

CEENQA Workshop and GA, Slovenia, 2015. Hosted by SQAA

**Workshop: IMPACT OF QUALITY ASSURANCE AND ACCREDITATION
on UBC**

City Hotel Ljubljana, 22 May 2015.

IVAN LEBAN, Director SQAA

**CV 67 yrs, 43 working age
Retired but reactivated**

**Univ. Dipl. Chemist, University of Ljubljana,
Chem. Dept, 1971.**

D.Phil. in Physics, University of York, 1974.

**Crystallographer, chemist, freelance journalist,
sometimes appearing on TV, ranked as 6th
chemist in SLO (210 publication WoS, over 2000
citations), Vice Rector UL 2001-2005 , responsible
for Bologna Implementation, now Director 2013-**

Activities on Quality in Higher Education

Member of the pool of EUA IEP (2006-
Member of Board of ECA (2014-

Institutional evaluation of universities:

Turkey	Izmir(2), Aydin, Bolu, Ankara
Romania	Suceava, Iasi(2), Galaty
Montenegro	Podgorica
Croatia	Zagreb, Split (Chemistry)
Lithuania	Kaunas
Latvia	Riga
Portugal	Porto
Kazakhstan	Almaty
Macedonia	Skopje
Slovenija	University of Primorska

THE PURPOSE OF EVALUATION IS TO IMPROVE, NOT TO PROVE.

Daniel L. Stufflebeam

TERTIARY EDUCATION IN SLOVENIA

Population: 2 millions

Study year **2014/15 enrolled**

Universities and HEIs 71.214 students

Higher Vocational Colleges 11.485 students

5 univs (**3** state + **1** private + network)

46 independent HEIs

Accredited **937** study programmes, register Ministry Jan

2015, but **ONLY** **!!! 3400 FTE teachers !!!**

(this does affect quality?)

48 HVC - 26 public and 22 private

Only 36 study programmes

STUDY PROGRAMMES by ISCED CLASSIFICATION

SLOVENIA	Study programme							
ISCED	Description	UL	UM	UPR	FINF	UNG	Private	No. Progs.
14	Education science	86	42	22				150
21	Arts	30	2	1		1	6	40
22	Humanities	92	29	22		5	3	151
31	Social and behav.	61	10	20	4		13	108
32	Journalism and inf	7					2	9
34	Business & admini	25	18	4			61	108
38	Law	3	6	1			6	16
42	Life sciences	12	5	8		4		29
44	Physical (cheh) sc	12	7			3	2	24
46	Math. & statistics	9	4	6				19
48	Computing	5	11	2	1		2	21
52	Engineering	15	34	1			8	58
54	Processing	15	3			2	9	29
58	Architect. & buildi	17	6			1		24
62	Agriculture, for. &	14	12	2		1	1	30
64	Veterinary	6						6
72	Health	21	5	4			13	43
76	Social services	7						7
81	Personal services	5	5	8			6	24
84	Transport services	7	5					12
85	Environmental pro	3	1				6	10
86	Security services	2	5				2	9
Interdiscipl.		7		1		1	1	10
	Summary	461	210	102	5	18	141	937
	% stud.progs.	49.2	22.4	10.9		1.9	15.0	



