AGENŢIA ROMÂNĂ DE ASIGURARE A CALITĂŢII ÎN ÎNVĂŢĂMÂNTUL SUPERIOR
THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

QAR

QUALITY ASSURANCE REVIEW FOR HIGHER EDUCATION

REVISTA PENTRU ASIGURAREA CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Vol. 7, Nr. 2, Decembrie 2017

AGENŢIA ROMÂNĂ DE ASIGURARE A CALITĂŢII ÎN ÎNVĂŢĂMÂNTUL SUPERIOR
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Revista pentru Asigurarea Calității în Învățământul Superior este o publicație academică care se concentrează asupra asigurării calității în învățământul superior din România. Revista își propune să devină un instrument care să faciliteze transferul de bune practici şi comunicarea între experții interni şi externi şi să contribuie la promovarea dezvoltării unei culturi a asigurării calității. QAR îi vizează pe cei interesați de teoria, practica şi politicile din domeniul amintit.

Editor
Agenția Română de Asigurare a Calității în Învățământul Superior

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Stadiul implementării Strategiei Europene 2020 în domeniul educației și formării profesionale în România

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Rezumat: *„Educația și formarea 2020" (ET 2020)[1] este un cadru strategic pentru cooperarea europeană în domeniul educației și formării profesionale care asigură o continuitate naturală programului de lucru ET 2010. ET 2020 furnizează obiective strategice comune pentru țările membre ale Uniunii Europene (UE), inclusiv un set coerent de principii pentru atingerea acestor obiective, precum și câteva metode comune de lucru în domeniile prioritare pentru fiecare ciclu periodic de lucru în parte. Încă din anul 2009, dar şi în deplină conformitate cu ET 2020, au fost stabilite patru obiective comune la nivelul UE, pentru a face față, până în același an 2020, provocărilor cu care se confruntă şi se vor confrunta sistemele de educație și formare în viitorul pe termen mediu sau lung: i) realizarea în practică a învățării de-a lungul vieții și a mobilității educaționale; ii) îmbunătățirea calității, eficienței educației și formării profesionale; iii) promovarea echității, a coeziunii sociale și a cetățeniei active; iv) stimularea creativității și inovării, inclusiv a spiritului antreprenorial, la toate nivelurile de educație și de formare. Articolul confruntă indicatori statistici strategici ai educației în România, preponderent cei legați de educația terțiară cu indicatori similari din cadrul celorlalte țări membre ale UE, dar şi în raport cu limitele sau pragurile strategice ale acesteia, cuantificând decalajele de nivel şi performanță.*

Cuvinte cheie: *strategie, obiective, educație, abandon, învățământ terțiar, decalaje*

[1] Cadrul strategic ET 2020 este disponibil la: http://ec.europa.eu/education/policy/strategic-framework_ro

Abstract: *Education and Training 2020 (ET 2020)[2] is a strategic framework for European cooperation in education and training that provides continuity to the ET 2010 work program. ET 2020 provides common strategic objectives for European Union (EU) member states, including a coherent set of principles for achieving these objectives, as well as some common working methods in priority areas for each periodic work cycle.*

Since 2009, and in full compliance with ET 2020, four common objectives have been set at EU level to cope with the challenges faced by education and training systems in the medium to long term: (i) making lifelong learning and educational mobility a reality; ii) improving the quality and efficiency of education and training; iii) promoting equity, social cohesion, and active citizenship; (iv) enhancing creativity and innovation, including entrepreneurship, at all levels of education and training. The article compares strategic statistical indicators of education in Romania, mainly those related to tertiary education, with similar indicators from the other EU member states, but also in relation to its strategic limits or thresholds, quantifying the level and performance gaps.

Keywords: *strategy, objectives, education, school dropout, tertiary education, gaps*

1. Introducere

Articolul își propune mai mult decât o simplă radiografiere a Strategiei Europene 2020, are drept scop să identifice decalaje, să găsească zone critice educaționale ale perioadei pe care o traversăm, și în final să delimiteze principalele obiective ale strategiilor de reformă în învățământul superior. Autorii au considerat că pot realiza acest lucru numai printr-o confruntare statistică în raport cu Strategia Europeană în domeniul educației și formării profesionale, concretizată în praguri, limite și decalaje.

2. Praguri, limite și decalaje ale educației României comparativ cu media europeană

Educația este unul dintre cei cinci piloni centrali ai Strategiei de creștere Europa 2020[3], iar în cadrul acesteia au fost stabilite următoarele criterii de referință pentru 2020, definite sintetic prin praguri sau limitări procentuale:

1) ponderea tinerilor cu vârsta cuprinsă între 18 și 24 de ani care au părăsit timpuriu școala ar trebui să fie sub 10 %;

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[2] The strategic framework ET 2020 is available at: http://ec.europa.eu/education/policy/strategic-framework_ro

[3] https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_en

2) cel puțin 40% din persoanele cu vârsta cuprinsă între 30 și 34 de ani ar trebui să fi absolvit o formă de învățământ superior;

3) cel puțin 15% dintre adulți ar trebui să participe la activități de învățare pe tot parcursul vieții;

4) cel puțin 95% dintre copiii cu vârsta cuprinsă între 4 ani și vârsta obligatorie de școlarizare ar trebui să frecventeze învățământul preșcolar;

5) cel puțin 20% dintre absolvenții de învățământ superior și 6% dintre cei cu vârsta cuprinsă între 18 și 34 de ani care au o calificare profesională inițială ar trebui să fi urmat în străinătate o parte din studii sau din programul de formare;

6) proporția de angajați absolvenți (persoane cu vârsta cuprinsă între 20 și 34 de ani, care au urmat cel puțin studii de nivel secundar superior și care și-au terminat studiile în urmă cu 1-3 ani) ar trebui să fie de cel puțin 82%;

7) ponderea tinerilor de 15 ani care nu au suficiente cunoștințe de citire, matematică și științe ar trebui să fie sub 15%;

8) persoane cu vârsta cuprinsă între 18 și 34 de ani cu o calificare profesională inițială de formare profesională (IVET) ar fi trebuit să aibă o perioadă de studiu sau o perioadă de formare profesională (inclusiv plasarea în câmpul muncii) – minim 3%.

Fiecare criteriu de referință al Strategiei Europa 2020 a fost transpus în obiective naționale (uneori chiar și regionale), iar în baza contextului național, fiecare stat UE și-a stabilit propriile obiective, praguri şi valori ce pot fi realizate sau atinse (uneori sub limitele impuse, dar realist evaluate). În acest sens, România şi-a propus, prin Programul Național de Reformă[4], ca, în anul 2020, la primii trei indicatori prezentați anterior să atingă următoarele valori:

1) sub 11,3% pentru rata de părăsire timpurie a școlii;

2) minimum 26,7% pentru valoarea ponderii absolvenților de studii superioare în rândul populației în vârstă de 30-34 de ani;

3) minimum 10% promovarea învățării permanente și creșterea ratei de participare a populației la formarea profesională continuă.

Din cele opt criterii de referință sau obiective strategice ale UE 2020, din domeniul educației, autorii s-au centrat pe acelea care vizează învățământul terțiar sintetizându-le în tabelul nr. 1:

[4] http://www.mae.ro/sites/default/files/file/pnr_2015.pdf

Tabelul nr. 1. *Obiectivele UE 2020 privind domeniul educației și formării profesionale – „Educația și formarea 2020" (ET 2020)*

	Criterii de referință / Obiective ale Strategiei Europa 2020	Obiectiv 2020		Decalaj obiectiv România față de UE
		UE - % -	România - % -	
1	Abandonul prematur al educației și formării profesionale	Sub 10	11,3	+ 1,3
2	Ponderea persoanelor în vârstă de 30-34 de ani cu *studii terțiare* (ISCED 5-8)	Min. 40	26,7	- 13,3
3	Ponderea adulților (25-64 ani) care ar trebui să participe la învățarea pe tot parcursul vieții	Min. 15	10	- 5
4	Copii cu vârste între 4 ani și vârsta pentru începerea învățământului primar obligatoriu, care trebuie să participe la educația timpurie	Min. 95	:	–
5	Mobilitatea în străinătate a studenților din învățământul superior – pentru o perioadă de studiu sau formare (inclusiv plasarea în practică), reprezentând cel puțin 15 credite ECTS sau cu o durată minimă de trei luni.	Min. 20	:	–
6	Ponderea absolvenților angajați (20-34 de ani) care au părăsit educația și formarea cu 1-3 ani înaintea anului de referință.	Min. 82	:	–

Sursa*: Prelucrarea a fost realizată după: http://ec.europa.eu/eurostat/web/education-and-training/eu-benchmarks/indicators și http://appsso.eurostat.ec.europa.eu/, accesat în 15 mai 2017*

În baza datelor oficiale, fiecare indicator a fost caracterizat din trei puncte de vedere: a) comparații internaționale ale indicatorilor, la nivelul anul 2016; b) dinamica acestora în perioada 2010-2016; c) decalajul față de obiectivul național/ UE 2020.

