Izmir(2), Aydin, Bolu, Ankara
Romania	Suceava, Iasi(2), Galaty
Montenegro	Podgorica
Croatia	Zagreb, Split (Chemistry)
Lithuania	Kaunas
Latvia	Riga (2)
Portugal	Porto
Kazakhstan	Almaty
FR Macedonia	Skopje
Bolgarija	Sofija
Russian Fed.	Samara
Slovenia	Univerza na Primorskem



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ESG 2015

THE STANDARDS FOR QUALITY ASSURANCE
HAVE BEEN DIVIDED INTO THREE PARTS ,
BUT ARE HEAVILY INTERLINKED):

- INTERNAL QUALITY ASSURANCE Part 1
- EXTERNAL QUALITY ASSURANCE Part 2
- QUALITY ASSURANCE AGENCIES Part 3

BUT WHAT IS IMPORTANT ?

The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.

The ESG should be considered in a broader context that also includes **qualifications frameworks, ECTS and diploma supplement** that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.

Three parts of ESG 2015 STANDARDS:

1. Internal Quality Assurance System
2. External Quality Assurance System
3. Quality Assurance for Agencies

Everything available at website <http://www.enqa.eu>

TERTIARY EDUCATION IN Slovenia

(2 millions inhabitants)

In study year **2015/16** **80.000 students**

5 universities (**3 state** + **2 private** + EMUNI)
43 private HE institutions

914 accredited study programmes (“Bologna”);

48 Vocational colleges - **26 state** + **22 private**

But only 3400 FTE teachers !!

WHY CHANGE IN LEGISLATION ?

Highly regulated system - up to now **institutional and programme evaluation (periodically at 7 years)**

HE Area in Slovenia is very asymmetric - Half of it covers **University of Ljubljana (with 26 faculties)**

UL	424 study programmes
UM	205 study programmes
UPR	102 study programmes
Private HEIs	178 study programmes

Last year 36 visits to UL and 25 visits to UM !!!

From Quantity is there a Quality ?

WHY CHANGE IN LEGISLATION (continued) ?

Young agency - starting in 2010

We are under constant supervision

Court of Financial Auditors RS

a) For year 2011

b) For 2010-2013

They checked our work on the basis of Criteria for Evaluation and Accreditation and found out that :

We are not effective (efficient)?

Too many programmes?

This is from their report:

Quality assurance: Slovenia has an extremely high number of study programmes per student - the equivalent of one study programme per 106 students.

Court of Auditors said that the evaluation and accreditation processes have not been efficient and that the accreditation agency (NAKVIS) has not fulfilled its goal of ensuring quality and diversity of study programmes (Court of Auditors 2016).

The Court of Auditors also said, that the policy of HE is within the Ministry and Government.

The **Government's amendments**, therefore, propose a switch from programme-level (re)accreditation to institutional-level (re)accreditation. This would take the burden off the agency, which is currently overwhelmed, but at the same time it demands stronger **internal quality assurance mechanisms** within institutions. Student unions are sceptical of the ability of higher education institutions to internally manage the quality of teaching and learning outcomes.

From Education and Training Monitor 2016 EU Commission
http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en

-Amendments in power from 15 Dec 2016

-Also lot of paper work was transferred to Agency

This is very optimistic from Government !

To adapt all the changes of Criteria, Procedures and Protocols in **three months** with stakeholders agreement.

For example - The Netherlands - they had 2 yrs moratorium and they have also **Macro efficiency Check.**



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In short transition to:

- **institutional accreditation and reaccreditation of HEIs and**
- **limited accreditation of study programmes (for new, for extra check, sample)**

Not anymore 914 study programmes in period of 7 yrs,

But yearly cca. 20 study programmes and at 5 yrs interval instit. accreditation of 40 HEIs and 48 vocational colleges.

Some more information in ENQA Newsletter March 2017

LEGISLATIVE AMENDMENT CAUSES CHANGES TO SLOVENIAN QA AGENCY'S ACTIVITIES

28 March 2017

<http://www.enqa.eu/index.php/home/newsletter/>



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To END:

**QUALITY IS SIMPLE. PEOPLE ARE COMPLICATED.
H. FORSHA**

Thank you for your attention!

**ivan.leban@gmail.com
@ivanleban**

“The only way to make sense out of change is to plunge into it, move with it, and join the dance.” A.W. Watts



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