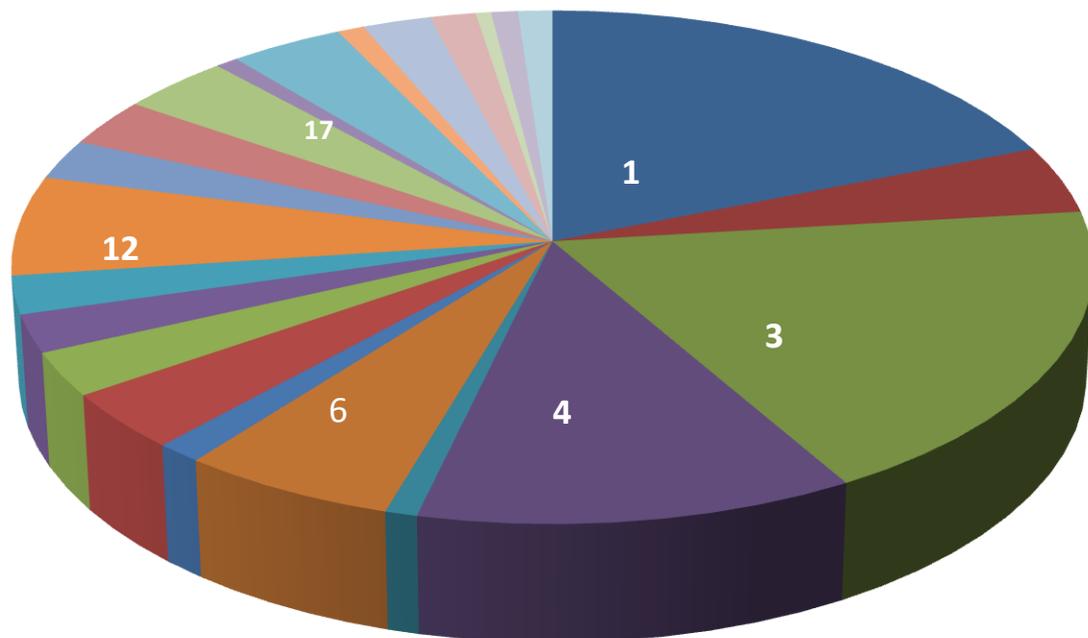
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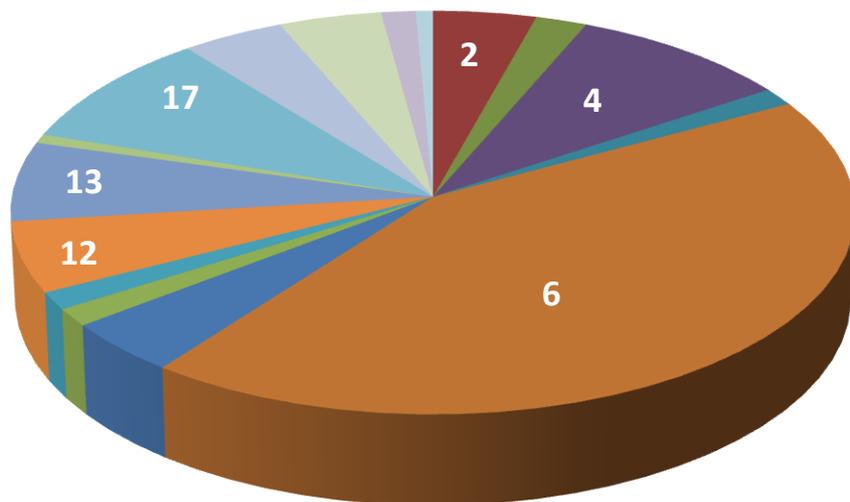
Slovenian Quality Assurance Agency
for Higher Education

Study programmes - state universities 796 Jjan 2015



- 1 Izobraževalne vede
- 2 Umetnost
- 3 Humanistika
- 4 Družbene vede
- 5 Novinarstvo
- 6 Poslovne in upr. vede
- 7 Pravne vede
- 8 V. o živi naravi
- 9 Fizik. in kemij. vede
- 10 Matematika, statist.
- 11 Racunalništvo
- 12 Tehnika
- 13 Proizvodne tehnol.
- 14 Arhitektura, gradbeništvo
- 15 Kmetijstvo
- 16 Veterinarstvo
- 17 Zdravstvo
- 18 Socialno delo
- 19 Osebne storitve
- 20 Transport
- 21 Varstvo okolja
- 22 Varovanje
- 23 Interdiscipl. v.

