



TEMPUS

Modernisation in Higher Education



European Commission

PROMOTING HIGHER EDUCATION REFORM:

QUALITY THROUGH MODERNISATION OF UNIVERSITIES

Seminar Reader

*TEMPUS IV 2nd Training Seminar
Tempus Teams of HE Reform Experts
University of Zagreb, Croatia
16-17 June 2008*



Brussels Education Services



**PROMOTING HIGHER EDUCATION REFORM: QUALITY THROUGH MODERNISATION OF
UNIVERSITIES**

TRAINING SEMINAR FOR TEMPUS HIGHER EDUCATION REFORM EXPERTS

Intro

The second training seminar for the HE Reform Experts from the Tempus countries will provide an opportunity to further raise awareness about the Higher Education Reform Agenda with a specific focus on Governance, Curriculum Reform and Quality Assurance.

A series of hands-on parallel training sessions on the abovementioned topics (see below) will touch upon practical examples and existing experiences that will allow the participants not only to gain further insights, but also to exchange views and ideas with colleagues from both the Tempus and EU countries.

The experts will be able to communicate the opportunities raised by Higher Education Reform initiatives and will be encouraged to reflect upon their feasibility in the national context.

In addition, the experts will learn how to access the Virtual Community of Bologna Experts and how to make active use of it in the future.

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Chapter 1: Speaker's CVs

Aleksa BJELIĆ

Born 2 February 1947 in Rijeka, Croatia. Married, two children.

Bachelor of science (physics) - 1970, Faculty of Science, University of Zagreb.

Master of science - 1974, University of Zagreb.

PhD - 1978, University of Zagreb ("Dynamical properties of quasi-one-dimensional electron-phonon systems". Supervisor: S. Barišić).

Employment:

1971-1986 employed at the Institute of Physics of the University, Zagreb, as assistant, researcher, head of the group, and director.

From 1986 employed at the Department of Physics, Faculty of Science, University of Zagreb (1986-1989 assistant professor; 1990 – 1996 associate professor; from 1997 full professor).

1990-1997 Vice-dean of the Faculty of Science, University of Zagreb.

2000-2002 Dean of the Faculty of Science. University of Zagreb

2002-2006 Vice-rector for science and development of the University of Zagreb.

2006- Rector of the University of Zagreb

Membership of professional bodies:

1995–2002 President of the Committee for the International Co-operation of the University of Zagreb.

2001-2005 member of the National Council for High Education of Republic of Croatia.

2003-2006 Croatian representative in the Bologna Follow-up Group (BFUG), leading European body for the implementation of the Bologna Declaration.

2004-2005 member of the BFUG Stocktaking Working Group, in charge of the preparation of the report for the Conference of European Ministers Responsible for Higher Education in Bergen, 19-20 May 2005.

2002- Croatian representative at the Steering Committee on Higher Education and Research, Council of Europe.

2004-2007 president of the Committee for Implementation and Follow-up of the Bologna Process of the Croatian Rectors' Conference.

2007- member of the Bureau of Steering Committee for Higher Education and Research (CDESR)

2007- member of the Magna Charta Observatory Collegium

2008- member of the National Committee of Croatian Parliament
Member of the European Physical Society and of the Croatian Physical Society

Scientific activity:

Šime VIŠIĆ

Šime Višić, a student of Information Technology at The University of Zagreb has been an active student representative over the past several years. After his involvement in promoting student issues at the faculty council and the university senate his interests in area of higher education reform brought him to the national and the international level. On the national level he participated in several TEMPUS projects promoting Bologna Process reforms working as a Croatian Bologna Promoter. As Secretary for International Affairs of Croatian Student Council (HSZ) he officially represented all students of Croatia in ESIB - The National Unions of Students in Europe (today ESU) and in MedNet - Mediterranean Student Representatives Network. In 2005 he made student contributions to the Croatia Bologna Report for the Ministerial summit in Bergen. Upon completion of his year and a half mandate in HSZ he was elected as member of ESIB Executive Committee 2006. In 2007 he was awarded the Higher Education Quality Assurance Expert certificate by the Croatian Agency for Science and Higher Education and he participated in the CARDS pilot project for establishing QA (audit) procedures for higher education institutions in Croatia. In 2008 he was confirmed by the European Commission as a student member of higher education expert team working on Bologna reforms.

