Existing national arrangements for quality assurance in HE - CASE OF SERBIA
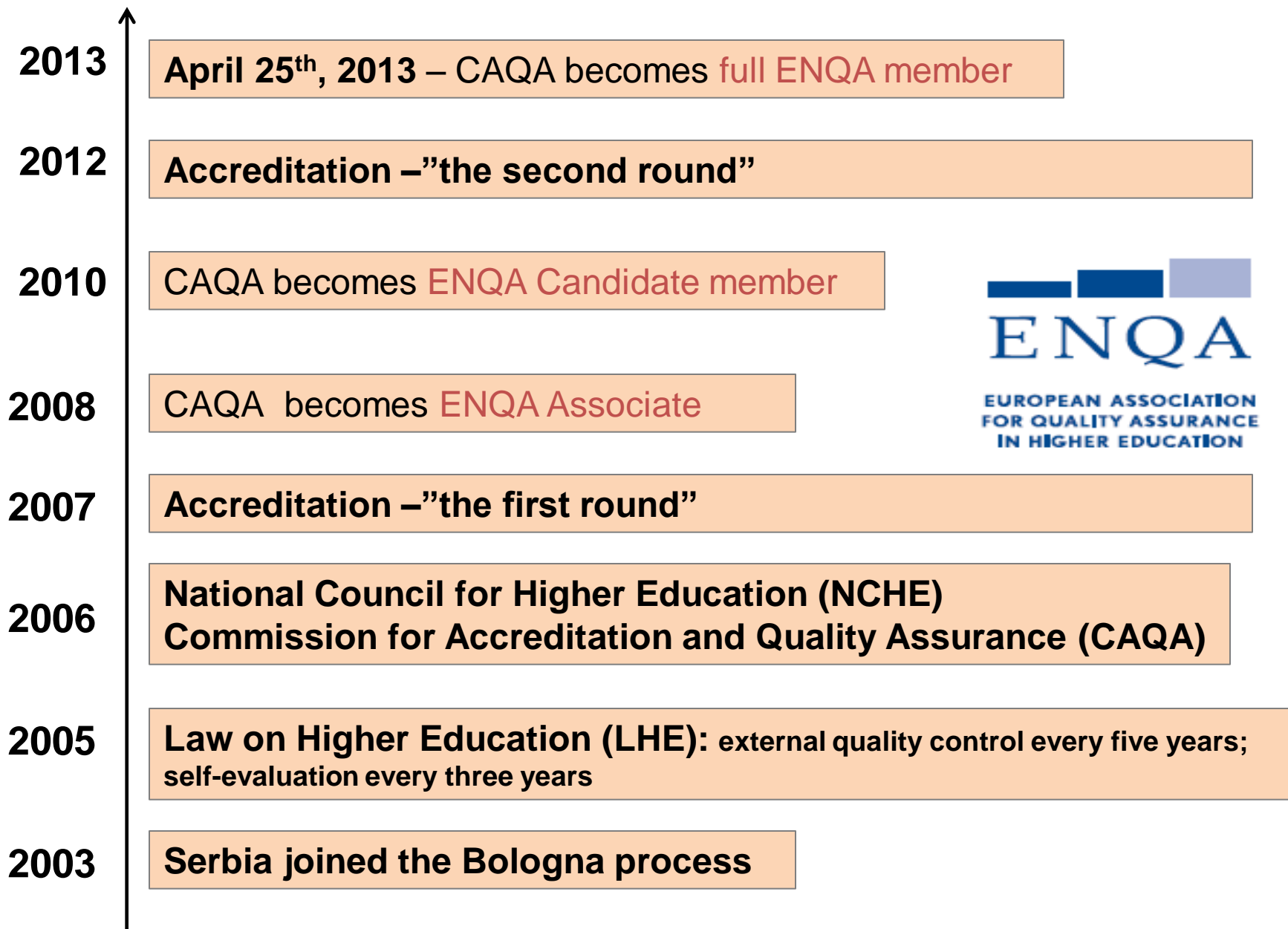
Prof. Zorana Lužanin,
University of Novi Sad, Serbia

2013 — **April 25th, 2013** – CAQA becomes full ENQA member

2012 — **Accreditation –"the second round"**

2010 — CAQA becomes ENQA Candidate member

ENQA

EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

2008 — CAQA becomes ENQA Associate

2007 — **Accreditation –"the first round"**

2006 — **National Council for Higher Education (NCHE)**
Commission for Accreditation and Quality Assurance (CAQA)

2005 — **Law on Higher Education (LHE):** external quality control every five years; self-evaluation every three years