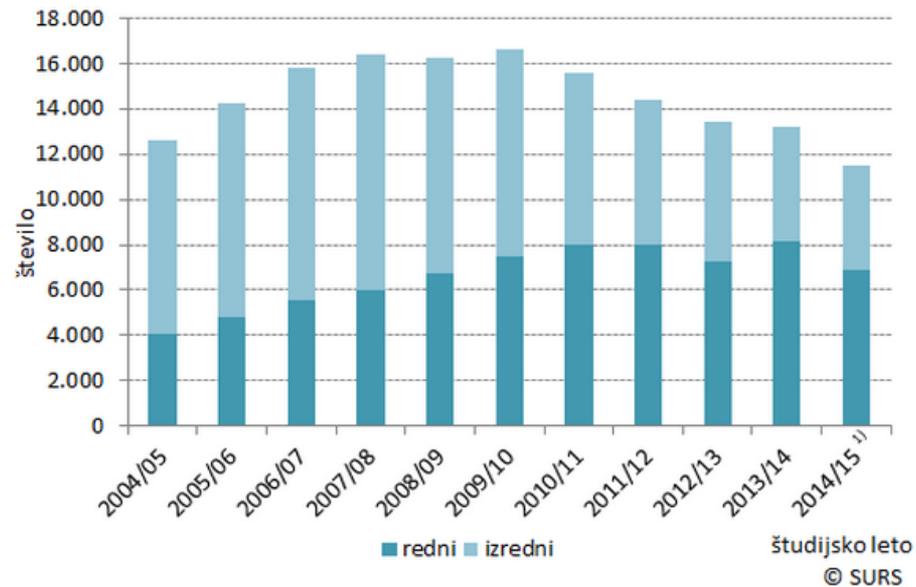
Study programmes private HEIs 141 Jan 2015



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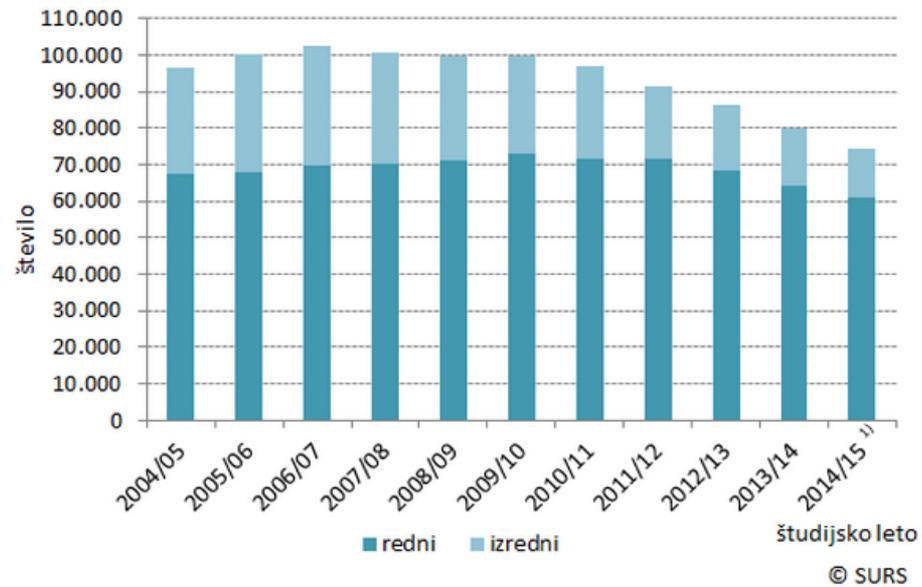
Grafikon 1: Študenti višjega strokovnega izobraževanja, Slovenija



1) Začasni podatki.

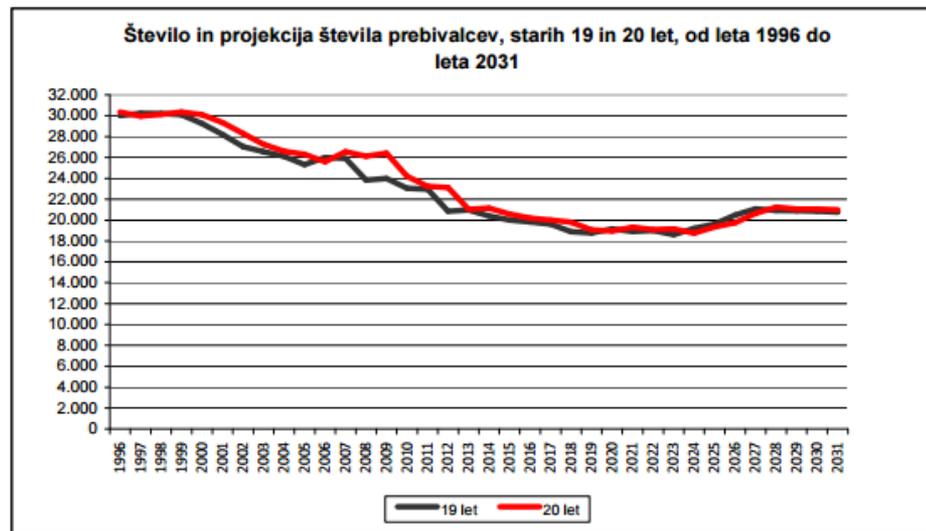
Vir: MIZŠ (Centralna evidenca udeležencev vzgoje in izobraževanja)

Grafikon 2: Študenti visokošolskega izobraževanja, Slovenija



1) Začasni podatki.

