

Slovak University of Technology in Bratislava

BOLOGNA PROCESS AND QUALITY ASSURANCE OF EDUCATION PROCESS

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Erasmus+



palestine
Transforming Assessment Practices

BOLOGNA PROCESS

- Launched in **1999** by the Ministers of Education and University leaders of the 29 countries signatories of the Bologna Declaration
- A pledge to reform the structures of their higher education systems in a convergent way
- The Bologna Process aimed to create a European Higher Education Area (EHEA) by 2010
- it has further developed into a major reform encompassing **47 countries**.



BOLOGNA PROCESS

- Taking part in the Bologna Process is a **voluntary decision** made by each country and its higher education community to endorse the principles underlined in the European Higher Education Area.
- **The Bologna Process does not aim to harmonize national educational systems but rather to provide tools to connect them**



BOLOGNA PROCESS

- The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions
- Most importantly, all participating countries have agreed on a **comparable three-cycle degree system** for undergraduates (first cycle-Bachelor degrees) and graduates (second cycle-Master and third cycle-PhD degrees).



BOLOGNA PROCESS

The reforms are based on ten simple objectives that governments and institutions are currently implementing:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles including qualifications frameworks
3. Establishment of a system of credits
4. Promotion of mobility



BOLOGNA PROCESS

5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education
7. Lifelong learning
8. Higher education institutions and students



BOLOGNA PROCESS

9. Promoting the attractiveness of the European Higher Education Area
10. Doctoral studies and the synergy between the European Higher Education Area(EHEA) and the European Research Area (ERA)



BOLOGNA PROCESS

Towards to 2018

- In 2010, it has been decided to continue the Bologna Process up to 2020.
- The 2018 Bologna Meeting is going to take place in France, which provides the Bologna Secretariat for this period.



Learning outcomes

- Learning outcomes are statements – made by the academic staff – of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning
- Learning outcomes have to be expressed in terms of the level of competence (knowledge, understanding, skills and abilities) to be obtained by the learner



Learning outcomes

- Learning outcomes must be accompanied by appropriate assessment criteria that can be used to judge whether the expected learning outcomes have been achieved.
- Learning outcomes, together with assessment criteria, specify the requirements for the award of credit



Organizational structure for internal QAS at the Slovak University of Technology (SUT) in Bratislava

AUTHORITIES OF SUT ACADEMIC AUTONOMY

Scientific committee of SUT – RECTOR – Academic Senate of SUT-Disciplinary commission of SUT

SUT
management



College of
rector



Vice – rector for
education



Quality Council of SUT

AUTHORITIES OF FACULTY ACADEMIC AUTONOMY

Scientific committee of faculty – DEAN – Academic Senate of faculty-Disc. commission of faculty

Faculty management



College of dean



Guarantor of
SP



Responsible
teachers for
subject



Head of
departments



Vice-dean for
education



Quality council
of faculty

Delegation of competences in internal QAS

- **RECTOR:**
 - Main responsibility for quality of education in SUT
 - Coordination of education activity in all SUT
 - Coordination of work of external evaluators
- **VICE-RECTOR FOR EDUCATION:**
 - Conception of QA in education process in all SUT
 - Definition of Quality criteria of education in all SUT
 - Leader of Quality council in SUT – meeting with vice-deans of faculties
 - Quality Policy and Aims in SUT
 - Evaluation of results of QAS,
 - Creation of yearly report concerning the Quality of education in SUT
- **DEAN OF FACULTY:**
 - Main responsibility for quality of education in faculty
 - Coordination of education activity in faculty

Delegation of competences in internal QAS

- **VICE-DEAN FOR EDUCATION :**
 - Methodical control of SP guarantors and head of departments
 - Coordination of education activities in all faculty
 - Coordination of SP creation and approval
- **STUDY BOARD:**
 - Responsibility for quality of PhD study programmes
- **GUARANTOR of SP:**
 - Responsibility for Quality of education in study program
- **HEAD OF DEPARTMENT:**
 - Responsibility for Quality of education at department or institute
- **LECTURER:**
 - Responsibility for Quality of education in given study subject