2003 — **Serbia joined the Bologna process**

System of Accreditation and Quality Assurance in Serbia

2006 NCHE adopts :

Standards and procedures for accreditation of HEIs and their study programs

Standards and procedures for external quality control of HEIs

Standards for self-evaluation and assessment of quality of HEIs

ACCREDITATION STANDARDS FOR HIGHER EDUCATION INSTITUTIONS	
Standard 1	Basic goals and objective of a higher education institution
Standard 2	Planning and control
Standard 3	Organization and administration
Standard 4	Studies
Standard 5	Science research and artistic work
Standard 6	Teaching staff
Standard 7	Non-teaching staff
Standard 8	Students
Standard 9	Premises and equipment
Standard 10	Library, textbooks and IT support
Standard 11	Sources of finance
Standard 12	Internal mechanism for quality assurance
Standard 13	Transparency

ACCREDITATION STANDARDS FOR THE FIRST AND SECOND LEVEL OF HIGHER EDUCATION	
Standard 1	Structure of the study program
Standard 2	Purpose of study programs
Standard 3	Objectives of study program
Standard 4	Competences of graduated students
Standard 5	Curriculum
Standard 6	Quality, modernity and international compatibility of the study program
Standard 7	Admission
Standard 8	Grading and promotion of students
Standard 9	Teaching staff
Standard 10	Organizational and material resources
Standard 11	Quality control

STANDARDS FOR EXTERNAL QUALITY CONTROL IN HEIs	
Standard 1	Reliance on the results of self-control of higher education institution
Standard 2	Method of external quality control
Standard 3	The areas of external quality control
Standard 4	Results of external quality control of higher education institution
Standard 5	Organization and participants in the external quality control
Standard 6	The procedure of external quality control must be conceived in such a way to fulfill its purpose
Standard 7	Reporting
Standard 8	Periodic checks
Standard 9	Improvement of the procedure for external quality control

Commission for Accreditation and Quality Assurance:

ACCREDITATION	EXTERNAL QUALITY CONTROL
RULES AND REGULATIONS ON ACCREDITATION STANDARDS AND PROCEDURES FOR HIGHER EDUCATION INSTITUTIONS AND THEIR STUDY PROGRAMMES (2006)	**RULES AND REGULATIONS ON STANDARD PROCEDURES OF EXTERNAL QUALITY CONTROL (2006)**
the process resulting in a formal decision	**resulting in recommendations instead of decisions**
evaluation of minimum requirements (quality threshold): yes/no	**evaluation of work of a HEI, not in view of minimum requirement**

I Accreditation Round (2007-2011)

2007: **78** polytechnics+**515** programs

2008: **81** faculties/coll./univ.+**928** programs

2009: **60** faculties/coll./univ.+**308** programs

2010: **13** faculties/coll./univ.+**51** programs

2011: **145** programs

Total: **232** HEIs+**1947** programs submitted accreditation request

Results of I Accreditation Round

65 accredited **polytechnics** (47 state, 18 private):

331 study programs (BPS, SPS) for **22.773 students**

16 accredited **universities** (8 state, 8 private) and **118 faculties**

1205 study programs (BAS, MAS, IAS, SAS, DS, BPS, SPS) for **65.607 students**

6 accredited **colleges** (2 state, 4 private):

17 study programs for **1.112 students**

Total: **205 HEIs** + **1553 programs** + **89592 students**
(85% students enroll state, 15% private HEIs)

STANDARDS FOR SELF-ASSESSMENT AND QUALITY CONTROL IN HEI	
Standard 1	Strategy of quality assurance
Standard 2	Standards and procedures of quality assurance
Standard 3	System of quality assurance
Standard 4	Quality of a study program
Standard 5	Quality of the teaching process
Standard 6	Quality of research, artistic, and professional work
Standard 7	Quality of teachers and associates
Standard 8	Quality of students
Standard 9	Quality of textbooks, literature, library, and information technology resources
Standard 10	Quality of management of institution of higher learning and quality of nonteaching support
Standard 11	Quality of facilities and equipment
Standard 12	Quality of financing of an institution
Standard 13	Student role in self-evaluation and quality control
Standard 14	Systematic surveillance and periodic quality control

I External quality control round (2011-2015)

