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Report template country research - Croatia

QM&CQAF - The expansion of the EU-approaches to providing the partner-countries higher education quality assurance Expanding Quality Assurance

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Users instruction

This template is intended to give you the directives for writing a report on all your findings. At the same time most tables in this report can also be used to collect the data during each interview. By systematically collecting for each interview your data in the different tables you have already put all input of related data brought together. From this you need to make some summarizing steps (select, combine, order) to condense everything and to make a good summary. Part of the instructions below intend to give the directive to do this.

Before going on for an interview each time simply print this set. During the interview use this print to keep track of the answers of your respondent. And once back in the office, fill in the collected information in the report template. In this way in the end you have collected everything in just one document!

Lots of success.

Introduction

The project is aimed at the development of quality assurance model for the higher education oriented on enhancement of interaction between universities and national labor markets, and at dissemination of this model in the Project member-countries (Croatia, the Russian Federation, Belarus). It enables to extend the European approaches to the quality assurance to countries participating in the Project.

To achieve the set objective of the Project the first task is adaptation of the CQAF concept to specifics of the Higher Education in Croatia, the Russian Federation, and Belarus. It demands to collect the information about future QM&CQAF model providers and parties concerned primary reaction QM&CQAF model application, QM&CQAF model components and typical bottle-necks advance, backgrounds and improvement resources. The information has been gathered by means of the internet-interviews and direct activities.

Basic stages of the study:

- 1) The Internet questionnaire design;
- 2) Interviewing the survey respondents;
- 3) Including the interview results and the Internet questionnaire;
- 4) The first stage of the analyzing the interview results;
- 5) Clarifying several replies;
- 6) The final analysis of the interview results;
- 7) Making-ready the report about the survey (national report).

Some respondents asked to let them fill in the Internet – questionnaire on their own with a following specification of the replies that are not full or not precise enough.

National report about this survey is a part and a source of the raw data for the consolidated report on the primary reaction QM&CQAF model application, QM&CQAF model components and typical bottle-necks advance, backgrounds and improvement resources.

National context

The Croatian Agency for Science and Higher Education (ASHE) was modelled after the best European practices in quality assurance in science and higher education. Becoming a full member of ENQA (European Association for Quality Assurance in Higher Education) and being listed in EQAR (European Quality Assurance Register for Higher Education) in 2011, the Agency proved its reliability as a quality assurance agency working in the European Higher Education Area. According to the Act on Quality Assurance in Science and Higher Education the Agency performs a part of the procedure of initial accreditation, procedures of reaccreditation, thematic evaluation and audit, collects and processes data on Croatian higher education, science and related systems, which serve as a basis for analyses necessary to establish standards and criteria of evaluations carried out by ASHE, as well as a basis for informed and evidence-based strategic decision-making of bodies in the system of higher education and science. ASHE also provides information and unifies data on the conditions of enrolment to higher education institutions in the Republic of Croatia. ASHE carries out recognition of foreign higher education qualifications and provides information on foreign and Croatian higher education system. One of the ASHE tasks is to administer and support the activities of the National Council for Higher Education, National Council for Science, Council for Financing Scientific Activity and Higher Education, Ethics Committee in Science and Higher Education, Area Councils, Scientific Field Committees, Humanities and Arts Committees and expert panels.

ASHE is working on its inclusion in the international quality assurance system in science and higher education and is its recognized and active member. ASHE is actively involved in the activities of European and global networks fostering mobility and recognition of foreign higher education qualifications (ENIC and NARIC network) and is a member of ENQA (European Association for Quality Assurance in Higher Education), INQAAHE (International Network for Quality Assurance Agencies in Higher Education), CEENQA (Network of Central and Eastern European Quality Assurance Agencies in Higher Education) and OECD IMHE (Organization for Economic Cooperation and Development – Programme for Institutional management in Higher Education), as well as listed in EQAR (European Quality Assurance Register for Higher Education). ASHE is also a member of the European Consortium for Accreditation - ECA, a project-oriented association of European agencies for external quality assurance in higher education and has an observer status in the Asia-Pacific Quality Network (APQN). From September 2012 ASHE is also a member of the CHEA International Quality Group. Since April 2015 ASHE has also been a full member of the IREG Observatory on Academic Ranking and Excellence, an international institutional non-profit association of ranking organizations, universities and other bodies interested in university rankings and academic excellence.

Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of student admission to further studies.

Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labour market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration): (i) recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education; (ii) recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System); (iii) recognition of full degrees, having as the main instrument the Diploma Supplement.

Accreditation is the process by which a (non-) governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers. The accreditation process generally involves three steps with specific activities: accumulation of study credits, assessment.

Credit accumulation is the process of collecting credits for learning within degree programmes. In a credit accumulation system a specified number of credits must be obtained in order to complete successfully a study programme or part thereof, according to the requirements of the programme. Credits are awarded and accumulated only when the successful achievement of the required learning outcomes is confirmed by assessment. Learners can use the credit accumulation system to transfer or “cash in” credits achieved from work-based learning/different programmes within and between educational institutions. Assessment is: the process of the systematic gathering, quantifying, and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole (institutional assessment) or of its educational programmes (programme assessment). It implies the evaluation of the core activities of the higher education institution (quantitative and qualitative evidence of educational activities and research outcomes). Assessment is necessary in order to validate a formal accreditation decision, but it does not necessarily lead to an accreditation outcome, and a technically designed process for evaluating student learning outcomes and for improving student learning and development as well as teaching effectiveness.

Audit is the process of reviewing an institution or a programme that is primarily focused on the accountability of the latter, evaluating/determining if the stated aims and objectives (in terms of curriculum, staff, infrastructure, etc.) are met.

Audit report/Assessment report/evaluation report is the document prepared following a quality assessment peer review team site visit that is generally focused on institutional quality, academic standards, learning infrastructure, and staffing. The report about an institution describes the quality assurance (QA) arrangements of the institution and the effects of these arrangements on the quality of its programmes.

The audit report is made available to the institution, first in draft form for initial comments, and then in its final, official form. It contains, among other things, the description of the method of the audit, the findings, the conclusions of the auditors, and various appendices listing the questions asked. In Europe, the document is often called an “evaluation report” or an “assessment report”. Such a report may also be prepared about an accreditation agency, describing its quality assurance arrangements and the effect of these arrangements on the quality of the programmes in the institutions for which it is responsible.

1. Target group the research aims at and definitions used

The research target audience were employees of higher education institutions (5 institutions of higher education) that deal with quality of education in their professional life, including directly involved into QMS.

In the interview two definitions of a high quality education have been used.

The first definition is the definition suggested by a respondent himself/ herself. This definition has been used to encourage a respondent to speak judging from one's own experience and concept of a quality education. Five different definitions have been received (adding their variations). The second definition is a standard definition that is being used by the European Commission as far as quality of education is concerned: "*Quality of any educational institute depends on the capacity to achieve prior set targets*"¹.

2. Profile of respondents and respondents organisation

5 respondents from 5 institutions of higher education have been interviewed. The interview has been conducted on Croatian territory. The interview participants represent in majority of state higher education institutions (4 institutions of higher education) and only one private. For the realization of the national report it was conducted five interviews involving managers of quality educational institutions. All institutions of higher education institutions that implement programs in line with the Bologna process and its programs are accredited by a national institution for evaluation and accreditation in Croatia. Interviewed institutions are different levels of implementation of educational programs. Three institutions perform professional undergraduate and graduate studies, while two institutions perform professional and university undergraduate and graduate studies. In addition to the regular program of studies, they also perform continuing education programs. According to the property one of the institutions is entirely privately owned. At all institutions in accordance with the law of the Croatian accreditation, audit is conducted according to the ESG standards by the national authorities, and on this basis, they have the license to work and performance of programs of study.

All respondents are already longer period working in field of quality as established professionals and managers of quality in their institutions.

¹ A new European approach toward Quality Assurance in Vocational Education. With the support of the Life Long Learning Programme of the European Union.

3. Good quality of education: what does it mean?

3.1 Respondent's definition of good quality of education

Respondent:	Definition / description given:
1	Good quality of education is when all stakeholders are satisfied or delighted.
1	Completely fulfillment of requirements of all users: Internal (students, teachers, non-teaching staff) and external (future and current employers, parents, national authorities, the relevant ministry and others.) The good quality of education is to prepare students for the labor market and to gain the necessary knowledge, competencies and skills with the best possible conditions for study (quality educational processes, teachers, well-organized and effective professional practice and supporting activities of students) Simply put: to satisfy needs of users in all segments
1	Completely fulfillment of requirements of all users: students and their employers (present and future, therefore the labor market) and investors (mainly parents), employees, owners and management, national authorities (the competent ministry, ASHE) and society in general. In other words, that our graduates with their competencies, knowledge and skills correspond to the current and future needs of the labor market!
1	-
1	Good quality of education means achieving the best measurable results:% finished,% of employees% of students who continue education.
5	

Conclusion:

All participants share the same idea and opinion about the good quality of education and it is fully meeting the requirements of all users: internal and external, as well as ensuring competence, knowledge and skills in ways that correspond to the current and future labor market needs.