Vir: MIZŠ (eVS)



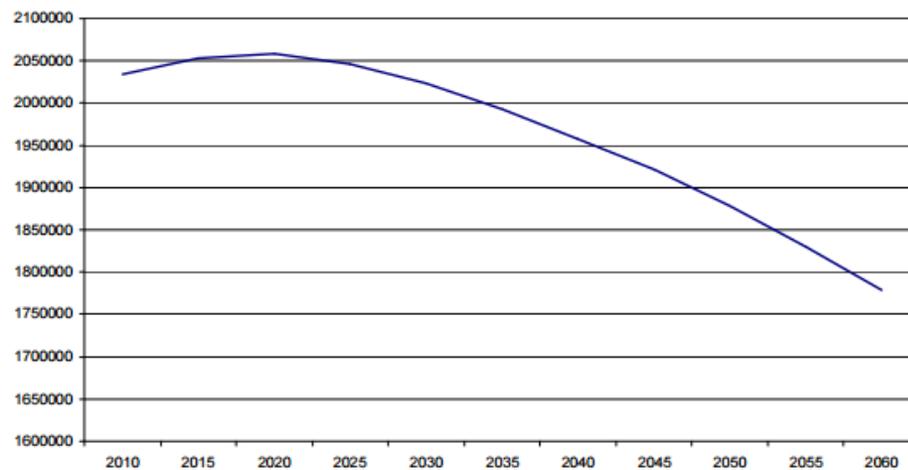
Slika 5: Število prebivalcev, starih 19 in 20 let med letoma 1996 in 2008 ter projekcija števila prebivalcev, starih 19 in 20 let, med letoma 2009 in 2031

Opomba:

Izraz projekcija prebivalstva pomeni izračun prihodnjega števila in značilnosti prebivalstva, ki je zasnovan na hipotezah o bodočem razvoju rodnosti, umrljivosti in selivnosti. Projekcije predstavljajo le možni bodoči razvoj števila in sestave prebivalstva.

Vir: EUROSTAT projekcija prebivalstva od 2009 do 2031; Statistični letopisi Republike Slovenije od 1997 do 2009: št. prebivalcev od 1996 do 2008