Obiectivul 1. Obiectivul principal constă în *scăderea procentajului abandonului prematur al educației și formării profesionale la mai puțin de 10% până în 2020.*

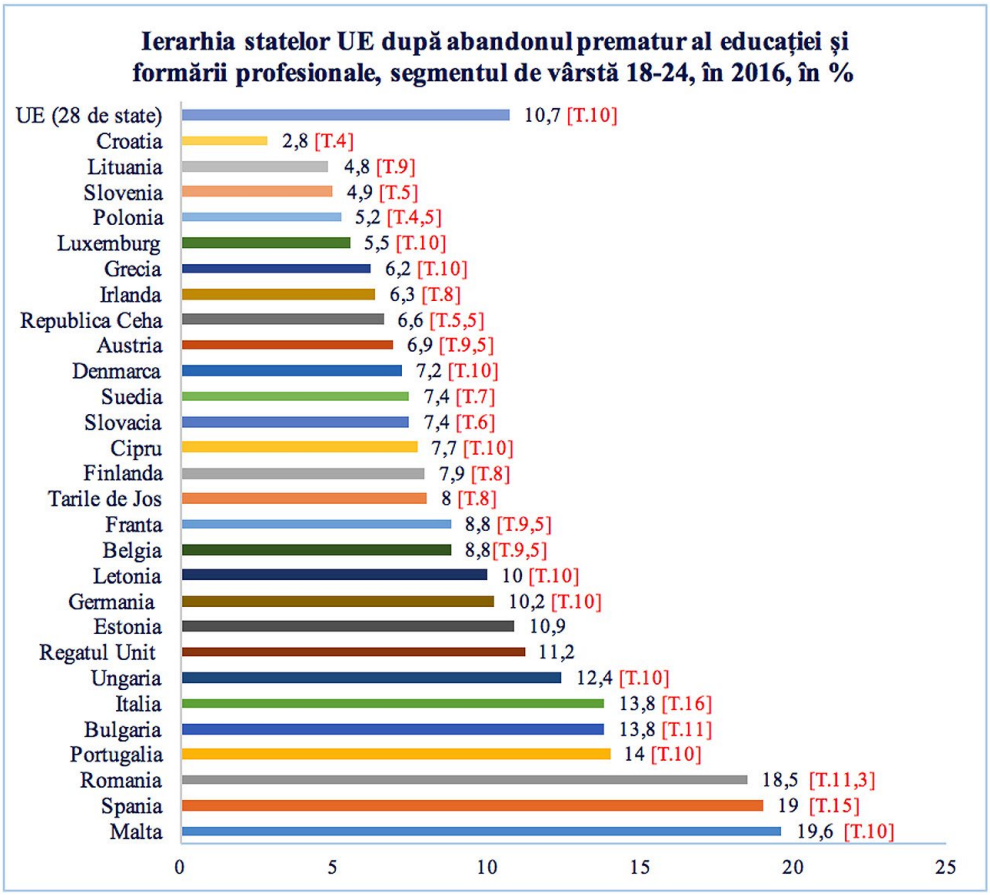

Figura 1
Notă*: [T -Țintă.]*
Sursa*: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 20 mai 2017*

Indicatorul care prezintă informații despre abandonul prematur al educației și formării profesionale urmărește ponderea persoanelor cu vârste între 18 și 24 de ani care au absolvit doar o formă de învățământ secundar inferior (nivelurile ISCED 0, 1, 2 sau 3) și care nu au urmat altă formă de învățământ sau formare profesională (în cele patru săptămâni anterioare sondajului în urma căruia au fost compilate datele). În 2016, o pondere de 10,7 % din tinerii cu vârste între 18 și 24 de ani din UE-28 au renunțat timpuriu la educație și formare.

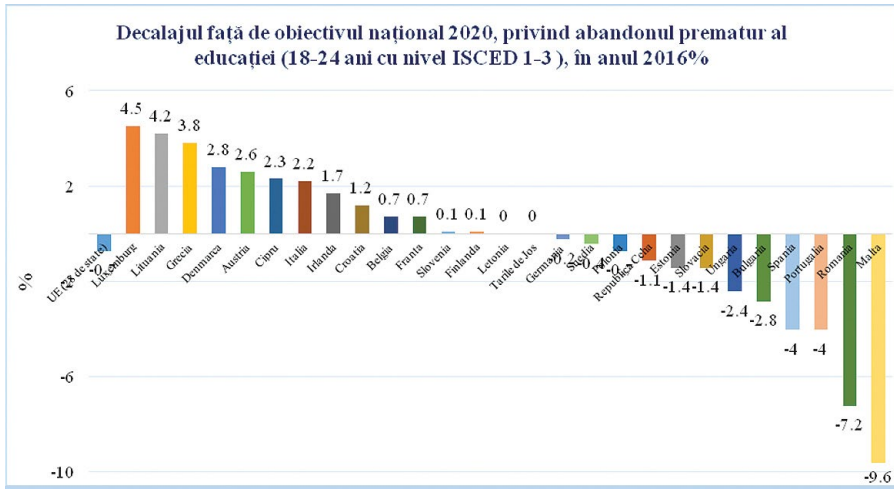

Figura 2
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în iunie 2017*

Cu toate acestea, există în continuare disparități considerabile atât între statele membre ale UE, cât și în interiorul fiecărui stat membru al UE, iar acestea se reflectă, într-o oarecare măsură, în obiectivele naționale - convenite ca parte a Strategiei Europa 2020 - care se încadrează între procentajul cel mai scăzut de numai 4% pentru Croația și procentajul cel mai ridicat de 16% pentru Italia; nu există un obiectiv pentru Marea Britanie (Anexa 1).

La nivelul UE, au existat reduceri consistente ale ponderii persoanelor cu vârste între 18 și 24 de ani care au renunțat timpuriu la educație și formare pe parcursul ultimului deceniu sau mai mult. Dacă această situație continuă, este posibil să se atingă obiectivul principal al Strategiei Europa 2020, de a ajunge sub 10%.

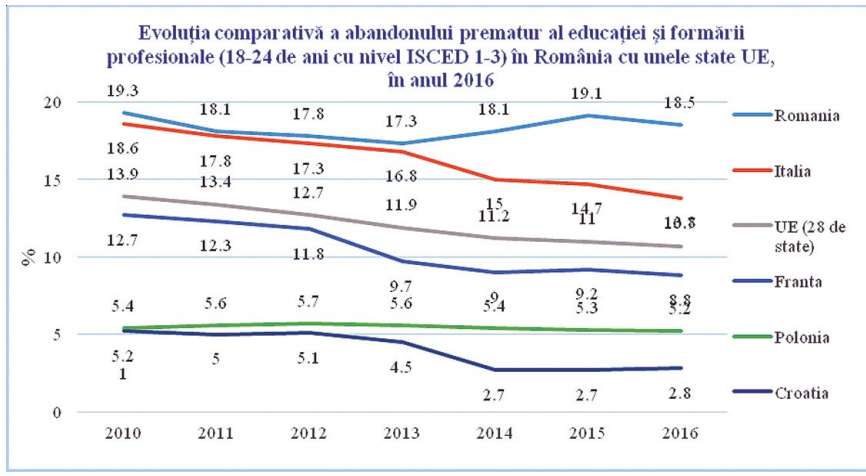

Figura 3
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 21 mai 2017*

Obiectivul 2. Până în 2020, cel puțin 40% dintre persoanele cu vârste între 30 și 34 de ani ar trebui să fi urmat o formă de învățământ terțiar sau echivalent.

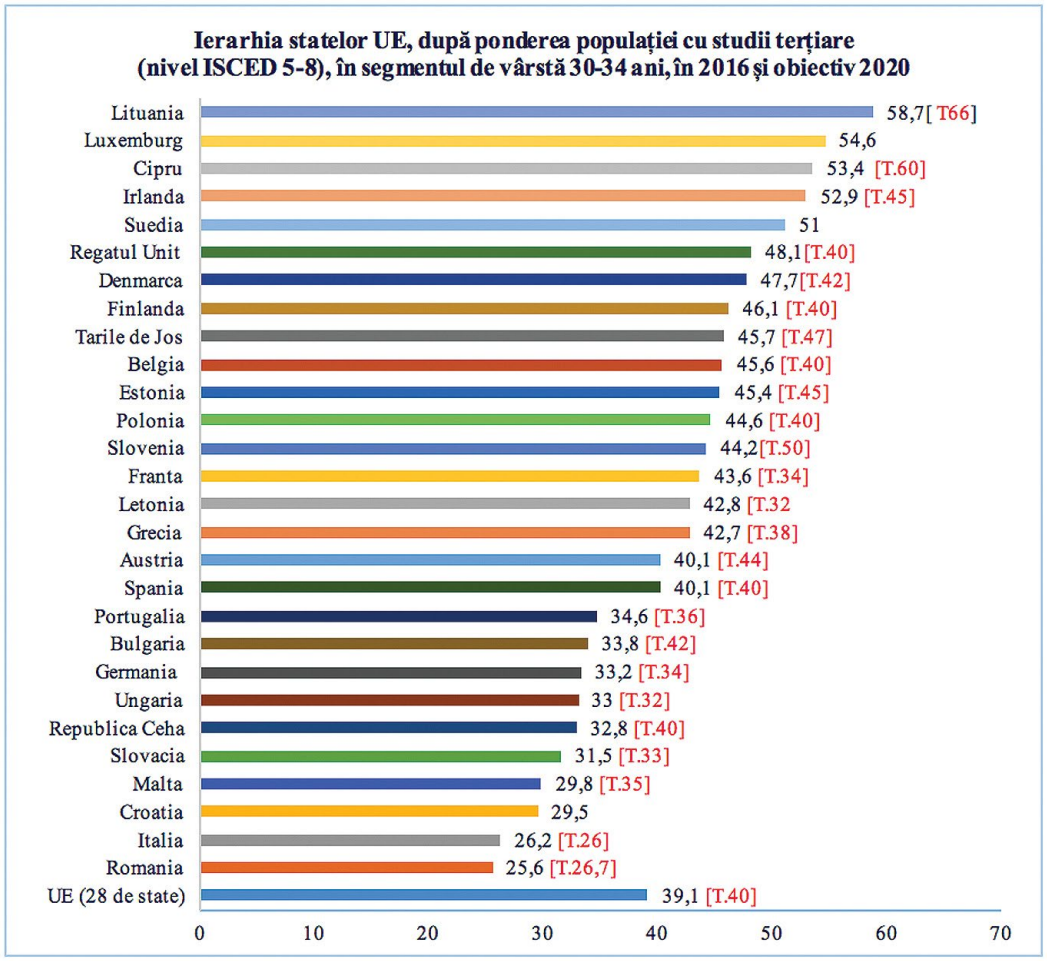

Figura 4
Sursa*: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 21 mai 2017*

Întrucât majoritatea persoanelor își finalizează studiile terțiare înainte de a împlini 30 de ani, segmentul de vârstă cuprins între 30 și 34 de ani poate fi utilizat ca indicator pentru a evalua viitorul și atractivitatea pentru mediul de afaceri. Este cunoscut faptul că majoritatea investitorilor se orientează mai ales după formarea profesională a forței de muncă. Pe termen mediu și lung, România va deveni o piață a forței de muncă total neatractivă. În prezent doar 25,6% din reprezentanții acestui segment de vârstă au formare profesională de nivel terțiar (Anexa 2).