3.2 Respondent's most decisive criteria for good quality of education

	N- times mentioned N- puta spomenuti	Short description	Why chosen by respondents?
Number of registered students	1		Talks about the interests of students for specific studies. 1
The number of approved quotas for enrollment	1		Talks about the interests of students for specific studies. 1
Number of graduates	1		Talks about student success in a defined period.1
Number of enrolled students	1		Talks about student success in a defined period. 1
Number of students	1		Talks about the quality of the lectures and exercises. Working with small groups ensures greater commitment to students. 1
Number of teachers	1		Talks about the quality of the lectures and exercises. Working with small groups ensures greater commitment to students. 1
Number of finished students who enrolled in further education	1		Shows a general interest for further studying. During the study, students are motivated for further education. 1
The quality of teaching and teacher	2		That teachers know how to transfer the knowledge and experience to students with appropriate modern methods to achieve the learning outcomes for each module. The high level of interest of teachers for what they do. 1 Applicable knowledge and skills for ensuring the attainment of learning outcomes established for each subject in his syllabus 1
Quality of study programs	1		A well-designed program of study that follows the changes and needs of the economy and the labor market and which will enable students to acquire the appropriate competencies required for their employment. 1
Acquiring adequate competencies	1		Which will affect on the higher rate of employability 1
Employability of graduates and the results	2		Employability of graduates in the labor market - in a shorter time after graduation and high rate of employability 1

of work in the profession			Justify basic reason for the existence of colleges 1
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Conclusion: Respondents most emphasize the importance of quality teaching and the quality of teachers, as well as the ratio of teachers and students as important criteria in quality assurance. Also consider that acquiring appropriate competencies through well-conceived study programs is a major factor later on employability in the labor market.

3.3 Existing measurements of quality

Indicator:	Way of measurement	Impact on what stakeholder (government, employer, student, parent?)
Number of applicants on the enrollment quota	Reports of professional services QM report	Indicator of the attractiveness of the higher education institution
The number of students who regularly go into the next year of study	Reports of professional services QM report	The positive impact on the cost of the study.
The number of students who have completed studies	Reports of professional services QM report	A major impact on the cost of studying but talks about the general quality of study.
The average years of study	Reports of professional services QM report	The positive impact on the cost of the study.
The average score of studying	Reports of professional services QM report	The indicator of the general quality of studying.
The average score of course	Reports of professional services QM report	The positive impact on teachers
Transience and score on the exam	Reports of professional services QM report	The positive impact on teachers
Analysis of the success on examination	Collecting and analyzing data on the percentage of passing the exams in different modules	Students, educational institutions
Number of students enrolled in postgraduate studies	Reports of professional services QM report	The positive impact on students
Number of students enrolled in graduate studies	Reports of professional services QM report	The positive impact on students
The number of students employed in the profession	Reports of professional services QM report	The positive impact on the government, students and parents
The evaluation of teachers and the teaching process	Surveys	Students, teachers, educational institutions (administration and management schools)
Self-evaluation of teachers	Questionnaire	Educational institutions, students, employees
Analysis of lifelong learning and training of teachers	The Report on the permanent training of teachers	Students, teachers, educational institutions, the responsible ministry

