

Quality Assurance (QA) in Higher Education in Montenegro

EURYDICE, Ministry of Education, October 2015

UoM Active participation

- UoM and activities preceding Ministerial Conferences,
- Active monitoring of Implementation Reports,
- Acting based on the analysis of Implementation Reports,
- Active participation in the preparation of reports for the 2015 Ministerial Conference,
- Matter of QA implementation (degree of implementation),
- HERIC Project, Component 1, subcomponent 1.2 “Higher Education Quality Assurance and Relevance Activities”,

Specific information concerning the selection of advisors

- ❑ Improving administrative capacities of Council for Higher Education (the Council), Directorate for Higher Education at the Ministry of Education, as well as other relevant factors at higher education institutions,
- ❑ Technical and expert assistance for the Council to establish activities in accordance with ENQA and EQAR's good practice, so as to make the Council internationally recognised as a qualified accreditation agency, and conduct evaluation of study programmes in Montenegro in accordance with the global practice,
- ❑ The starting point of this subcomponent is the "Report on Review of the Quality Assurance System of Higher Education in Montenegro" by Fabrice Hénard, with recommendations for further quality improvement through the engagement of advisors for the system of quality in higher education in Montenegro, ESG, Eurypedia

DOCUMENTS

1. **Selecting members of the Council for Higher Education**
2. **Code of Conduct for members of the Council and external experts appointed by the Council**

Selecting members of the Council for Higher Education - matters for which suitable solutions have been suggested:

- ❑ Selecting members of the Council and their reference, selecting members from the academic community, business sector, student representatives, conflict of interests, selecting external experts to work in the working bodies.

Code of Conduct for members of the Council and external experts appointed by the Council - matters for which suitable solutions have been suggested:

- ❑ Signing the Code, applying the Code, basic values, conflict of interest, confidentiality and discretion, integrity and independence, competitiveness, transparency, intellectual freedom, intellectual property, acting in accordance with the Code, rules of ethical conduct, breach and sanctioning
- ❑ Statement on accepting the Code of Conduct.

3. Rulebook on accreditation of study programmes

4. Rules of Procedure on the work of Accreditation Commission

Rulebook on accreditation of study programmes – matters of relevance with the suggested solutions:

- ❑ Contents, submitting applications and deadlines, examining the applications, forming the Accreditation Commission, Commission's reporting, reviewing the reports and decision making, objection to the decision, issuing certificates, publishing the report and register of accredited institutions, costs of accreditation,
- ❑ Application form with basic information, scope of accreditation, acts of institution, statement of the applicant and verification of the application.

Rules of Procedure on the work of Accreditation Commission – matters of relevance with the suggested solutions:

- ❑ Visiting institution, reporting, proposal of accreditation decision, types of accreditation decisions, subsequent assessments, introducing the possibility of conditional accreditation and suspended accreditation, defining requirements for proper formulation of accreditation decision and subsequent monitoring.

SINGLED OUT 6 STANDARDS for accreditation to adequately present requirements for a study programme and organisation of studies. They have been harmonised, i.e. they have to arise from the European standards and guidelines

BASIC INFORMATION ABOUT A STUDY PROGRAMME (Information and classification for name, belonging, organisation, level, estimated time)

■ **STANDARD 1. HIGHER EDUCATION INSTITUTION** (Information about institution, in accordance with the Law on Higher Education)

■ **STANDARD 2. STRUCTURE OF STUDY PROGRAMME AND CONCEPT FOR THE IMPLEMENTATION OF STUDIES** (Goals, outcomes, perspectives on the labour market, enrolment requirements, curriculum, methods...)

■ **STANDARD 3. RESOURCES** (Staff, infrastructure, financing...)

■ **STANDARD 4. QUALITY MANAGEMENT** (Quality assurance, instruments, methods and results...)