În clasamentul UE privind ponderea forței de muncă cu studii terțiare (segmentul 20-64 de ani) România este situată, în anul 2016, pe ultimul loc, cu o pondere de

21,4%. Față de media UE, țara noastră are un decalaj de 13,2 puncte procentuale - nivelul UE fiind de 34,6% (Anexa 7). O cauză majoră a acestei situații este şi migrația specialiștilor români către vestul Europei. Potrivit datelor INS, în perioada 2000-2015, din segmentul de vârstă 20-39 ani (tineri formați) au emigrat definitiv din țară 110 mii persoane (55,4% din total emigrări definitive, 0-90 ani).

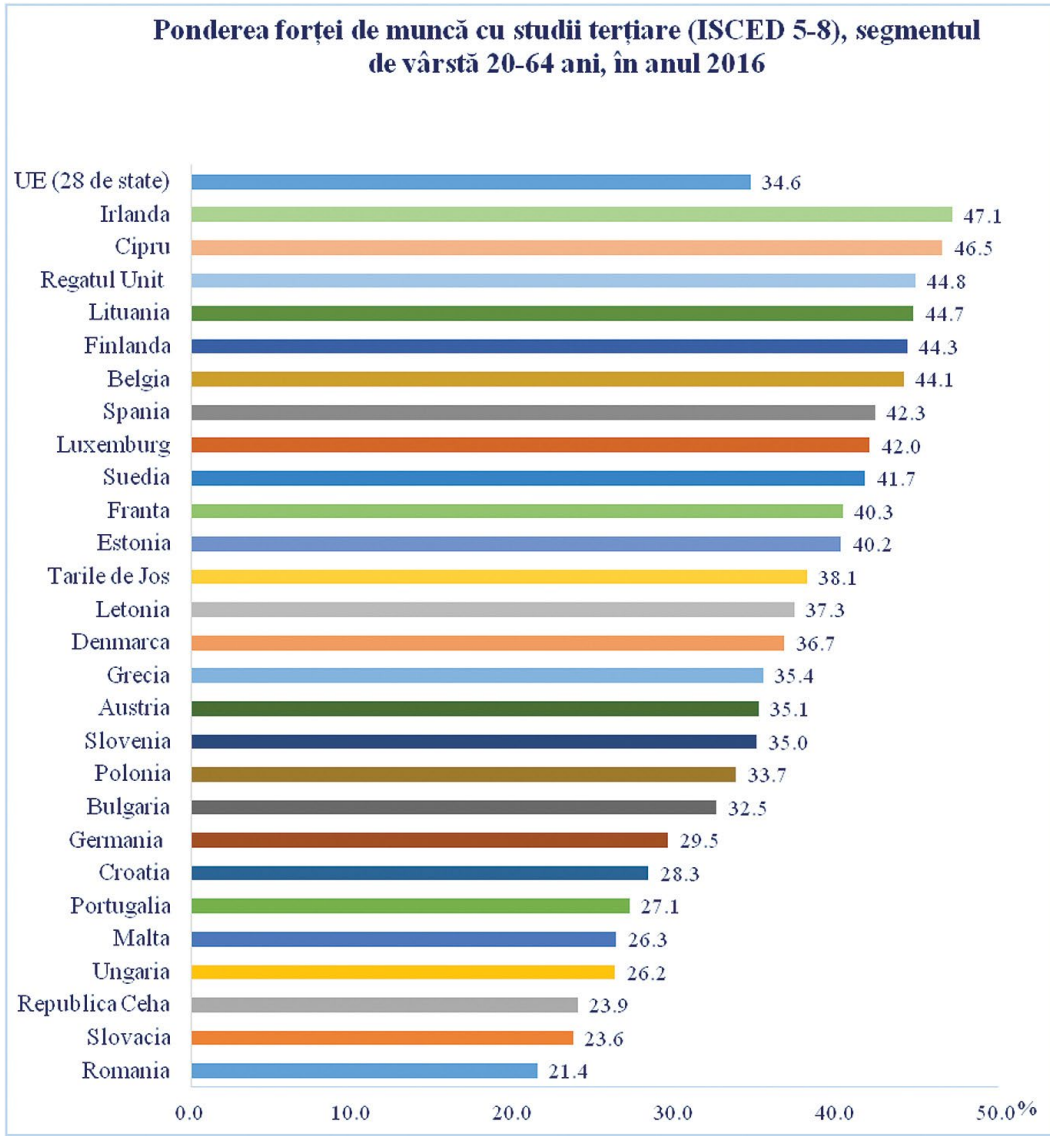

Figura 5
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în octombrie 2017*

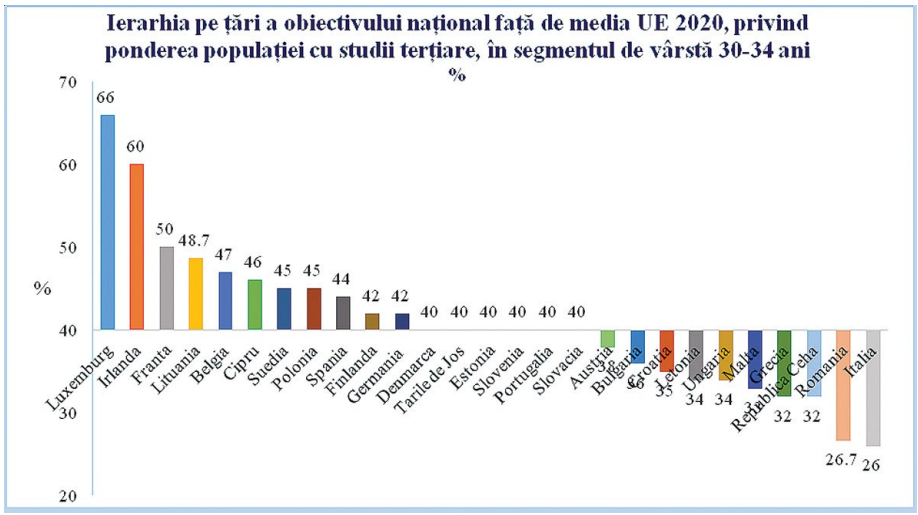

Figura 6
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în octombrie 2017*

Obiectivul național 2020 privind ponderea populației cu studii terțiare în segmentul de vârstă 30-34 ani este de 26,7%, Italia având obiectivul cel mai mic, de 26%. Potrivit datelor din figura 6, în anul 2016, Italia și-a depășit propria țintă cu 0,2 puncte procentuale, iar România mai are un decalaj negativ de 1,1 puncte procentuale. Sunt 13 state care și-au atins și depășit ținta națională, Grecia și Lituania, cu 10 puncte procentuale. Germania și Luxemburg, prin faptul că obiectivele lor au fost peste media UE (40%), au încă decalaje negative.

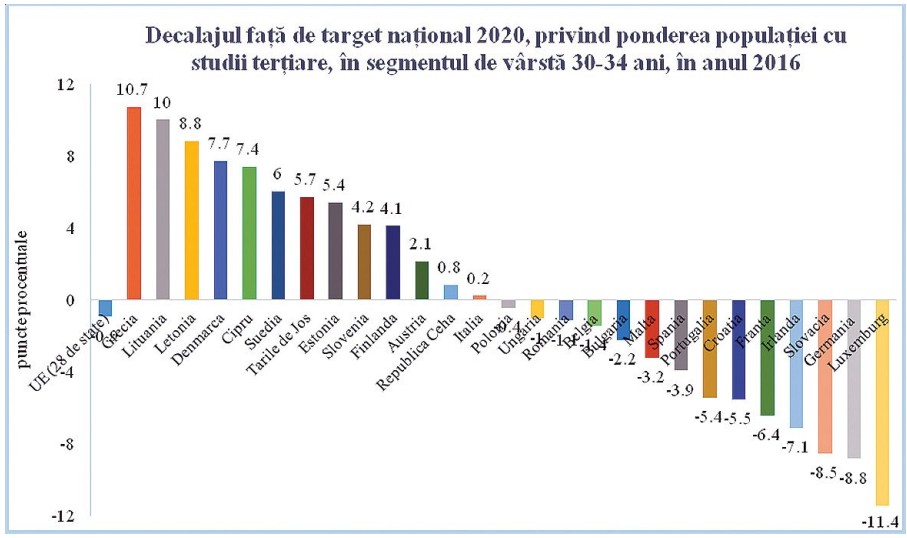

Figura 7
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în octombrie 2017*

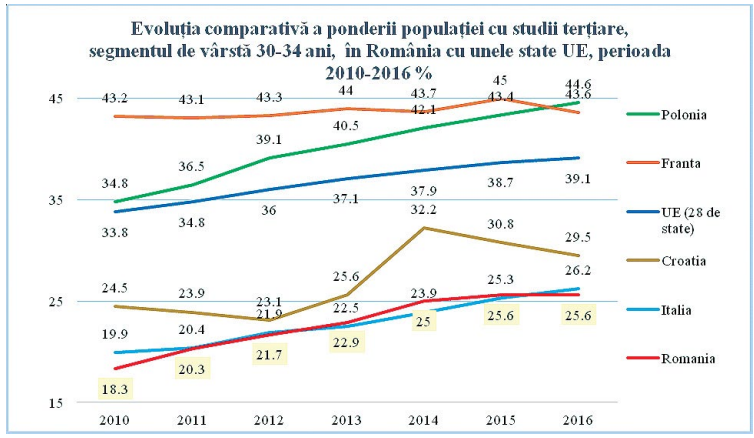

Figura 8
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 21 mai 2017*

Școala românească a avut și mai deține încă o bună tradiție și o imagine pozitivă, cu referire la formarea de ingineri, medici, arhitecți, informaticieni etc. Dacă analizăm generația nou-formată, respectiv segmentul 25-34 de ani, în 2016 față de 2015 se identifică un declin al ponderii populației cu studii terțiare de la 25,5% la 24,8%, comparativ cu media UE, unde ponderea a crescut de la 37,9% la 38,2%. Comparativ cu Lituania și Cipru, unde la fiecare al doilea adult unul are studii terțiare, ceea ce se traduce într-un raport egal cu 1/2, în România același raport ajunge doar la jumătate, efectiv la numai 1/4.