Evaluation of professional administrative services	Surveys	Students, staff, educational institutions
Analysis of the success of studying (2)	Collected and processed data on the number of, first enrolled, repeaters, finished and unfinished per generations of students, the average length of of studying Number of enrolled in the second year of study and more Number of graduates The average length of studying The average score of studying. Transience and score on the exam	Students, employers, educational institutions, the responsible ministry Students, Employees, parents
Students' satisfaction with the study program	Surveys	Students, employers
Satisfaction of employers with study program	Surveys	Employers and other social community
Analysis of data on employment of graduates	Questionnaire of Alumni and data of the employment office	Employment Office, employers, labor market
The high rate of employability of graduates	Reports of professional services QM report	Employers, parents (financiers), students, society
The time from graduation to employment of students	Reports of professional services QM report	Employers, society, parents (financiers), society, students
Student evaluation of lecturers	Reports of professional services QM report	Employees, school management
Average grade of students	Reports of professional services QM report	Students, employers
Title of our professors	Reports of professional services QM report	Employees, management, society, the responsible ministry
Interest in the study	Number of interested in relation to the enrollment quota. Enrollment rates in relation to the enrollment quota.	Students, parents, employees
Employment (further education)	Number of employees in the profession The total number of employed. The number of students who	Students, Employees, parents

	continue education.	
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Conclusion: Respondents are most based on the number and interest students in certain studies, as well as a way of measuring success during the study, with emphasis on employability and measuring employability.

3.4. Respondents example of good practice in which these criteria are reflected / clearly respected

	Short description (1 or 2 lines!)	Indicators selected as part of the start?	How was effect established?
Monitoring student satisfaction after each semester	Measuring student satisfaction after each semester	YES	A survey, committee for interviewing, reporting to teacher and head of the department
Monitoring satisfaction of employers with graduate students who are employed with them.	Measuring the satisfaction of employers with graduate students who are employed with them.	YES	Unit for quality carries out every two years and does an analysis and takes measures to improve customer satisfaction
networking	The formation and activity of the Alumni Club.	YES	Club in the process of forming and taking concrete measures.
The quality of teaching	Monitoring employee relations and the number of of students.	YES	Over the HR department and the person responsible for teaching is carried out the calculation of the set of relations.
Improving the quality after each academic year.	Monitoring quality indicators after each academic year.	YES	Conducted over the data in the Student Services and ISVU.
The quality of teachers and improvements	Calculation of average scores and reports for teachers with a critical review.	YES	Heads of departments carried out an analysis of data through the student services and ISVU and analyzes on council direction.
Improving the passing	Organization of supplementary classes	YES	It is carried out after calculating the passing on all courses and analysis, and in collaboration with teachers.
Employability	Monitoring employment of students in the profession	YES	This data are obtained by the Alumni.
Further education	Monitoring students who enrolled in further training	YES	This data are obtained by the Alumni.
The attractiveness of study programs	Monitoring of interest for studije- attractiveness of studying	YES	This data are obtained by the Alumni..
Transience and score on the exam	Monitoring of transience on course	YES	Revised system of questions by weight and

			an adequate grade. Introduced group consultation and mentoring students of the first year. Continuous monitoring of the system Merlin. Result> transience
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CONCLUSION: The respondents as examples of good practice referred to networking and alumni club that achieves an increase loyalty to the the institution, but also mutual respect between the past and present and future students. In addition it is essential to verify the quality of education through individual indicators in the process of teaching, but also validate the opinion of employers. This way allows monitoring and increasing the quality of teaching, but also achieves the overall quality of study and students.

4. EQAVET indicators in use

4.1 Effective use of the EQAVET cycle

Table 1:

Respondent:	Attention area of then cycle:	Why / how? Zašto/kako?
5	I'm not familiar with the use of EQAVET. For these reasons, I have no comments, suggestions. I think that this question should be considered and critically look back at its application.	

Conclusion: All respondents confirmed that they are not familiar with the EQAVET model and wanted to meet with the model. Regardless of this fact below the respondents gave their assessment regarding the EQAVET criteria in terms of their assessment needs importance of using such descriptors quality and applications in their institutions.

4.2 Use of EQAVET quality criteria/descriptors

Table 1. Planning descriptors

Planning descriptors	Used: yes - no			
	Used	Not in the proper amount	Not applicable	Difficult to answer
Studies on process (teaching and pedagogics) and product (learning outcome).	4	0	0	1
Focus on local needs and value added to the customer	4	0	0	1
Transparency in the intake (criteria)	4	0	0	1
Design of new courses adapted to market needs	3	1	0	1
Plan the internal resources e.g. teachers to intended learning outcome and to student population	2	2	0	1

Conclusion: Most of the proposed planned indicators are used among the respondents of which the last two indicators are not fully used.