Arthur METTINGER

Arthur Mettinger is Vice Rector Educational Programme Development and Internationalization at the University of Vienna. He has been a member of the UNICA Steering Committee and President of the UNICA network (2004-2007). In 2004 he founded the UNICA Bologna Laboratory. He is also a member of the European Language Council's European University Language Policy Group (EULPIG) and has been facilitator for the EUA Graz Convention (May 2003) and the Nice Meeting (December 2006). His core portfolio at the University of Vienna includes the development of the range of studies offered at the University of Vienna within the European Higher Education Area, the development of curricula (in accordance with the Senate), especially with regard to the teacher accreditation programmes; plus development planning in the area of teaching.

Christof DEVRIENDT

Devriendt Christof was born in Ostend, Belgium, 1981. With the European Erasmus-program he studied one year in Portugal at the University of Lisbon, Instituto Superior Técnico, where he wrote his Master-thesis. He received the degree in mechanical-electrotechnical engineering in 2004 from the Vrije Universiteit Brussel, Belgium. He joined the Department of Mechanical Engineering (MECH) where he is currently PhD-

student in the Acoustics & Vibration Research Group (AVRG). He is active in the Erasmus Student Network since 2005. He was the founder of ESN Brussels in 2005 and he was President of this local section until September 2007. As member of the Council of National Representative of ESN, he plays an active role in ESN International in supporting, shaping and scrutinizing the work of the International Board. He has been actively involved in the ESN Galaxy project, an internet based framework to support student mobility through an online platform. As such, his interests can currently be found in the field of corporate social networking, social media and online communities in a web 2.0 environment. Out of these interests and the achieved successes within ESN he recently founded a new European non-profit organization; Youth Agora. The mission of Youth Agora is to strengthen the network of non-profit organizations and to improve their communication towards their members and towards.

Matthias WINKER

Dipl.-Ing. Matthias WINKER of Dresden / Germany has graduated from the Technische Universitaet Dresden (TUD) as an Air Traffic Engineer. After graduation he has worked at TUD as an lecturer for various subjects related to air traffic and transportation study courses.

Since 2002 he has switched to the university management sector and has been involved in various topics of the higher education reform process in Germany as well as countries of Middle and Eastern Europe and Asia. He had fulfilled different positions at various structures and levels of the university management:

Project Coordinator and Scientific Advisor at the "Research Foundation of Middle and Eastern Countries FVMOE" (2002-2003), Head of "Research Foundation of Middle and Eastern Countries FVMOE" (2003-2005), Director of "European Project Center (EPC)" (since 2005) as well as Head of Unit 5.2 "EU-Research Promotion and Fundraising" (since 2006) at TUD. The "European Project Center", which was founded by Mr. Winker, is one of the largest research promotion and project management offices in Germany. Today more than 200 EU grants and EU-funded projects are managed and coordinated.

Besides that, he has coordinated and participated personally in more than 25 international educational or research projects concerning various subjects, e.g. institutional development of university structures, curriculum design, human resource development and promotion of mobility in HES (e.g. Tempus, Asia Link, ALFA, FP 6 and FP 7).

Mr. Winker takes active part in the HES reform concerning financial and management subjects. He is a member of a number of working groups and advisory boards related to the independence of public universities in East Germany. These working groups provide

consultation in a number of topics, e.g. the switch to analytical cost calculation, introduction of full cost models, benchmarking and quality assurance.

Marina DABIĆ

Marina Dabić is Associate Professor at the University of Zagreb, Faculty of Economics and Business. She is a specialist in entrepreneurship and innovation management and holds a PhD in Economics, Marketing and Management. Before joining the University of Zagreb, she was Vice-Dean at the Faculty of Mechanical Engineering at the University of Osijek (Croatia).

She has been invited as visiting professor and has followed several training courses at the universities of Strathclyde in Glasgow, Ceder Sinai Medical School in Los Angeles, College in Požega, etc.