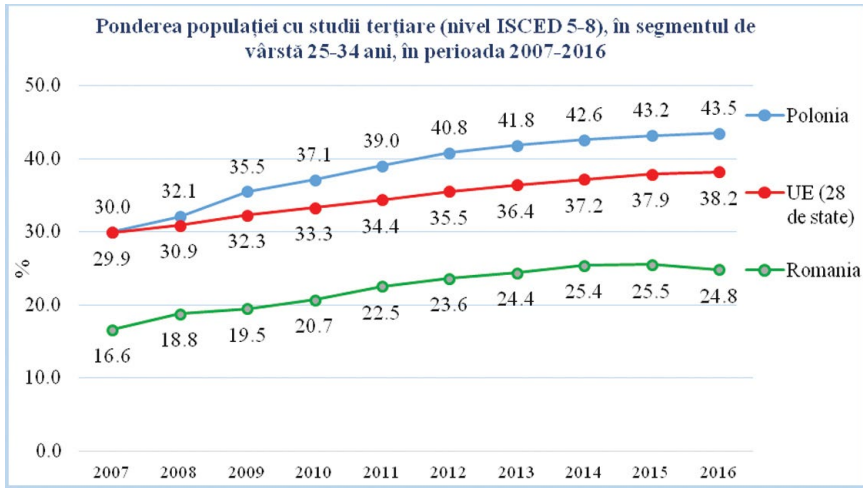

Figura 9
***Sursa**: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 21 mai 2017*

Obiectivul 3. Ponderea adulţilor (25-64 de ani) care ar trebui să participe la învăţarea pe tot parcursul vieţii (ţinta UE este 15% și ținta României numai 10%)

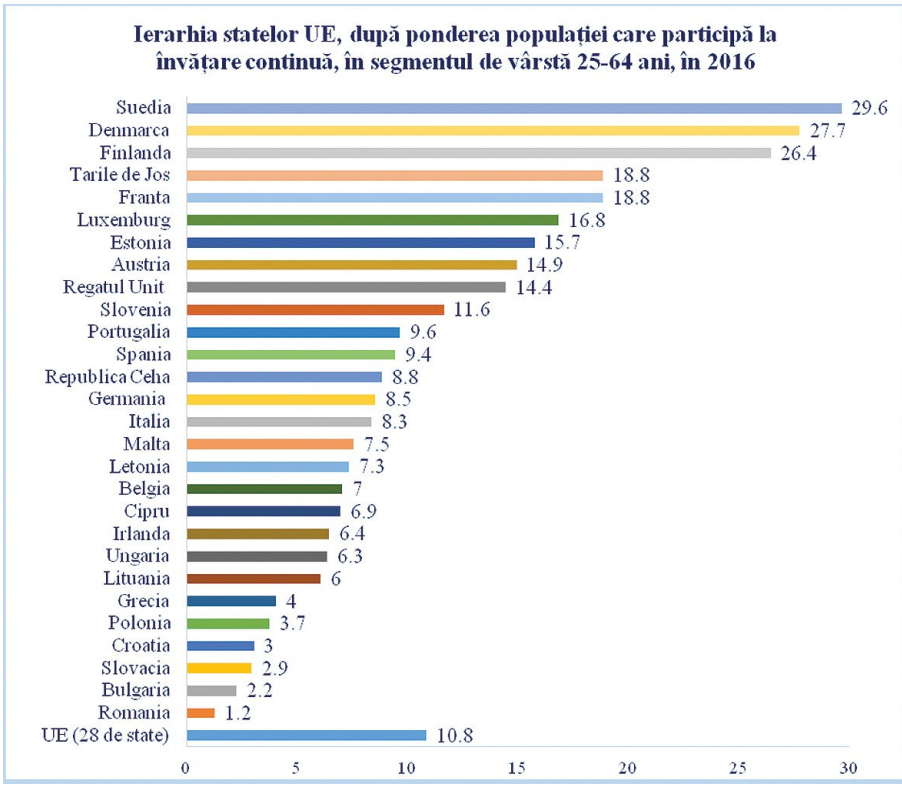

Figura 10
Sursa: *Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în 21 mai 2017*

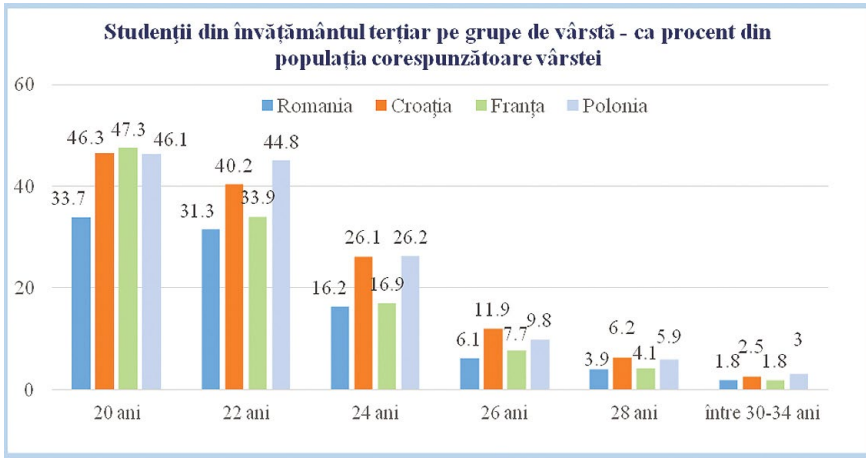

Figura 11
Sursa: *Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în mai 2017*

Obiectivul 4. Cel puțin 95% dintre copiii cu vârsta cuprinsă între 4 ani și vârsta obligatorie de școlarizare ar trebui să frecventeze învățământul preșcolar.

Rata de participare a copiilor de 4 ani la educația timpurie în România a avut o evoluție diferită de cea a UE-28, perioada 2008-2011 înregistrând o scădere continuă (de la 84,2% la 82%, cu un ritm de scădere de 0,7% pe an), pentru ca în intervalul 2012-2013 să se înregistreze o oarecare redresare concretizată printr-o creștere ușoară, ajungând la nivelul de 83,3%, cu mult sub media UE-28 din același an (Anexa 4).

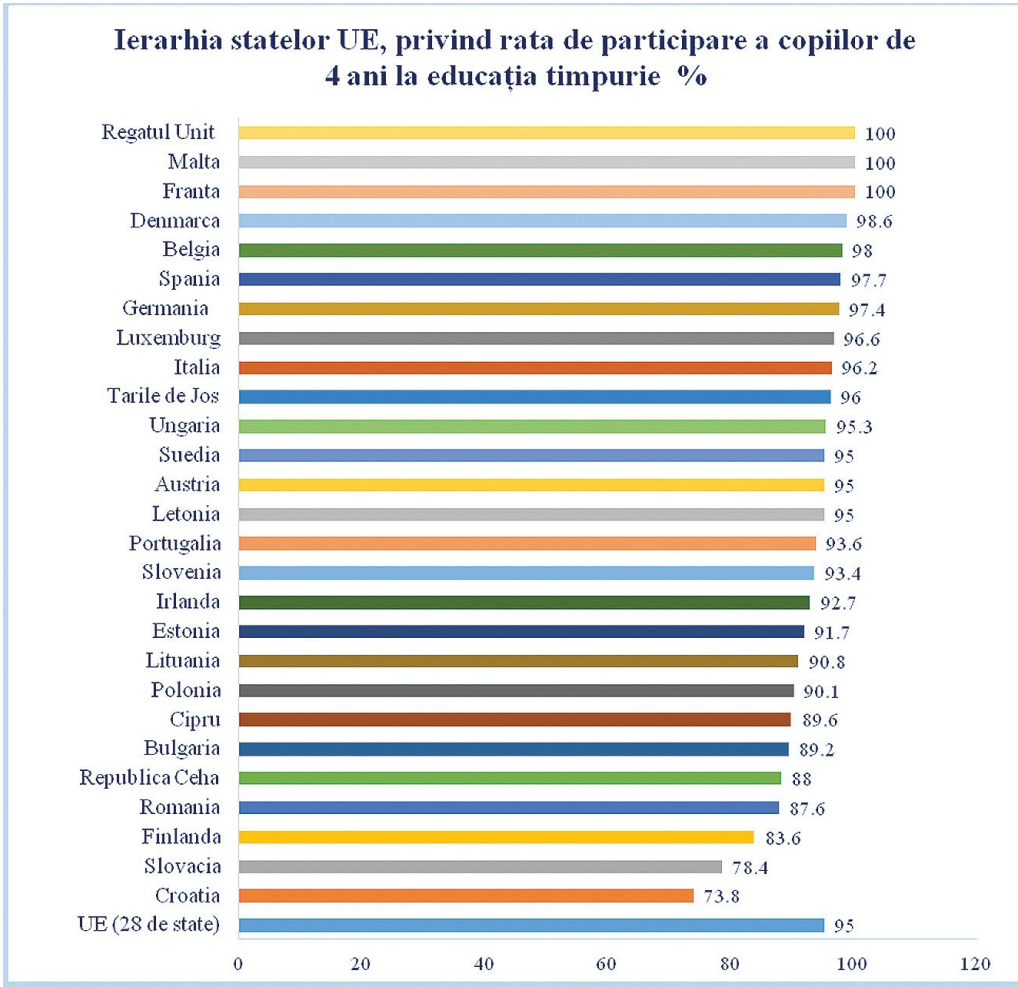

Figura 12
Sursa*: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în mai 2017*

Obiectivul 5. Potrivit ET 2020, cel puțin 20% dintre absolvenții de învățământ superior și 6% dintre cei cu vârsta cuprinsă între 18 și 34 de ani, care au o calificare profesională inițială, ar trebui să fi urmat în străinătate o parte din studii sau din programul de formare.