PRINCIPLES OF QAS IN EDUCATION IN SUT

- Institutional responsibility for offer and provision of quality education
- Always is opportunity to increase quality of education
- Each stakeholder can give impulse to education quality improvement
- Each useful initiative is evaluating and involving into QAS
- Creating of conditions for active participants students and employees to assure quality of education
- Continuing improvement of education processes
- Decisions of management at the bases of facts, arguments and feedback
- The core of quality improvement are each beneficial relationships of all stakeholders at university



COMMITMENT OF SUT TO EDUCATION QUALITY ASSURANCE

**LONG-TERM STRATEGY OF SUT
2012-2018**



QUALITY POLICY OF SUT



AIMS of INTERNAL QAS

MAIN TOOLS TO ACHIEVE AIMS OF QAS

- Involving of students of all degree to research activities
- Revision of all study programmes with aim to increase the effectiveness according to graduate profile, practice requirements and possibility of individual profile
- Modernization of education with respect the newest world knowledge in study and didactic
- Creation of consultancy services with using of student activity
- Increasing marketing activities for acceptance of foreign students
- Social approach for socially weaker students
- Increasing the number of SP in world languages
- Increasing the mobility of students and teachers in world universities
- Continually monitoring of education process quality by students and stakeholders



Relationship education-research at SUT