Populacijske projekcije za Slovenijo



Vir: Držna Slovenija MIZŠ

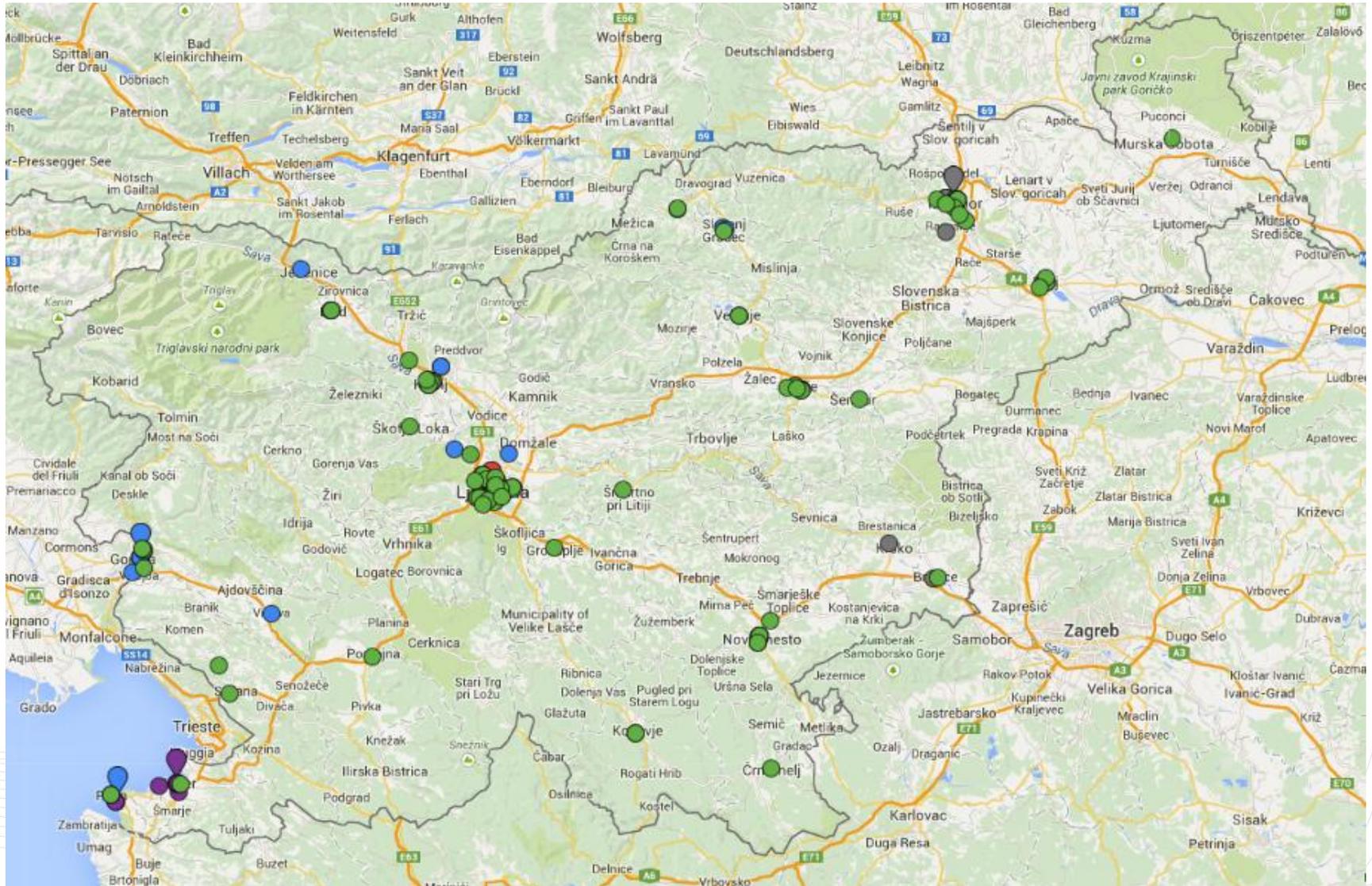
Slika 6: Projekcija števila prebivalstva Republike Slovenije med leti 2010 in 2060

Vir: EUROSTAT

Distribution of HEIs

web page

<http://www.nakvis.si>



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for Higher Education

The role of the AGENCY

Provide help and counselling to HEIs to create
QUALITY CULTURE

However **QUALITY** is inherent with the
HE institutions

What does it means ?

To follow ENQA ESG standards Part 1 (IQA)

Quality circle PDCA (PLAN, DO, CHECK, ACT)