Mobilitatea în străinătate pentru absolvenții de învățământ superior reprezintă o perioadă de studiu sau formare în domeniul învățământului superior (inclusiv plasarea în câmpul muncii), reprezentând cel puțin 15 credite ECTS sau cu o durată minimă de trei luni. Min. 20% (Anexa 5).

Tabelul 2. *Nivelul și ponderea mobilității studenților români pe nivele educaționale, în perioada 2013-2016*

Nivel educațional	Nr. mobilitate studenți			Pondere mobilitate %		
	2013	2014	2015	2013	2014	2015
Licență	6.805	6.881	6.539	***1,7***	***1,8***	***1,8***
Masterat	7.324	8.484	8.046	***3,9***	***4,7***	***4,8***
Doctorat	359	246	189	***1,68***	***1,23***	***0,98***
Total	**14.488**	**15.611**	**14.774**	***2,3***	***2,7***	***2,7***

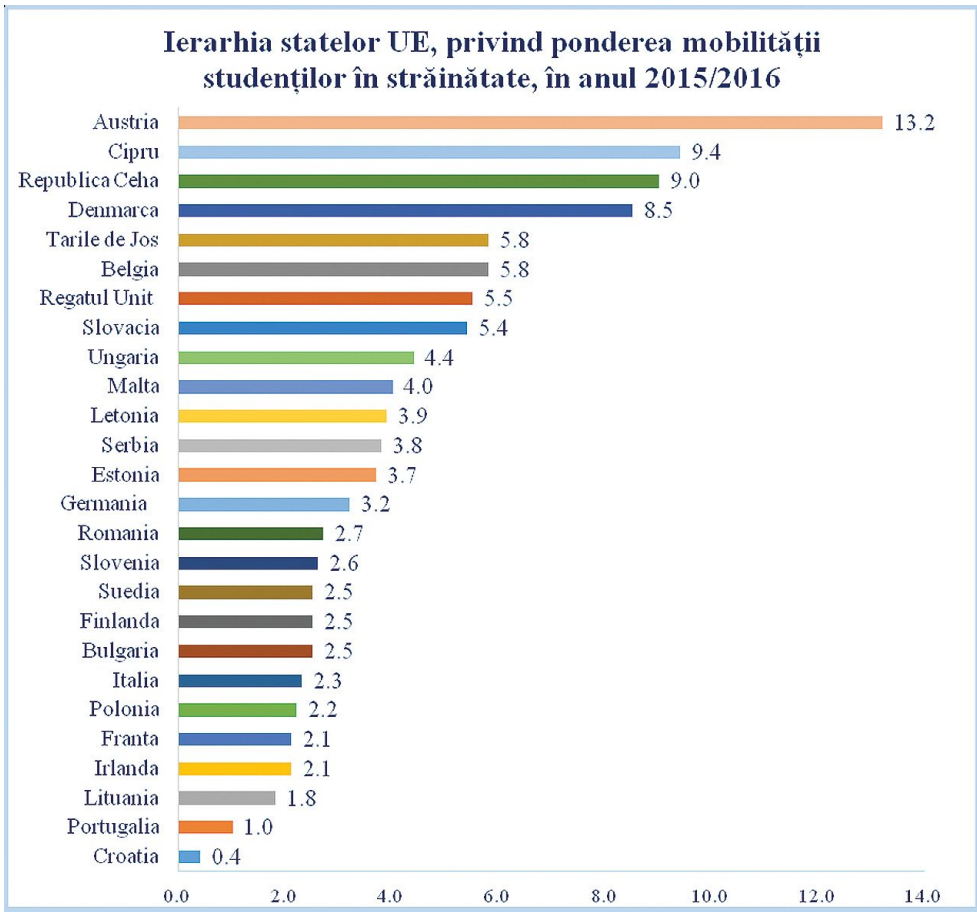

Figura 13
Sursa*: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în mai 2017*

Obiectivul 6. Proporția de angajați absolvenți (persoane cu vârsta cuprinsă între 20 și 34 de ani, care au urmat cel puțin studii de nivel secundar superior și care și-au terminat studiile în urmă cu 1-3 ani) ar trebui să fie de cel puțin 82% (Anexa 6).

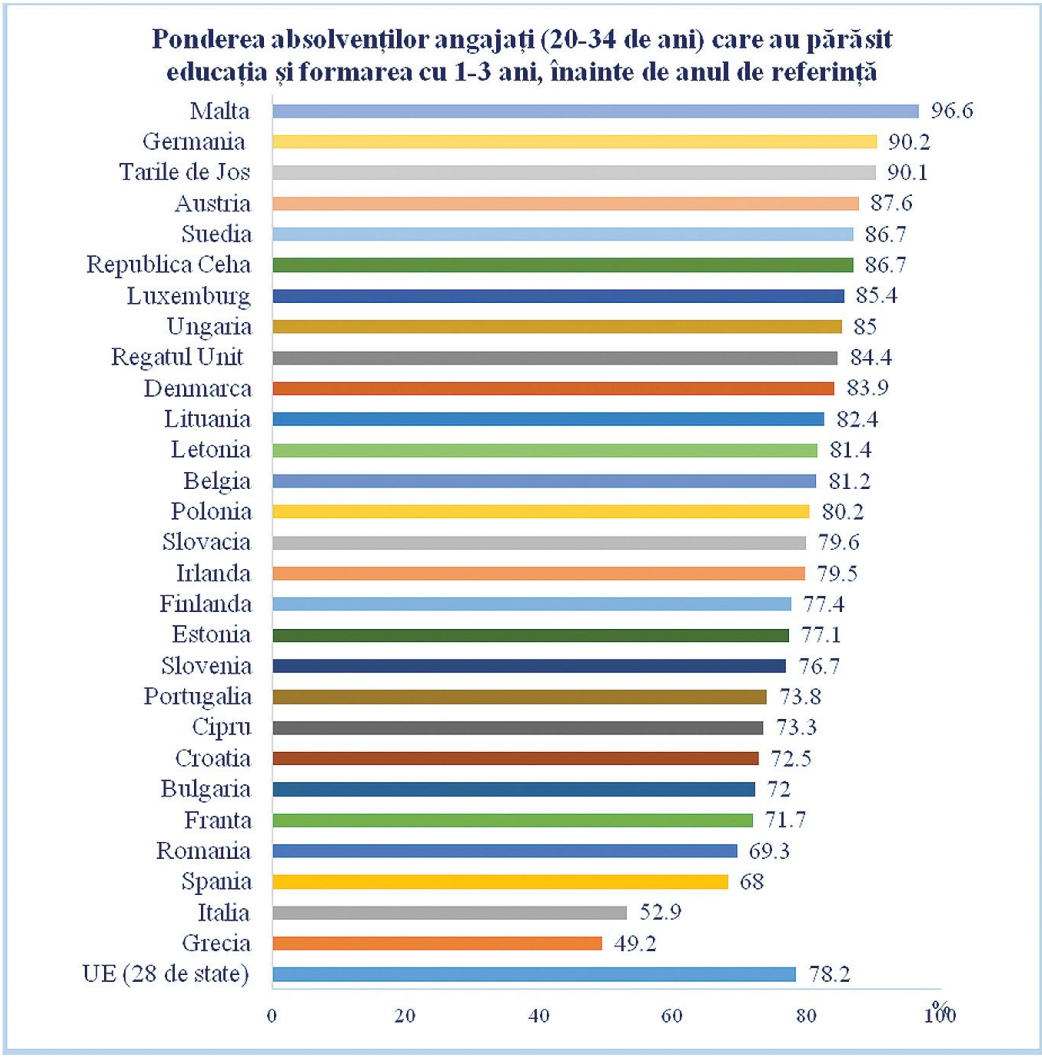

Figura 14
Sursa*: Prelucrarea a fost realizată după: http://appsso.eurostat.ec.europa.eu/, accesat în mai 2017*

Concluzii

Convergența instituțională şi educațională constituie un proces dificil de realizat în România în lipsa unei veritabile reforme. Reforma în educație presupune un program realist, realizat de un corp de experți în învățământul european şi național cu identificarea de soluții coerente şi adecvate situației actuale din România, care să asigure viteze de recuperare a decalajelor, mai ales în privința abandonului școlar, a ponderii persoanelor în vârstă de 30-34 de ani cu studii superioare, a ponderii

adulților (25-64 ani) care ar trebui să participe la învățarea pe tot parcursul vieții. Chiar şi în aceste condiții, în lipsa unor resurse financiare reale şi disponibile pe termen mediu şi lung, sunt aproape imposibil de asigurat atât mobilitatea în străinătate a absolvenților de învățământ superior, cât şi participarea la educația timpurie a copiilor cu vârste între 4 ani și vârsta pentru începerea învățământului primar obligatoriu, dar mai ales ponderea de 69,3% a absolvenților angajați (20-34 de ani), care au părăsit educația și formarea cu 1-3 ani înainte de anul de referință.