Table 2.: Implementation descriptors

Implementation descriptors	Used yes - no			
	Used	Not in the proper amount	Not applicable	Difficult to answer
Run courses according to syllabus / set procedures	4	0	0	1
Have internal standardized procedures for QA	4	0	0	1
Have formulated indicators for success (completion rate, placement rate in related jobs, utilisation of acquired skills, % of drop-out, % of unemployment)	4	0	0	1
Invest (appropriate) time and resources for the delivery	4	0	0	1
Secure internal cooperation.	2	2	0	1

Conclusion: All the proposed implementation indicators are used among the respondents of which indicator of mutual security cooperation is underutilized in two subjects.

Table 3.: Evaluation descriptors

Evaluation descriptors	Used yes - no
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	Used	Not in the proper amount	Not applicable	Difficult to answer
Be willing to take criticism from both external and internal stakeholders	4	0	0	1
Assess the activities and take the time for analysis	3	1	0	1
Involve stakeholders in the analysis / evaluation	2	2	0	1
Have regular meetings and evaluations	2	1	1	0

Conclusion: Regarding the evaluation indicators / descriptors of all respondents are willing to accept criticism of stakeholders, and take steps to analyze the results. Half of the respondents involves stakeholders in the analysis, while the other half does not do it in proper measure. The biggest problem are meetings that are regularly maintains by half of the respondents, while the others are not possible to carry out that or other do it reduced extent.

Table 4.: Review descriptors

Review descriptors	Used yes - no			
	Used	Not in the proper amount	Not applicable	Difficult to answer
Use the analysis and facts (of your indicators for success)	4	0	0	1
Secure the follow-up.	4	0	0	1
Give feedback to students and all stakeholders	4	0	0	1

Conclusion: All respondents use all review indicators

Table 5.: Actors / stakeholders descriptors

Actors / stakeholders descriptors	Used yes - no			
	Used	Not in the proper amount	Not applicable	Difficult to answer
Listen to the market needs and meet the professionals here	3	1	0	1
Listen to the students and support both strong students and students with personal problems	2	2	0	1
Educate trainers even more	2	1	0	1
Take all stakeholders seriously and involve them	2	1	1	1

Conclusion: Indicators related to the stakeholders apply half in terms of application or lack of application, only the indicator „Take all stakeholders seriously and involve them“ is inapplicable to one respondent.

5. Indicators used in the EU provider model on quality of education

Table 1:

Indicator of CQAF VET model	Relevance (1 is not relevant, 5 very relevant):	Usage: Yes – No
Curriculum		
Taking account of learners experience	3,5	3-1
Arranging employers involvement in development and delivery of education	4,25	3-1
The status of your education programmes	4,25	3-1
Learning methods		
The didactical approach	4,25	3-1
Teaching adapted to target group	4,75	3-1
Intake and entry level		
Collecting of learner's information	4,75	3-1
Coaching, mentoring, tutoring		
Specification of tasks and roles within the learning process	4,00	2-2
Allocation as well as development of proper staff	4,00	3-1
Leadership		
Shared vision on quality	4,00	3-1
Arranging for systematic evaluation	4,00	3-1

Table 2:

Indicator of CQAF VET model	Relevance (1 is not relevant, 5 very relevant):	Usage: Yes – No
Outcome and accountability		
Transparency regarding results achieved	4,75	3-1
Staff development and staff allocation		
Arranging for competence profile of teaching staff	4,00	3-1
Social responsibility		
Incorporation of social responsibility in education	4,00	3-1
Demonstration of Institute's social responsibility	4,00	3-1
Accessibility		
Arranging for open access to all potential students	4,00	3-1
Arranging for equal opportunities for groups at risk	4,3	2-2
Guidance and care		
Arrangement regarding guidance and care structure	4,00	1-3
Arrangements for rights and responsibilities of learners	4,00	3-1
Apprenticeship work based learning		
Transparency of tasks and responsibilities in work	4,00	2-2

Indicator of CQAF VET model	Relevance (1 is not relevant, 5 very relevant):	Usage: Yes – No
based learning and similar forms of education		
Achieving minimum level of entry requirements for work based learning and similar forms of education	4,5	3-1
Examination		
Examination reflects demands of stakeholder (of government etc. as well as of employers)	4,5	3-1
Recognition of learning outcome by professionals (non-teachers)	4,00	2-2

Conclusion: Given that the respondents are not familiar with the CQAF VET model, this answers were given on the basis of experience in the field of quality assurance in higher education institutions, so the analysis of the table shows that all respondents are relatively well informed about the EU indicators of quality assurance and a very high importance give to all the indicators in terms of their application.