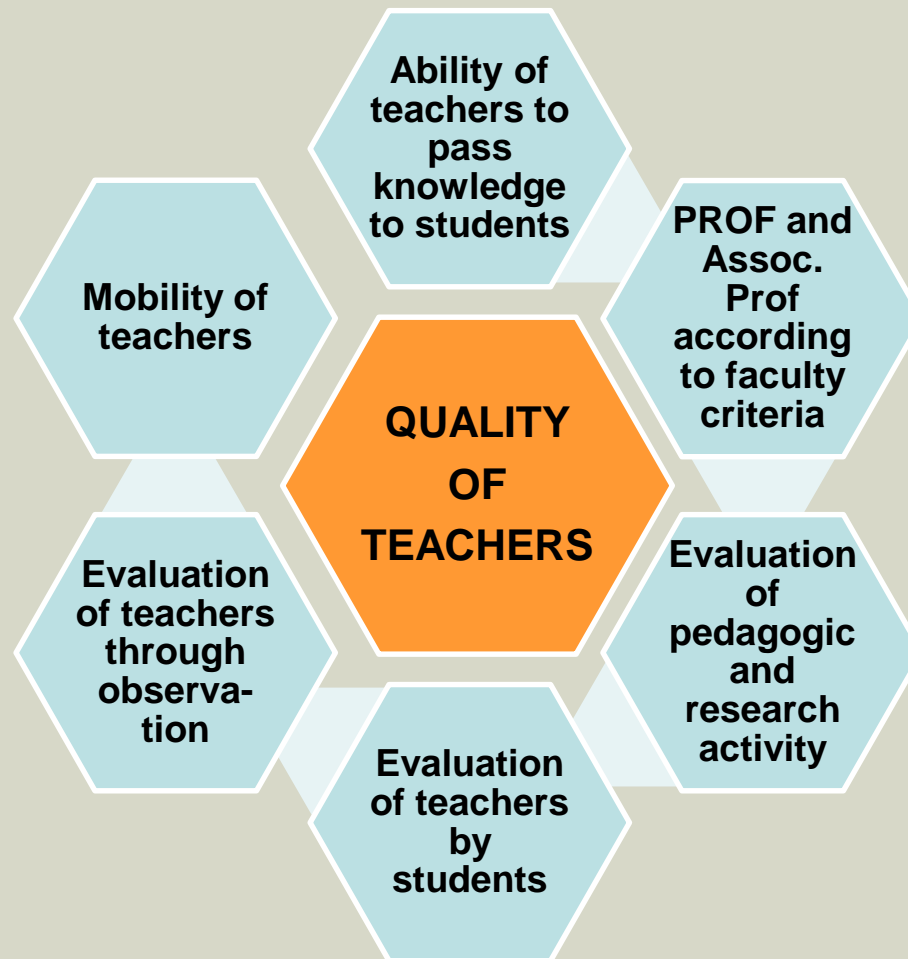


INVOLVING OF STUDENTS INTO INTERNAL QAS

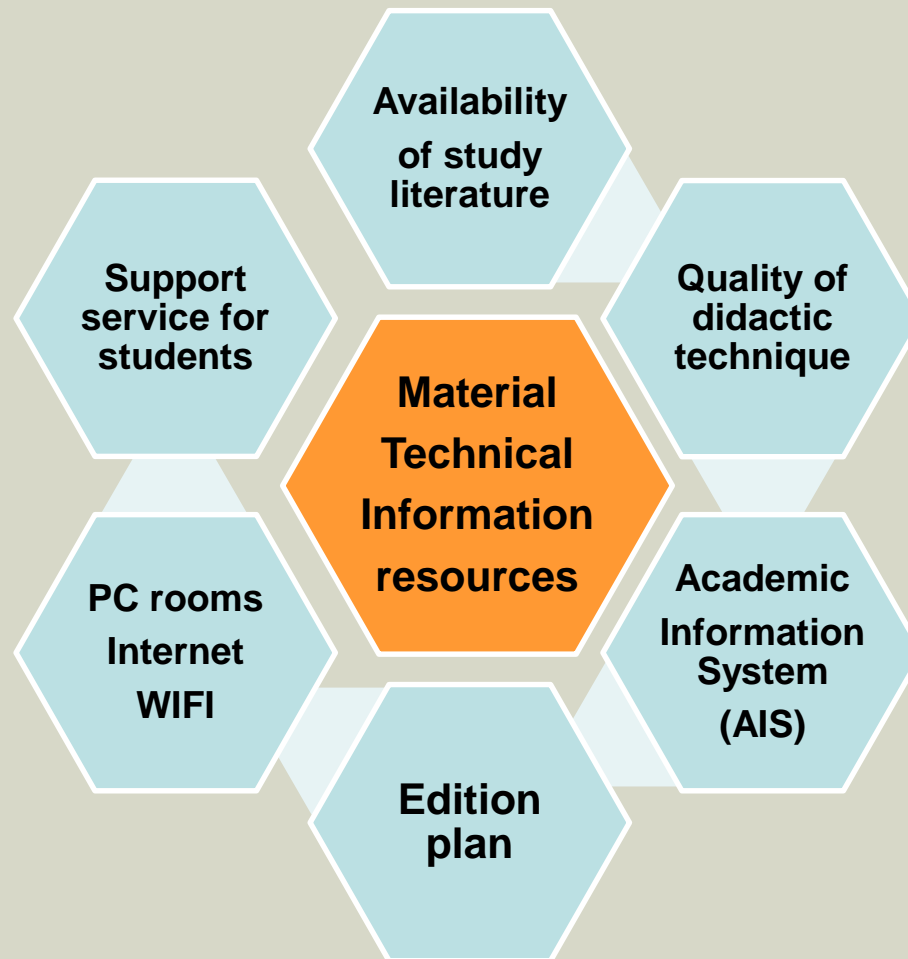
- **Anonymous Quality evaluation of education process and teachers**
- **Expression of ideas through Black Box and Facebook (electronic through faculty or university WEB site)**
- **Addressing of complaints concerning the education process to vice-dean, guarantor of SP, vice-dean or dean**
- **Involving of students into survey organized by external or international organization**
- **Formal or un-formal meetings of students with guarantor of SP, dean, vice-dean or rector**
- **Participation of students in Academic Senate of SUT and faculties, college of dean etc.**
- **Participation of students during the process of internal procedure creation and approval**
- **Support of students through student coaching**



Quality assurance of university teachers



Material, technical and information resources



Actual information about SUT

www.stuba.sk

AIS-Academic Information System

- Info about possibilities of study at SUT
- Profiles of graduates of SP
- Study plans of SP
- Information lists of all subjects
- Yearly reports of SUT and faculties
- Statistic and analysis (students, graduates)
- Other information about university (culture, sport, relax activities)

Library and Information Centre



Information Technologies Centre



Sport Facilities



Slovak Journal of Civil Engineering



Thank You !



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Transforming Assessment Practices