Tabelul 3. *Tabloul general privind atingerea obiectivelor - strategia Europa 2020*

Nr.	Obiective ale Strategiei Europa 2020	Nivel 2016 %		Decalaj (p.p.) (nivel 2016 – obiectiv)	
		UE 28	România	UE 28	România
1	Ponderea persoanelor care au părăsit timpuriu educația și formarea profesională	10,7	18,5	-0,7	-7,2
2	Ponderea persoanelor în vârstă de 30-34 de ani cu studii superioare	39,1	25,6	-0,9	-1,1
3	Ponderea adulților (25-64 ani) care ar trebui să participe la învățarea pe tot parcursul vieții	10,8	1,2	-4,2	- 8,8
4	Copiii cu vârste între 4 ani și vârsta pentru începerea învățământului primar obligatoriu trebuie să participe la educația timpurie	95	87,6	0	-7,4
5	Mobilitatea în străinătate a absolvenților de învățământ superior - o perioadă de studiu sau formare în domeniul învățământului superior, reprezentând cel puțin 15 credite ECTS sau cu o durată minimă de trei luni	:	2,7	:	-17,3
6	Ponderea absolvenților angajați (20-34 de ani) care au părăsit educația și formarea cu 1-3 ani înainte de anul de referință	78,2	69,3	-3,8	-12,7

Această tematică a fost expusă de ARACIS la Consiliul Național al Rectorilor din România, care a avut loc la Constanța[5], în data de 15 iunie 2017 și în Craiova[6], în perioada 7-8 octombrie 2017. De asemenea, analiza a fost supusă dezbaterii în cadrul Seminarului Național de Statistică "OCTAV ONICESCU" din 20 iulie 2017[7].

[5] http://www.aracis.ro/fileadmin/ARACIS/Publicatii_Aracis/2017/Consiliul_Rectorilor/17._Prezentare_ARACIS_CNR_15_iunie_-_Strategii_2020_Invatamant_Tertiar.pdf

[6] http://www.aracis.ro/fileadmin/ARACIS/Publicatii_Aracis/2017/Consiliul_Rectorilor/v2_20._Prezentare_ARACIS_CNR_7-8_oct.Craiova_corect_-IOSUD.pdf

[7] Tematica „Realități statistice educaționale și evoluții reale în învățământul terțiar românesc, în raport cu țintele strategiei europene 2020"- prof. univ. dr. habil. Gheorghe Săvoiu, conf.univ.dr. Emilia Gogu, prof. univ.dr. Mihaela Mureșan.

Anexa 1. Abandonul prematur al educației și formării profesionale

Țara/anul	2010	2011	2012	2013	2014	2015	2016	Target
UE (28 de state)	13,9	13,4	12,7	11,9	11,2	11	10,7	**10**
Belgia	11,9	12,3	12	11	9,8	10,1	8,8	**9,5**
Bulgaria	12,6	11,8	12,5	12,5	12,9	13,4	13,8	**11**
Republica Cehă	4,9	4,9	5,5	5,4	5,5	6,2	6,6	**5,5**
Danemarca	11	9,6	9,1	8	7,8	7,8	7,2	**10**
Germania	11,8	11,6	10,5	9,8	9,5	10,1	10,2	**10**
Estonia	11	10,6	10,3	9,7	12	12,2	10,9	**9,5**
Irlanda	11,5	10,8	9,7	8,4	6,9	6,9	6,3	**8**
Grecia	13,5	12,9	11,3	10,1	9	7,9	6,2	**10**
Spania	28,2	26,3	24,7	23,6	21,9	20	19	**15**
Franța	12,7	12,3	11,8	9,7	9	9,2	8,8	**9,5**
Croația	5,2	5	5,1	4,5	2,7	2,7	2,8	**4**
Italia	18,6	17,8	17,3	16,8	15	14,7	13,8	**16**
Cipru	12,7	11,3	11,4	9,1	6,8	5,2	7,7	**10**
Letonia	12,9	11,6	10,6	9,8	8,5	9,9	10	**10**
Lituania	7,9	7,4	6,5	6,3	5,9	5,5	4,8	**9**
Luxemburg	7,1	6,2	8,1	6,1	6,1	9,3	5,5	**10**
Ungaria	10,8	11,4	11,8	11,9	11,4	11,6	12,4	**10**
Malta	23,8	22,7	21,1	20,5	20,3	19,8	19,6	**10**
Țările de Jos	10	9,2	8,9	9,3	8,7	8,2	8	**8**
Austria	8,3	8,5	7,8	7,5	7	7,3	6,9	**9,5**
Polonia	5,4	5,6	5,7	5,6	5,4	5,3	5,2	**4,5**
Portugalia	28,3	23	20,5	18,9	17,4	13,7	14	**10**
România	19,3	18,1	17,8	17,3	18,1	19,1	18,5	**11,3**
Slovenia	5	4,2	4,4	3,9	4,4	5	4,9	**5**
Slovacia	4,7	5,1	5,3	6,4	6,7	6,9	7,4	**6**
Finlanda	10,3	9,8	8,9	9,3	9,5	9,2	7,9	**8**
Suedia	6,5	6,6	7,5	7,1	6,7	7	7,4	**7**
Regatul Unit	14,8	14,9	13,4	12,4	11,8	10,8	11,2	**:**

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 2. Ponderea persoanelor în vârstă de 30-34 de ani cu studii superioare

Țara/anul	2010	2011	2012	2013	2014	2015	2016	Target
UE (28 de state)	33,8	34,8	36	37,1	37,9	38,7	39,1	40
Belgia	44,4	42,6	43,9	42,7	43,8	42,7	45,6	47
Bulgaria	28	27,3	26,9	29,4	30,9	32,1	33,8	36
Republica Cehă	20,4	23,7	25,6	26,7	28,2	30,1	32,8	32
Danemarca	41,2	41,2	43	43,4	44,9	47,6	47,7	40
Germania	29,7	30,6	31,8	32,9	31,4	32,3	33,2	42
Estonia	40,2	40,2	39,5	42,5	43,2	45,3	45,4	40
Irlanda	50,1	49,7	51,1	52,6	52,2	52,3	52,9	60
Grecia	28,6	29,1	31,2	34,9	37,2	40,4	42,7	32
Spania	42	41,9	41,5	42,3	42,3	40,9	40,1	44
Franța	43,2	43,1	43,3	44	43,7	45	43,6	50
Croația	24,5	23,9	23,1	25,6	32,2	30,8	29,5	35
Italia	19,9	20,4	21,9	22,5	23,9	25,3	26,2	26
Cipru	45,3	46,2	49,9	47,8	52,5	54,5	53,4	46
Letonia	32,6	35,9	37,2	40,7	39,9	41,3	42,8	34
Lituania	43,8	45,7	48,6	51,3	53,3	57,6	58,7	48,7
Luxemburg	46,1	48,2	49,6	52,5	52,7	52,3	54,6	66
Ungaria	26,1	28,2	29,8	32,3	34,1	34,3	33	34
Malta	22,1	23,4	24,9	26	26,5	27,8	29,8	33
Țările de Jos	41,4	41,2	42,2	43,2	44,8	46,3	45,7	40
Austria	23,4	23,6	26,1	27,1	40	38,7	40,1	38
Polonia	34,8	36,5	39,1	40,5	42,1	43,4	44,6	45
Portugalia	24	26,7	27,8	30	31,3	31,9	34,6	40
România	18,3	20,3	21,7	22,9	25	25,6	25,6	26,7
Slovenia	34,8	37,9	39,2	40,1	41	43,4	44,2	40
Slovacia	22,1	23,2	23,7	26,9	26,9	28,4	31,5	40
Finlanda	45,7	46	45,8	45,1	45,3	45,5	46,1	42
Suedia	45,3	46,8	47,9	48,3	49,9	50,2	51	45
Regatul Unit	43,1	45,5	46,9	47,4	47,7	47,9	48,1	:

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 3. Pondere adulți (25-64 de ani) care ar trebui să participe la învățarea pe tot parcursul vieții - Min. 15%

Țara/anul	2010	2011	2012	2013	2014	2015	2016
UE (28 de state)	9,3	9,1	9,2	10,7	10,8	10,7	10,8
Belgia	7,4	7,4	6,9	6,9	7,4	6,9	7
Bulgaria	1,6	1,6	1,7	2	2,1	2	2,2
Republica Cehă	7,8	11,6	11,1	10	9,6	8,5	8,8
Danemarca	32,6	32,3	31,6	31,4	31,9	31,3	27,7
Germania	7,8	7,9	7,9	7,9	8	8,1	8,5
Estonia	11	11,9	12,8	12,6	11,6	12,4	15,7
Irlanda	7	7,1	7,4	7,6	6,9	6,5	6,4
Grecia	3,3	2,8	3,3	3,2	3,2	3,3	4
Spania	11,2	11,2	11,2	11,4	10,1	9,9	9,4
Franța	5	5,5	5,7	17,8	18,4	18,6	18,8
Croația	3	3,1	3,3	3,1	2,8	3,1	3
Italia	6,2	5,7	6,6	6,2	8,1	7,3	8,3
Cipru	8,1	7,8	7,7	7,2	7,1	7,5	6,9
Letonia	5,4	5,4	7,2	6,8	5,6	5,7	7,3
Lituania	4,4	6	5,4	5,9	5,1	5,8	6
Luxemburg	13,5	13,9	14,2	14,6	14,5	18	16,8
Ungaria	3	3	2,9	3,2	3,3	7,1	6,3
Malta	6,2	6,6	7,1	7,6	7,4	7,2	7,5
Țările de Jos	17	17,1	16,9	17,9	18,3	18,9	18,8
Austria	13,8	13,5	14,2	14,1	14,3	14,4	14,9
Polonia	5,2	4,4	4,5	4,3	4	3,5	3,7
Portugalia	5,7	11,5	10,5	9,7	9,6	9,7	9,6
România	1,4	1,6	1,4	2	1,5	1,3	1,2
Slovenia	16,4	16	13,8	12,5	12,1	11,9	11,6
Slovacia	3,1	4,1	3,2	3,1	3,1	3,1	2,9
Finlanda	23	23,8	24,5	24,9	25,1	25,4	26,4
Suedia	24,7	25,3	27	28,4	29,2	29,4	29,6
Regatul Unit	20,1	16,3	16,3	16,6	16,3	15,7	14,4