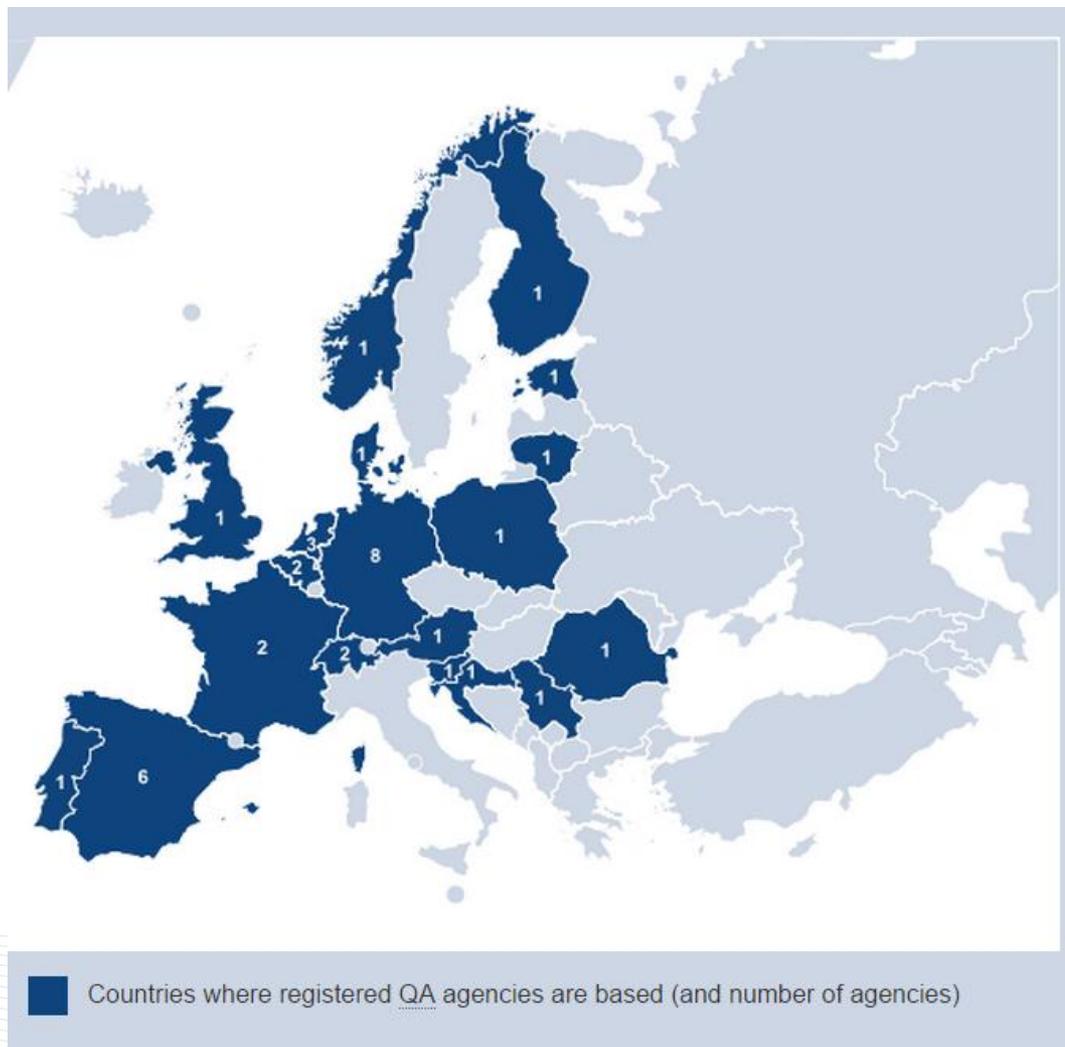
SQAA is a young agency – establish 2011
Independent, non-profit, non-governmental
organisation

Position in the state budget is similar as for:
Court of Auditors
Academy of Science
Anti corruption commission
Constitutional Court etc.

With one exception – we are **not governed by**
separate law !