6. Main challenges regarding improvement of the quality of education

6.1 Main challenges and support needed

Table 1.:

Respondent	Main Challenge	Support
At the level of educational organization	Improving quality of the exercises during the of studying	Equipping the adequate practicum, laboratories and hiring assistants and laboratory technicians.
At the level of educational organization	To ensure employment of graduates	Future employers
At the level of educational organization	Provide appropriate teacher knowledge, but also practical experience and approach to the performance classes (fully interactive)	Management - selection of teachers
At the level of educational organization	Starting a new course	Financial support

Conclusion: Respondents in terms of the main challenges expect greater involvement of the organization itself in the whole education system in order to thus unable to provide adequate quality of education, in a way that organization ensures continuous training and education of teachers involved in the education process, ensuring adequate equipment and laboratories for teaching. They also considered necessary and important that higher education institutions in some way ensure later on employability of students, while the financial support from the government and private institutions is necessary for their normal functioning and maintenance of quality at a satisfactory level.

6.2 Main challenge regarding teachers involvement and support needed

Table 2:

Respondent	Main Challenge	Support
1	Involving teachers in science and technology projects	Financial resources
1	Management and Administration A better selection of teachers The relevant ministry	The quality of teachers, practical experience that can be applied in teaching, interactive teaching
1	The relevant ministry Employers	Programs must ensure the acquisition of appropriate competencies for future employment of students

1	Ensure continuous training of teachers	Management, the owner, the teachers themselves
1	-	-

Conclusion: The findings of this study section in common with the conclusions of the previous section (the necessary support measures). So, the main challenges associated with the involvement of teachers and the necessary support measures are to ensure teachers. The second significant group of challenges relates to the field of organization and management of the educational process and the educational organization, especially to quality management and resolution of quality problems, but also regarding who is in charge to control the work of educational institution.

6.3 Remarks made by the interveiwers

Given that the respondents are not familiar with the model, however, most of the answers are based on experience during the previous work in the field of quality, so it is necessary to put emphasis on the importance of education on the model before this extensive research to those who are not familiar with the model itself could give more precisely answers.

7. Conclusion on the use EQAVET indicators and CQAF VET indicators

7.1. Decisions and key indicators of the quality education at nation level in the Croatia

According to the Act on Quality Assurance in Science and Higher Education (ASHE) the Agency performs a part of the procedure of initial accreditation, procedures of reaccreditation, thematic evaluation and audit, collects and processes data on Croatian higher education, science and related systems, which serve as a basis for analyses necessary to establish standards and criteria of evaluations carried out by ASHE, as well as a basis for informed and evidence-based strategic decision-making of bodies in the system of higher education and science. In Croatia ASHE does process of accreditation, which is the process by which a (non-) governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers. The accreditation process generally involves three steps with specific activities: accumulation of study credits, assesment.

7.2. The most important indicators for providing high quality education according to providers

The respondents emphasise successful alumni's employment, their achievements (since they have started to study) and employers' satisfaction (as a key criterion for high quality education). Some indicate the importance of permanent education of teaching staff, employability of students, but also high significance is added to acquire adequate competencies for students so they could be ready for the labor market, which is similar to a national key indicator that qualification should be relevant to the professional standard. Some replies cover the importance of managing the quality of a learning process.

7.3 Similarities / differences with EQAVET indicators

In general respondents are not aware of EQAVET models and indicators.

7.4. Similarities / differences with CQAF VET indicators

The interview analysis shows that according to the respondents opinion all indicators are estimated quite high.

The basic challenges concerning faculty engagement and necessary support measures refer to the faculty qualification. The second significant group of challenges refers to managing the learning process and education institution as a whole, specifically to the quality management.

The respondents strongly emphasise government support for education institutions in general as well as for private people (faculty and trainers). They highlight the importance of supporting cooperation with employers and partners.