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 4. Copiii cu vârste între 4 ani și vârsta pentru începerea învățământului primar obligatoriu trebuie să participe la educația timpurie – Min. 95%

Țara/anul	2010	2011	2012	2013	2014	2015
UE (28 de state)	92,9	93,2	93,9	:	:	95,0
Belgia	99,1	98,1	98,0	:	98,1	98,0
Bulgaria	85,3	86,6	87,1	87,8	89,3	89,2
Republica Cehă	89,5	87,8	86,1	:	86,4	88,0
Danemarca	98,1	97,9	98,0	:	98,1	98,6
Germania	96,2	96,4	96,5	:	97,4	97,4
Estonia	90,4	89,9	90,0	:	91,7	91,7
Irlanda	100,0	98,6	99,1	:	96,0	92,7
Grecia	74,0	76,0	75,2	76,9	84,0	:
Spania	97,9	97,7	97,4	:	97,1	97,7
Franța	100,0	100,0	100,0	:	100,0	100,0
Croația	70,4	71,0	71,7	71,4	72,4	73,8
Italia	99,0	99,1	99,2	:	96,5	96,2
Cipru	85,3	85,0	83,8	:	82,6	89,6
Letonia	90,3	92,7	93,3	:	94,4	95,0
Lituania	83,8	84,2	84,8	86,5	88,8	90,8
Luxemburg	94,6	95,6	97,8	:	98,4	96,6
Ungaria	94,3	94,5	94,5	:	94,7	95,3
Malta	98,6	100,0	100,0	:	97,7	100,0
Țările de Jos	99,6	99,6	99,6	:	97,6	96,0
Austria	92,1	94,3	93,8	:	94,0	95,0
Polonia	76,3	78,4	84,3	84,8	87,1	90,1
Portugalia	91,1	93,8	95,0	93,9	93,5	93,6
România	87,2	86,4	85,5	:	86,4	87,6
Slovenia	88,5	89,8	90,9	89,8	86,5	93,4
Slovacia	76,9	76,9	77,1	:	77,4	78,4
Finlanda	73,1	74,0	75,1	:	83,6	83,6
Suedia	95,1	95,3	95,9	:	95,9	95,0
Regatul Unit	95,7	95,8	97,3	95,9	98,2	100,0

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 5. Ponderea absolvenților angajați (20-34 de ani) care au părăsit educația și formarea cu 1-3 ani înainte de anul de referință – Min. 82%

Țara/anul	2010	2011	2012	2013	2014	2015	2016
UE (28 de state)	77,4	77	75,9	75,4	76	76,9	78,2
Belgia	81,3	80,8	80,9	79,1	79	79,5	81,2
Bulgaria	69,7	59,2	67,3	67,7	65,4	74,6	72
Republica Cehă	81,3	80,7	82,3	80,4	81,3	82,2	86,7
Danemarca	83,5	83	84,1	81,9	83,7	81,7	83,9
Germania	86	88,3	88,9	89,7	90	90,4	90,2
Estonia	64,5	75,1	74,9	76,8	80,9	80,4	77,1
Irlanda	71	70,9	69,3	73	73,9	75,3	79,5
Grecia	58,6	50,4	43	40	44,3	45,2	49,2
Spania	70,6	67,1	63,6	59,9	65,1	65,2	68
Franța	77,6	77,3	76,4	76,3	75,2	72,4	71,7
Croația	71,6	62,7	60,2	53,8	62	62,9	72,5
Italia	57,8	57,7	54,1	48,5	45	48,5	52,9
Cipru	78,4	72,5	73	62,1	68,7	68,9	73,3
Letonia	63,4	71,6	74,3	78,2	77	78,8	81,4
Lituania	73,7	69,5	75,6	75,5	80,7	82,1	82,4
Luxemburg	89,5	86,1	84,6	79,1	83,8	84,7	85,4
Ungaria	73,8	73,4	73,3	74,2	78,5	80,4	85
Malta	92,9	91,4	92,4	92,1	93	95,1	96,6
Țările de Jos	92,6	91,5	88,1	86	86,2	88,2	90,1
Austria	88	90,5	90,6	89,7	87,2	86,9	87,6
Polonia	76,3	75,3	73,3	73,2	75,6	77,4	80,2
Portugalia	80,6	75,8	67,5	67,8	69,4	72,2	73,8
România	71,2	70,8	70,2	67,2	66,2	68,1	69,3
Slovenia	80,7	76	73,2	73,8	70,1	71,5	76,7
Slovacia	69,4	70,1	68,6	70,3	72,7	75,2	79,6
Finlanda	79,7	78,4	80,7	79,8	77	75,5	77,4
Suedia	83	84,6	83,2	84,9	85	85,9	86,7
Regatul Unit	81,3	81	81,5	83,8	83,2	85,8	84,4

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 6. Mobilitatea în străinătate a absolvenților de învățământ superior - o perioadă de studiu sau formare în domeniul învățământului superior UE – Min. 20%

Țara/anul	2013	2014	2015
UE (28 de state)	:	:	:
Belgia	5,3	5,9	5,8
Bulgaria	1,9	2,0	2,5
Republica Cehă	8,0	8,3	9,0
Danemarca	8,2	8,1	8,5
Germania	3,1	3,1	3,2
Estonia	2,3	2,8	3,7
Irlanda	2,3	2,2	2,1
Grecia	:	:	:
Spania	1,0	:	:
Franța	2,0	2,0	2,1
Croația	0,3	0,3	0,4
Italia	:	2,3	2,3
Cipru	5,8	8,2	9,4
Letonia	2,6	3,4	3,9
Lituania	1,9	2,1	1,8
Luxemburg	35,7	36,3	38,2
Ungaria	4,0	4,7	4,4
Malta	3,1	3,9	4,0
Țările de Jos	:	:	5,8
Austria	13,7	12,8	13,2
Polonia	1,1	1,5	2,2
Portugalia	1,0	0,7	1,0
România	2,3	2,7	2,7
Slovenia	2,5	2,5	2,6
Slovacia	4,5	5,2	5,4
Finlanda	2,1	2,3	2,5
Suedia	2,2	2,4	2,5
Regatul Unit	5,3	5,9	5,5

***Notă**: - lipsă date*
***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în iunie 2017*

Anexa 7. Ponderea forței de muncă cu studii terțiare (ISCED5-8), segmentul de vârstă 20-64 de ani

Țara /anul	2010	2011	2012	2013	2014	2015	2016
UE (28 de state)	29,6	30,5	31,6	32,6	33,2	34,0	34,6
Belgia	40,9	40,7	41,6	41,6	43,5	43,5	44,1
Bulgaria	27,4	28,0	28,6	30,2	31,7	32,3	32,5
Republica Cehă	18,2	19,6	20,8	22,2	22,9	23,3	23,9
Danemarca	33,3	33,7	34,9	35,3	36,2	37,2	36,7
Germania	28,4	29,3	29,8	30,0	28,3	28,9	29,5
Estonia	38,6	38,2	39,3	39,0	39,3	39,8	40,2
Irlanda	42,9	44,3	46,2	47,1	45,7	47,3	47,1
Grecia	28,1	30,0	31,8	33,7	33,8	34,1	35,4
Spania	37,4	38,6	40,0	41,4	42,2	42,1	42,3
Franța	33,4	34,2	35,5	37,1	38,5	39,4	40,3
Croația	22,2	21,7	22,6	24,5	26,8	27,9	28,3
Italia	17,7	18,0	18,9	19,8	20,3	21,0	21,3
Cipru	38,9	40,8	42,9	43,9	45,6	45,7	46,5
Letonia	31,1	32,6	34,2	35,2	34,0	35,3	37,3
Lituania	40,0	40,5	40,3	41,1	42,5	44,0	44,7
Luxemburg	37,8	40,8	42,3	44,4	49,2	43,2	42,0
Ungaria	24,2	25,6	26,4	26,5	26,6	27,0	26,2
Malta	21,5	23,3	24,3	25,3	25,7	25,9	26,3
Țările de Jos	34,1	34,3	35,1	36,1	37,1	37,9	38,1
Austria	20,3	20,5	21,3	22,0	33,4	34,1	35,1
Polonia	27,4	28,3	29,7	31,2	32,5	33,2	33,7
Portugalia	17,8	19,9	21,6	22,5	25,2	26,2	27,1
România	16,6	18,2	18,7	19,2	19,3	21,1	21,4
Slovenia	26,9	29,1	30,4	32,2	32,6	34,3	35,0
Slovacia	20,1	21,2	21,4	22,2	22,5	23,1	23,6
Finlanda	40,0	40,9	41,0	42,1	43,3	44,2	44,3
Suedia	34,6	35,2	36,2	37,7	39,2	40,3	41,7
Regatul Unit	38,6	39,7	41,2	42,3	42,9	43,8	44,8

***Sursa**: http://ec.europa.eu/eurostat/data/database, accesat în octombrie 2017*

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Considerations on the New Quality Assessment Standards for University Education in Romania

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Abstract: *The university is involved in the creation of human investment, indispensable for growth. The evaluation of its effectiveness requires the use of a large number of criteria on quality, called standards, which allow establishing performance indicators differentiated between countries.*

For the higher education institutions in Romania, we have to limit ourselves to basic criteria relevant to a triple logic: cognitive, educational and democratic.

For several years, the use of a set of standards to guarantee the quality of higher education has increased considerably worldwide. In the European area, the Tempus program, which encourages intra-community academic cooperation, proposes such indicators.