Vpis v EQAR register (2013) - www.eqar.eu



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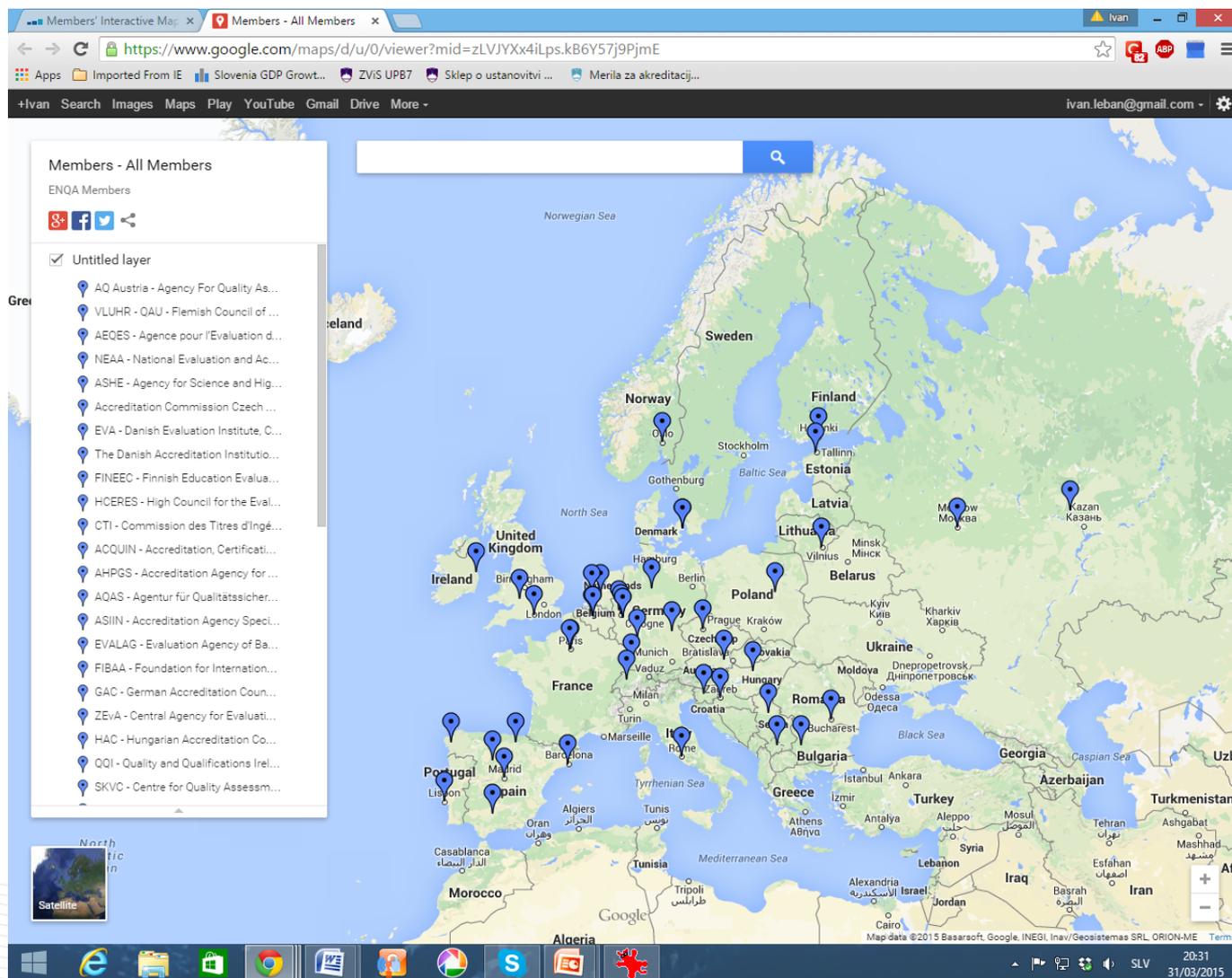
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Membership in ENQA (2015)

www.enqa.eu



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Reports and decisions of EQAR in ENQA

www.eqar.eu and www.enqa.eu

ENQA ESG standards

- Part 2 – external evaluation procedure
- Part 3 - evaluation of agency itself

Decisions:

http://www.eqar.eu/fileadmin/agencyreports/2013_05_SQAA_ApprovalDecision.pdf

http://www.enqa.eu/wp-content/uploads/2015/03/Letter-ENQA-to-SQAA_180315.pdf

Final reports:

http://www.eqar.eu/fileadmin/agencyreports/SQAA_External_Review_Report.pdf

<http://www.enqa.eu/wp-content/uploads/2015/03/Review-report-of-the-SQAA.pdf>



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COMPLIANCE TO STANDARDS:

Which are judged as:

fully, substantially, partially, non-compliant

EQAR 16 standards (2013)

7 fully

8 substantially

1 partially

it means improvement!

ENQA 17 standards (2015)

10 fully

6 substantially

1 partially

AGENCY PLAN 2015

- information system
- strategy 2015-2020
- separate Law about agency (24 changes have been already on HEA)
- long term sustainable financing

IMPACT OF QA on UBC

Bologna implementation – introduced quality assurance due to massification of study with “buzz words”

student centred
research oriented
service to society

One of the purposes of the Bologna Declaration (1999) was to encourage European **cooperation in quality assurance of higher education** with a view to developing comparable criteria and methodologies.

The European Ministers of Education adopted in Bergen 2005 the "[Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#)" drafted by the [European Association for Quality Assurance in Higher Education \(ENQA\)](#) in co-operation and consultation with its member agencies and the other members of the “E4 Group” ([ENQA](#), [EUA](#), [EURASHE](#) and [ESU](#)).

Recently - Yerevan Armenia - 15 May 2015 revised ESG standards

Part 1 teaching and learning, qualification framework, learning outcomes

INTERNAL QUALITY ASSURANCE SYSTEMS

EXTERNAL QUALITY ASSURANCE fulfils different needs: it combines the reassurance for the public by providing information about quality and standards as well as an objective and developmental commentary for institutions. In this respect, the external evaluations are focusing either on **study programmes, on institutions or on a combination of both (role of agencies)**

BFUG The [2009 Communiqué](#) from Leuven and Louvain-La Neuve underlines the importance of maintaining the **existing stakeholder approach** – which means that **students, universities, BUSINESS, in tandem with governments,** will share responsibility for the development of future reforms and cooperation.