7.5 Suggested amendments / replacement for the model

Given the lack of information regarding the model there is no information from respondents regarding the improvement or replacement models

Annexes

University North

Item:	Respondents N= 10 to 15
Role/position:	Representative for the quality
Years in this position: < 5 5-10 > 10	5-10
Public or private?	Public
Higher Adult Prof Education (4, 5, 6,)	6
Pure AVET institute?	YES
Estimate average age of participants:	50+
Amount of staff: <25 25 – 49 50 – 299 300>	50-299
Amount of students at institute:	3.500
Drop-out %: ?	70%
Areas of education (technical, economics etc.)	Technical, economic and artistic
ISO certified?	ISO 9001
Reason using ISO: yes / no	YES
Other QA model used? Yes / no	YES
If “yes” which one?	ESG
Reason for choosing this model?	Request of ASHE

Mechanical engineering faculty

Item: Predmet:	Respondents N= 10 to 15
Role/position:	Associate professor The President of the Committee for Quality Assurance
Years in this position: < 5 5-10 > 10	<5
Public or private?	Public
Higher Adult Prof Education (4, 5, 6,)	6
Pure AVET institute?	NO
Estimate average age of participants:	
Amount of staff: Broj osoblja: <25 25 – 49 50 – 299 300>	50-299
Amount of students at institute:	1000
Drop-out %: ?	35 %
Areas of education (technical, economics etc.) Područje obrazovanja (tehničko, ekonomsko etc.)	Technical
ISO certified?	Ne
Reason using ISO: yes / no	-
Other QA model used? Yes / no	-
If "yes" which one?	-
Reason for choosing this model?	-

College of Agriculture

Item:	Respondents N= 10 to 15
Role/position:	Senior Lecturer, Head of the Unit for quality
Years in this position: Godine na poziciji < 5 5-10 > 10	5-10
Public or private? Javno ili privatno	Public
Higher Adult Prof Education (4, 5, 6,)	6
Pure AVET institute?	YES
Estimate average age of participants:	50+
Amount of staff: <25 25 – 49 50 – 299 300>	54
Amount of students at institute:	oko 600
Drop-out %: ?	60%
Areas of education (technical, economics etc.)	Agriculture, management in agriculture
ISO certified?	No
Reason using ISO: yes / no	We are not able to implement the system due to financial constraints and the lack of people which would have done it.
Other QA model used? Yes / no	YES
If "yes" which one?	ESG
Reason for choosing this model?	So far it is mandatory in Croatia, and if not we'll still use it and try to renew a certificate

Polytechnic VERN

Item:	Respondents N= 10 to 15
Role/position:	Professor, quality manager
Years in this position: Godine na poziciji < 5 5-10 > 10	> 10
Public or private? Javno ili privatno	public
Higher Adult Prof Education (4, 5, 6,)	-
Pure AVET institute?	NO
Estimate average age of participants:	40+
Amount of staff: Broj osoblja: <25 25 – 49 50 – 299 300>	
Amount of students at institute:	2300 active one
Drop-out %: ?	90%
Areas of education (technical, economics etc.) Područje obrazovanja (tehničko, etc.)	Economy, technically management, tourism, IT, journalism, film art
ISO certified?	YES, since 2004.
Reason using ISO: yes / no	Better and organized system, simpler and faster implementation of certain procedures and related activities
Other QA model used? Yes / no	YES
If "yes" which one?	ESG
Reason for choosing this model?	The legal requirement in Croatia

High technical school

Item:	Respondents N= 10 to 15
Role/position:	Representative for quality
Years in this position: < 5 5-10 > 10	<5
Public or private?	Private
Higher Adult Prof Education (4, 5, 6,)	6
Pure AVET institute?	YES
Estimate average age of participants:	60
Amount of staff: <25 25 – 49 50 – 299 300>	35
Amount of students at institute:	695
Drop-out %: ?	~55%
Areas of education (technical, economics etc.)	Technical and Biomedical
ISO certified?	ISO 9001:2008 do 2015
Reason using ISO: yes / no	Arrangement of system
Other QA model used? Yes / no	YES
If “yes” which one?	ESG
Reason for choosing this model?	Refers to Higher Education

Participant list

	Date of interview/ Datum intervjua	Name / Ime	Organisation Organizacija/Institucija	Signature / Potpis
1	05.04.2016	Živko Kondić	University North	
2	07.04.2016	Leon Maglić	Mechanical engineering faculty	
3	08.04.2016.	Dužanka Gajdić	College of Agriculture	
4	10.04.2016	Diana Plantić - Tadić	Polytechnic VERN	
5	11.04.2016	Stjepan Golubić	High technical school	
ltd.				