Marina Dabić has a vast experience in leading Tempus and other international projects. She is member of IMDA – International Management and Development Association - , the Croatian Society of Economics, Croatia Society for Marketing – CROMAR -, and the Academy of Management Executive.

Raimonda MARKEVICIENE

Raimonda Markevičiene, Head of International Programmes and Relations Office at Vilnius University, has been working in international relations management since 1994. For a year she held a part-time job at the National TEMPUS office in Lithuania. Having had experience of working outside the university milieu as well as teaching university students made her committed to problems of recognition and aims of Bologna process.

She was the first in Lithuania to start implementation of ECTS as transfer system at Vilnius University in 1996. She became National ECTS coordinator in 1999 and ECTS/DS counselor on European level in 2002. Took part in the work of the drafting group on "ECTS key features" and "ECTS Users' Guide". At the moment she is a member of National Erasmus Committee as well as several working groups on national level dealing with the issues of recognition, implementation of the ECTS credit system and internationalization.

Since 2004 she became a Bologna experts as well as a member of the National BFUG.

She had been an observer at the Tuning I Management Committee meetings since 2002 and became a member of the Tuning Management Committee in 2007.

Marek FRANKOWICZ

Dr hab. Marek Frankowicz (Jagiellonian University in Krakow) is a specialist in theoretical chemistry (chaos and complexity theory). He has been involved in higher education reform processes since 1990. He had many functions at different levels of university management: vice dean for studies (1990-96), head of faculty career promotion unit (since 2004), institutional ECTS coordinator (since 1997), Bologna Promoter/Expert (since 2005), member of the national working group on QF for HE etc. He participated in over 30 international educational projects concerning quality assurance, curriculum design, staff development and vocational training (Tempus, Leonardo, Erasmus, Comenius, 5 FP and 6 FP). He is also Vice President of Polish Association of Research Managers and Administrators, member of Chemistry Eurobachelor/Euromaster Label Committee and Secretary General of the Academic Network for Central and Eastern Europe.

Ljiljana PINTER

Ljiljana Pinter, Vice-Rector for Studies and Quality Management

Ljiljana Pinter (born March 24, 1957 in Cazma, Croatia) is a full professor at the University of Zagreb, Faculty of Veterinary Medicine (since 1982 she has been working as assistant, 1983 as clinician, 1984 as a teacher of practical microbiology, 1996 as assistant professor in microbiology and immunology, 2000 as associate professor and since 2004 as full professor at the Department of Microbiology and Infectious Diseases with Clinic, Faculty of Veterinary Medicine, University of Zagreb).

Since 1999-2003, she was Vice-Dean for Science and International Collaboration at the Faculty of Veterinary Medicine, Dean of the same Faculty from 2003 to 2006 and since 2006 she is Vice-Rector for Studies and Quality Management.

Ljiljana Pinter was educated in Croatia (from 1975 – 1982, she studied at the University of Zagreb, Faculty of Veterinary Medicine; in 1982 she obtained the degree in veterinary medicine scoring the highest level of achievement, in 1989 she gained the PhD at the Department of Microbiology and Infectious Diseases with Clinic at the Faculty of Veterinary Medicine and Habilitation degree at the same Faculty in 1996).

She is also an active member of national and international societies and associations, namely *Croatian Microbiology Society* (since 1985, President since 1997), *British Veterinary Dermatology Society Group* (since 1995), *Slovenian Small Animal Veterinary Association* (since 1995), *European Society of Veterinary Dermatology* (since 1996), representative of the *Croatian Mycology Division of the Croatian Microbiology Society in the International Union of Microbiological Societies* (1996-2000).

In 1995, she was awarded by the Croatian Academy of Sciences and Arts for the work in medical sciences.

She had a numerous shorter or longer visits to different European and American universities as a researcher, senior scholar or invited lecturer. Her main research interests are microbiology, immunology, mycology and veterinary dermatology.