■ **STANDARD 5. DOCUMENTATION** (Rules, diploma, diploma supplement)

■ **STANDARD 6. COMPARATIVE EXAMPLES OF GOOD PRACTICE** (Examples with an implemented study programme as planned for accreditation)

8. SPECIAL STANDARDS FOR ACCREDITATION: STUDY PROGRAMMES FOR DISTANCE LEARNING (DL)

- ***Standard for DL is mandatory for the accreditation of study programmes for which DL has been planned (entirely or on modules, courses, fields).***
- ***TEMPUS project 511126-TEMPUS-1-2010-1-RS-TEMPUS-SMGR, 2013 has also dealt with regulations for accreditation of distance learning study programmes.***

Basic principles for the organisation of distance learning studies (DL)

Distance learning studies are specific for organisation and implementation because they use the possibilities of contemporary ICT practices for the teaching process and communication among persons participating in education. ICT concept does not limit any of current prerequisites for the organisation of teaching and education process:

- *Distance learning studies* provide the same quality and they are treated in the same manner as the studies implemented in the traditional way, and students may, without additional conditions, switch from one type of studying to the other, if other conditions had been met;
- *Engagement (work-load) of teaching staff* is calculated in the same manner as with traditional studies, i.e. based on the number of hours (volume of teaching material and time necessary to assist students to adopt the materials);
- *Number of students* that can enrol a DL study programme is limited by conditions to be met by an institution in order to adequately organise and fully control the activities of teaching, testing, grading and communication of teachers, associates and administration with students.

9. Standard for accreditation of study programmes in English language

Matters of relevance and the suggested solutions:

- ❑ Accreditation requirements (entire programme, modules, courses, previously accredited programme in Montenegrin, accreditation of new study programme in English)
- ❑ Teaching organisation,
- ❑ Linguistic competence of teachers and students (undergraduate students CEF-B2, students of doctoral studies TOEFL (550/213/80), (teachers: certificate, equivalence in the number of papers published in English language, number of oral presentations, teaching experience in English language)
- ❑ Preparing documents for accreditation,
- ❑ Decision on accreditation,
- ❑ Issuing documents,
- ❑ Issuing joint degrees in case of joint-degree programmes (conducted national accreditation procedures, bilateral agreement)

11. STANDARDS AND GUIDELINES FOR INTERNAL QUALITY ASSURANCE

Matters of relevance and the suggested solutions

□ **Standard 1. Organisation, management and functioning of QA system:** A higher education institution is obliged to form bodies in charge of QA implementation and make them operational, as well as to adopt documents for their functioning and implementation of tasks, in accordance with the Law on Higher Education of Montenegro, ENQA standards and good practice of EU institutions.

ORGANISATION AND MONITORING OF ACHIEVED RESULTS STUDY PROGRAMME

□ **Standard 2. Approval, monitoring and periodic evaluation of study programmes:** A higher education institution needs to have formal mechanisms for the approval, monitoring and periodic assessment of study programmes and qualifications.

Internal Quality Assurance

- ❑ **Standard 3. Students:** An institution continuously monitors the quality of study programmes based on the analyses of high-school students' interests, results of student achievements and assessment of their satisfaction with processes and activities at the institution.
- ❑ **Standard 4. Teachers:** An institution must provide competent teaching staff (teachers, associates, technical staff), as a precondition for high-quality teaching, desirable motivation of students, their independent work and achievement of the planned learning outcomes.
- ❑ **Standard 5. Scientific research and artistic activities:** The inseparability of teaching and scientific or artistic research represents the basis of higher education activities. In that manner an institution creates a condition for a creative and innovative environment, encourages development and progress.

Internal Quality Assurance

- ❑ **Standard 6. Mobility:** Mobility of students, teachers and teaching staff is an integral part of higher education. An institution enables its staff and students to participate in mobility programmes with defined and transparent rules and procedures that conditions for mobility are equal for all participants.
- ❑ **Standard 7. Resources for educational, scientific and research, artistic and professional activity:** An institution provides certain resources required for continuous improvement of quality of educational, scientific and research, artistic and professional activities.



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YOUR ATTENTION!