JUST SOME HISTORY:

We all know the **Lisbon Strategy**. This was an action and **development plan** devised in 2000, for the **economy of the European Union** between 2000 and 2010.

Its aim was to make the EU "**the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion**", by 2010. It was set out by the **European Council** in **Lisbon** in March 2000. By 2010, most of its goals were not achieved.

Recently we talk about:

Knowledge Exchange (KE) as integral to the success of the University. It is a vital activity which yields real benefits to the academic community, the University and the wider society and economy.

I will just comment on one reports and action, which I came across:

Lambert Review of Business-University Collaboration (2003)

European Commission with recent slogan:

If Europe wants to be a leader in **innovation and enterprise it must improve the dialogue between the education sector and the market-place. Cooperation between businesses and higher education institutions encourages the transfer and sharing of knowledge, helps create long-term partnerships and opportunities and drives innovation.**

This wording are similar to failed Lisbon strategy.

Lambert Review of Business-University Collaboration 2003
in UK resulted in

**"a series of recommendations to find a path between
Britain's strong science base and the business community."**

The Lambert Review concluded

that the biggest single challenge for knowledge transfer is
in boosting **the demand for research from non-academic
communities**, rather in increasing the supply of ideas and
services from universities.

Other conclusions:

- the best of knowledge transfer comes when a talented researcher moves out of the university and into business, or vice versa.
- the most exciting collaborations arise as a result of like-minded people getting together to address a problem.
- encouraging academics and business people to spend more time together.
- the innovation process is non-linear, so knowledge transfer is not simply a question of channeling clever ideas from researchers down a production line and into commercialisation.
- it is so critical to build dynamic networks between academic researchers and their business counterparts.

- diversity - the type of business collaboration that would make sense for one kind of university might be either impossible or irrelevant for another.
- business-university collaborations need careful and consistent management by both sides, and a number of joint programmes have failed for lack of such attention.
- an emphasis on knowledge transfer requires institutions to put in place new mechanisms for establishing institutional priorities.
- universities are more complex to manage than businesses, with a variety of different stakeholders – academics, students, and funders, now also business.
- that the large number of pots of ring-fenced **financing** is 'the source of endless unnecessary frustration'.

Just some other possibilities: there exists

A Dual Study Programmes – Combining Academic and Professional Learning

These are study programmes which look to better match graduates' competences with the challenges of professional life.

Germany has a long tradition of **vocational education** and training that combine **theory and practice**. This approach has been applied progressively to academic disciplines. The dual study programme combines two places of learning: higher education institutions and the **business/workplace**.

In Slovenia – Dual Institutional System

Academic studies

Vocational study – market oriented – more practical work, mandate internships

However, this was not properly implemented.

UBC should be BIDIRECTIONAL.

- there are of course certain critics for universities
- on the other hand industry does not want usually to further educate its workers (LLL) – paid leave of absence, also problem of IP

To resolve, this is now one of the goals in our National Program 2011-2020.

However, the most important stakeholders are **STUDENTS** –Ask them, what is happening now ?

Protests against commercialisation of study:

University of Amsterdam

LSE

University of Toronto

Mergers of HEIs

Duisburg-Essen (Bochum in Dortmund) in University Alliance Ruhr

UCL (University College London)

New Aalto University, University of Turku

Denmark

Taiwan's Ministry of Education plans to merge or close up to 52 of the country's public and private universities.

Mergers of HEIs with Research Institutes

Karlsruhe Uni and Kernforschung Zentrum in KIT

Twenty colleges and research institutes are combining to create Universite Paris-Saclay.

Mergers between universities and the sector's research institutes. Denmark

Scripps Research Institute in La Jolla may merge or be acquired by the University of South. California.

Rowett Research Institute merged with University of Aberdeen.

Kazakhstan: Parasat merger.

Thank you for attention!





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What is actually a student?

Traditionally

- one who acquires knowledge at university
- consumer of goods
- product at the end of production line with some added value
- buyer of diploma
- mobile learner, scholar
- or something else ...