She has participated in numerous Croatian and European scientific and professional projects as a head of the project/project coordinator, or as a project collaborator (*inter alia* Tempus Project: Furtherance of Bologna Promotion in Croatia – Further Bologna (SCM-C032A06-2006)).

As Vice-Rector for Studies and Quality Management, she is responsible for the quality management, for the quality of study programmes and quality of teaching, dealing with student and teacher issues.

Chapter 2: Contribution from the Speakers

Modernising Universities, Challenges and Opportunities from a Student Perspective, Sime VISIC

The presentation will show a kind of a student wish list when thinking of a modern university. Acknowledging difficulties in implementation of such a reform the presentation will outline a student insight on current and anticipated problems. Solutions or possible paths offered will be benchmarked by the level of acceptability to the general student population. Systematic presentation of issues like ranking, governance, efficiency, financing, curriculum reform, grading systems, quality assurance, learning outcomes ect. should slowly allow the participants to have a clearer view of a student perspective on such a complex and interconnected system as a whole. The presentation will also mention interactions of such a system with its surrounding while mostly referring to the challenges of autonomy of higher education.

The Virtual Community of Bologna Experts, Christof Devriendt and Antonio De Marco

During the presentations and the hands on training Youth Agora will introduce the Experts with the new tools to boost communication and experience exchange in- and outside the Expert community.

Youth Agora will present 3 new tools, given the following codenames: **Satellite**, **Supernova** and **Identity**.

1) Satellites: Template website for Projects, Conferences and Seminars

Since all Projects, Conferences and Seminars need a website to inform the Experts about them the needs of those websites are similar, i.e. statically information, subscription, documents you can download..., re-implementing the same tools in every website is a loss of time and a loss of resources.

Therefore the first tool to be presented by Youth Agora is a free website template supported by a popular open source content management system, packed with hundreds of features, that ordinary, non technical people can update in an extremely intuitive way

Every Expert and conference organizer will be able to download and install this template in a few minutes and customize it to become a useful website, fulfilling all the needs of the visiting Expert,

2) Supernova: A Central Information and Community Website

The second tool will allow the Experts to communicate with each other, give each other advice and support, and produce meaningful content that is important to them. Every Expert will be able to blog and share their knowledge with the other Experts. The supernova will also allow the Bologna Experts to stay informed about the latest news and the upcoming events. It will also be the place to collect the useful documents and power point presentations coming directly from the conference satellites.

3) Identity: Central User Management System and Unique ID System

The third tool is the Identity system giving the possibility to the experts to create his Expert profile. Beside standard personal information this Identity may contain domains which correspond with the expert fields of the Bologna Experts. This will allow the community to work as a pool of expertise and will be of extreme value when setting up different working groups.

This personal identity will also allow the Experts to login to the Supernova and all conference satellites with the same login. Their profile will automatically be recognized and there will be no need to fill in all your profile fields every time you visit a new conference. The Expert Identity will become your unique Identity!

Modernising Curricula and Improving the Employability of Graduates: Introducing the concept of Learning outcome, Raimonda MARKEVICIENE

Participants attending this session are kindly invited to read the 'Framework of qualifications for the European Higher Education Area' that can be found on the present Training Seminar website:

<http://zagreb2008.bolognapromoters.net/related-documents>

The session **Introducing the Concept of Learning Outcomes (LO)** will consist of three parts and will start with the short presentation on the use of LO in Bologna process in general and their applicability in different learning environments. Attention will be given to the development of the notion of credit from purely workload-based to

workload-LO-based one. Different categories of statements of LO will be looked at. Models and examples of curricula and course unit design as well as vocabulary of writing learning outcomes will be presented and basic rules for assessment criteria discussed. Linking LO and workload will be given attention to.

After the presentation the participants will be given examples of LO, asked to identify them, comment on the mistakes made and suggest changes that would make LO more informative and/or realistic.

During the third part of the session the participants are expected to discuss and express their views on such topics as:

1. Where does one start to write statements of LO?
2. How many LO there should be for a course unit/module?
3. Language(s) for writing LO.
4. Possible modes and assessment of LO.
5. How to link LO and workload.
6. Implications of introducing LO descriptions to the old programmes.
7. Is LO based approach a guarantee to flexible learning paths?