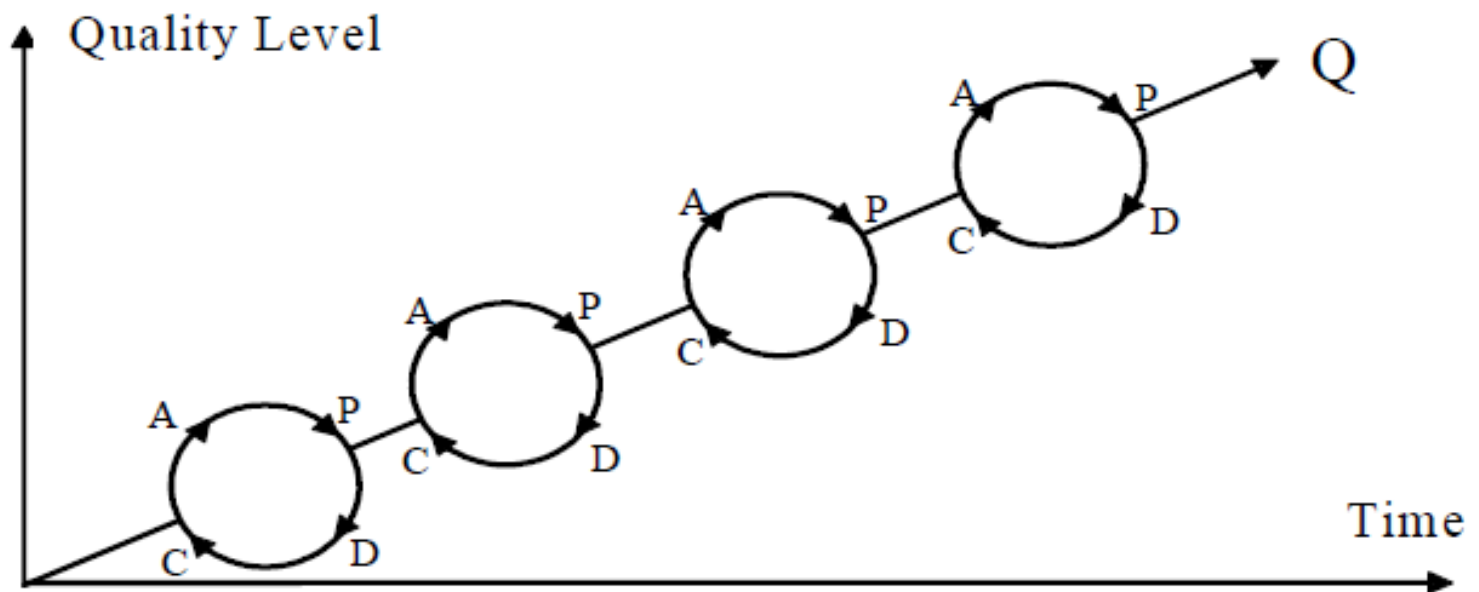**2011: 54** requests of HEIs supported by self-evaluation reports

2012: 44 requests of HEIs supported by self-evaluation reports

Current Results: CAQA accepted **78** reports on external quality control of HEIs

2013: 50 requests expected

2014: 50 requests expected

2015: 10 requests expected

Every next circle must be better quality

LEARNING OUTCOMES and HE

IN LEGISLATION AND IN PRACTICE

In legislation: Law

The study program contains the elements specified **in the Law (Article 28)**

Each study program shall have the following elements:

- name and objectives of study programs;

- type of studies and **outcomes of the learning process**;

- professional, academic, scientific title;

- conditions of admission to the study program;

- list of obligatory and optional study areas, namely courses with framework contents;

- the method of the study and the time needed for individual types of studies;

- credits of each course expressed in terms of the European credit transfer system (ECTS);

- credit values of the final thesis in the basic, specialized and diploma academic studies, namely doctoral dissertation, expressed in ECTS credits;

- preconditions for admission to individual courses or groups of courses;

- manner of choice of courses and other study programs;

- conditions for transfer to other study programs within the same or related study areas;

- other issues of significance for the realization of study programs.

In legislation: Standards

ACCREDITATION STANDARDS FOR HEIs
Standard 4: Studies
Each study program is connected to a harmonized whole which includes the objectives, structure and contents, policies and procedures of admission of students, learning methods and way of testing knowledge, **learning outcomes** and students' competences.

ACCREDITATION STANDARDS FOR THE FIRST AND SECOND LEVEL
Standard 5: Curriculum
The description of courses shall contain the name, type of the course, the year and semester of studies, the number of ECTS credits, name of the teacher, objective of the course with **expected outcomes**, knowledge and competences, preconditions for attendance at the course, content of the course, recommended literature, methods of implementation, the way of assessment of knowledge and grading system and other data.

Ill-defined outcomes in study programs (wishes and compliments instead of real outcomes);

Teacher on HEIs= scientific component + teaching component;
scientific component>> teaching component

Lack of knowledge of the concept of "learning outcomes";

Insufficient material for teacher training:
   ''Writing & Using Learning Outcomes - Practical guide'' by Declan Kennedy (in Serbian)

In practice (2012-   ):

Self-evaluation of the study program introduces the analysis and redefinition of learning outcomes (*started in 2012*);

Mandatory training of teachers (*in 2014?*);

Development of national qualifications framework based on learning outcomes (*in progress*);

Strengths	weaknesses
Good relevant developed legislation; Standards are largely in line with European standards;	Lack of trained professionals in quality domain; Lack of finances;
The Commission is a member of ENQA;	Insufficient training of teachers; Universities are insufficiently integrated;
Large number of projects in the areas of quality and development of HE;	Insufficient implementation and sustainability of the project results;

Quality awareness –wish to advance quality and continue integration into European education space;