After the session the participants will be able to:

- 1. Reflect upon the need of introducing Learning Outcomes and explain their use in different learning environments and curricula design.*
- 2. Demonstrate the understanding of different categories of statements of Learning outcomes, language used to write them and basic rules for their assessment.*
- 3. Address the issue of methodological approaches and solutions to credit (LO+workload) allocation for the old and newly designed study programmes.*

**Modernising Curricula and Improving the Employability of Graduates:
Introducing Flexibility, Modularisation and Individualisation of Programmes,
Marek FRANKOWICZ**

The session **Introducing Flexibility, Modularisation and Individualisation of Programmes** will consist of three parts.

In the first part the three cycle Bologna system will be presented as "a garden with bifurcating paths" leading to different graduate profiles. Then the Qualification Framework for Higher Education will be shortly discussed; Dublin and sectoral descriptors will be mentioned. The notion of "employability" will be also commented.

The second part will be devoted to general rules of curriculum design for 1st and 2nd cycle studies. The rules will be illustrated by the specific examples of Chemistry and Arts. The role of LO-based approach will be shortly commented. Some examples of successful TEMPUS projects will be also shown.

The third part of the session will have an interactive character. The participants will be asked to take part in the following 'exercises'

A. For the 1st cycle studies:

- a) propose different paths for graduates (continuation of the same subject, other subject (which?), entering labour market (what possible jobs?))
- b) what to include in the program to ensure success of graduates choosing different paths?

B. For the 2nd cycle studies:

- a) propose different paths for graduates (continuation of the same subject, other subject (which?), entering labour market (what possible jobs?))
- b) what to include in the program to ensure success of graduates choosing different paths?
- c) which 1st cycle graduates from other study areas would be able to enter these studies? What to include in the program to help them?

Participants will decide by themselves which study areas to choose.

Expected "learning outcomes": It is expected that after the session the participants will be able to:

4. *Address the issue of flexible learning paths for 1st and 2nd cycle studies, taking into account "input" and "output" conditions*
5. *Distinguish between "employment" and "employability" and appreciate the importance of generic skills for the career paths of the graduates.*
6. *Comment on typical misunderstandings related with implementation of the Bologna process in the realm of curricular reforms.*

Moving towards a Quality Culture at the Institutional Level, Ljiljana PINTER

In this presentation the issue of institutional quality culture, analysing its reasons, elements, features and approaches at University of Zagreb, will be introduced.

Establishment of quality culture starts from the leadership with publication of institutional mission and proceed with providing appropriate structural features. In this part of presentation short review of quality management structure at University of Zagreb will be given. It will be followed by development processes for quality culture and quality

evaluation procedures. Experiences in establishing quality management cycle and following processes of self-evaluation and external evaluation processes at University of Zagreb will be also pointed out.

Conclusions of the presentation:

- concept of quality culture needs to be multi-dimensional with intention to achieve excellence in education;
- the role of leadership of the University in establishment and management of a quality process;
- to realise and fulfil requirements of all stakeholders;
- to ensure access to all important information on quality improvement operations.

Chapter 3: Background Documents

Please note that the following list of background documents can be found on the Training Seminar website: <http://zagreb2008.bolognapromoters.net:80/related-documents>

- Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation. COM (2006) 208 final of 10.5.2006
- Council Resolution on modernising universities for Europe's competitiveness in a global knowledge economy. 23 November 2007
- Trends V: Universities shaping the European Higher Education Area, an EUA report
- Bringing out the best in education. Enhancing quality in higher education: a Tempus survey. Tempus Conference in Cairo, 7-8 Cairo, 2008
- The framework of qualifications for the European Higher Education Area¹

It is also recommended to read the documents on the Bologna Process and the Modernisation Agenda which are posted on the following Training Seminar website: <http://brussels2008.bolognapromoters.net/related-documents>

¹ Please note that participants attending the session 'Modernising Curricula and Improving the Employability of Graduates: Introducing the concept of Learning outcome' (by Raimonda MARKEVICIENE) are kindly invited to read this document.