Initially a source of knowledge for the few initiated, universities have progressively become a vector of social advancement for a certain bourgeoisie. Today, they are conceived as an industry of knowledge meant to produce ever more intellectual capital or human investment for the sake of development and economic growth.

This is why there is greater need to assess the quality of higher education institutions on the basis of more standards and indicators.

Keywords: *efficiency of universities, assessment standards, performance indicators, higher education institutions in Romania*

I. A Larger Number of Assessment Standards

A. A Very Diverse Offer of Standards

To assess the quality of university education, assessment agencies rely on quality repositories which are internationally known as standards. They may be more or less numerous according to the field concerned. They refer to quantitative, qualitative, minimal, average or excellent norms which are mandatory to be matched.

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Most often evaluated are the areas regarding the administrative and financial organisation of the institutions, program offer and program quality, real estate and scientific infrastructure, number and capacities of the teaching staff, the amount of research and its results, possibilities regarding working life and internationalization as well as the students' knowledge and motivation level.

Each area is assessed using a more or less high number of standards to appreciate indicators which are considered to be significant[1].

For instance, assessing questions concerning the students means evaluating admission requirements and selection criteria of each course, the equality of opportunities regarding gender and sociocultural origin of the students, the progressivity of knowledge that is given and the knowledge that is acquired, the support the students have to integrate, the institution's consideration for the evaluation of the teaching staff, the non-attendance rate and the adequacy between the courses received and the individual expectations.

Concerning the evaluation of the teaching staff, their qualifications and capacity are assessed in relation to the objectives set, their availability and their commitment to the institution. For both teachers and students, it may be useful to understand their sense of belonging to the institution. This feeling and the cohesion that comes from this feeling are sources of efficiency.

B. Evaluation Standards Represented by Performance Indicators

The analysis of university statistics under established standards makes it possible to obtain performance indicators measuring the effectiveness of the training unit. Indicators are called "to be effective" if they relate to the degree of achievement of the targeted objectives, such as the number of graduates compared to the number of enrolees, the percentage of those who found a job within a year, etc. Indicators are called "efficiency indicators" if they refer to an optimal use of resources to achieve objectives related to the pedagogical supervision of the students enrolled or actually present, the university's operating costs, the utilization rate of the university buildings, the average duration of graduation etc.

In the United Kingdom[2], the Higher Education Funding Council for England (HEFCE) has identified a large number of indicators applied to five evaluation areas as follows:

1. Student recruitment;
2. Their drop-out rate after one year of study;

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1 See in this regard: Youcef Berkane et Baghdad Benstaali : Évaluation de la qualité des enseignements dans les établissements universitaires, Séminaire de formation pour les Responsables d'Assurance qualité – Commission Nationale pour l'Implémentation de l'Assurance Qualité dans l'Enseignement Supérieur (Ciaques, Algérie).

2 Cf. HEFCE – UK Performance Indicators in higher education – http://www.hefce.ac.uk

3. Success rate per year and at the end of the curriculum;
4. The proportion of graduates who have obtained a job corresponding to their training within six months after graduation;
5. Research results. In this area, for example, the indicators are related to the ratio between the number of doctorates awarded and variables such as the cost of academic staff or the amount of funding allocated to research.

In France[3], the indicators used concern ten areas, called objectives, within which they can be organized in more specific objectives.

For each objective, the indicators measure the results obtained or to be achieved from the user's point of view – in this case the student, as well as the citizen's and the taxpayer's point of view. The ten areas or objectives selected are:

1. The achievement of higher qualification objectives (from the citizen's and the user's point of view);
2. Improved success at all levels of training (from the perspective of the citizen and the taxpayer);
3. Control of the training offer (from the taxpayer's point of view);
4. Giving higher education a continuing education function (from the citizen's point of view);
5. Increasing the attractiveness of higher education on a European and international scale (from the point of view of the citizen);
6. Optimization of the access to documentary resources (from the user's point of view);
7. Research of the highest level of scientific production on a global scale (from the citizen's point of view);
8. Encouraging the dynamism and reactivity of university research (from the citizen's point of view);
9. Increasing the attractiveness of French research (from the citizen's and the taxpayer's point of view);
10. Development of research for the purpose of improving national competitiveness (from the citizen's and the taxpayer's point of view).

[3] Cf. loi organique relative aux lois de finances (LOLF), Domaine de l'Éducation et de l'Enseignement supérieur, site du Minefi (Ministère de l'Économie et des Finances), France – http://www.enseignementsup-recherche.gouv.fr/cid61599/le-budget.html
– documentation citée et reprise par Youcef Berkane et Baghdad Benstaali (cf. note 1).

II. Evaluation Standards Less Numerous but Appropriate to Romania

A. A Proliferation of International Performance Standards and Indicators

At the international level, the quality assessment of higher education institutions is considerably broadened by taking greater account of the research field, integrating the autonomy of students and the continuing education.

Academic research is the product of the capital or human investment that is essential for growth. This material or immaterial investment results from the higher education system (Weber and Duderstadt 2013). Hence the need for indicators of the level of equipment needed, in particular new information and communication technologies.

These offer a set of resources, knowledge, methods and standards that facilitate the academic research and increase learning capacity.

There are also indicators to assess the level of synergy between researchers based on their teamwork or networking; to know their sources of funding, the number and geographical coverage of their publications – the volume of which must be assessed in terms of the number of effective researchers and not the size of the university, contrary to the interpretations of Shanghai.

The learning autonomy of the student is linked to his independent and critical mind, to his discernment, to his speed of adaptation to societal changes, especially professional changes. In order to ensure this capacity, the standards of general culture contained in the learning programs are applied to standards of transdisciplinarity. This is contrary to an hermetic approach to disciplines that we often see in the universities. By releasing their possible interdependence, it strengthens the power of analysis and discernment.

We also use standards of "international openness" based on the number of cross-border university cooperation, the geographical mobility of students and teachers.

The offer of continuing education by higher education institutions is now perceived as very important since it guarantees lifelong training, thus facilitating professional changes which are increasingly frequent. Obtaining a job that is as close as possible to their expectations and promoting the minimum of mobility in the social scale that may reduce its segmentation (according to Jean-Hervé Lorenzi (sous la direction de): Choc démographique et rebond économique, publication de la Chaire «Transitions démographiques, transitions économiques», Descartes & Cie, juin 2016, pp. 103-113) – quoted in Chusseau, 2017. These huge standards of evaluation can be very numerous in this field. In addition to the capacity and diversity of the qualification paths offered, these standards can measure their impact on the level of jobs obtained and remuneration, labour productivity and national competitiveness.

B. Basic Standards Subject to the Three Academic Goals

While the areas of evaluation adopted have become common to the different agencies, the standards and indicators used remain diverse and numerous depending on the economic and cultural context of each country.

In Romania, the consequence of the multiplication and diversity of higher education institutions, stimulated by the opening of the 1990s, offers academic programs of very unequal quality. Among these establishments, some constitute only "facades university" erected by the need of prestige or enrichment of their owners. Such a disparity requires that we limit ourselves to basic criteria that obey the three main academic logics (Buzelay, 2014).

1. A cognitive logic that recommends to the university to produce academic information in order to constantly expand the field of knowledge. The Lisbon strategy (2000) calls for the European Union to become the leader of knowledge and innovation in the world. This is confirmed by its "2020 Strategy", focusing in particular on competitiveness and productivity. The productivity of an economy is directly linked to the quality of its education and to the number of those who benefit from it.
2. A pedagogical logic: responsible for producing knowledge, the university must also transmit it in such way that it can be assimilated. This transmission of knowledge is closely linked to the methods of its acquisition, its interpretation (theoretical analysis) and its application (know-how).
3. A democratic logic: the problem of the cost of higher education arises in most countries according to budget strategies, the development of private or privatized institutions and the financial constraints of the students. Some of them will want to or will have to reconcile their studies with a more or less monopolizing remunerative work. The same thing is true for some teachers who want to increase a salary deemed insufficient by working many overtime hours, sometimes fictional, or by working outside the university. Absenteeism and/or the resulting lack of availability are contrary to the expected benefits of their function.

Conclusion

The effectiveness of a higher education system and the standards of its evaluation, especially in Romania, depends on the successful completion of a double transition:

1. The shift from initially factual and technical education to a basic education, more fundamental, making it easier to acquire advanced training and a base of knowledge and analysis in order to satisfy the evolution of hiring needs and being able to benefit from professional mobility.
2. The transition from a centralized organization, resulting from socialist culture, to a decentralized organization, thus replacing personal responsibility with state constraint.

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Approaches for Internal Evaluation of Universities in a New Public Responsibility Framework of ESG 2015

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Abstract: *The paper is about the internal evaluation, as a public responsibility for the universities concerning EHEA governance framework. The method is an interdisciplinary comparative political approach, sectoral trend and improvement science analysis. The comparative analysis of different actors in HE quality reflects diverse roles. The public responsibility is interpreted nowadays as a "quality impact" at institution level. By the impact of public responsibility, the universities can reach balance in quality planning, implementation and impact approach and well-designed institutional quality policies.*

The case study on the KJU experience , which is a systemic pro-active approach, underlines the importance of annual or bi-annual internal evaluations and of the match between the academic specificity, global business and cultural environment.

Keywords: *internal evaluation, EHEA, PIQ &Lead™*

Introduction, Research Background

The research of implementation of the European Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area (EHEA), and its 2015 version can focus on three disciplinary research fields. One of them is the political science, international governance research (macro-regional politics): Bologna processes as focus on the resolution of conflict and the development of consent, resulting in decision-making processes (the procedural dimensions); the policy: national management of the Higher Education (HE) quality system to obtain order in sectoral HE policies, policies concerning regulations to obtain improvement and changes at institution level.

The other aspect is the sectoral education research: perspectives and practicalities, the nature and the change in academic work and life, social justice and access, perspectives on transition to HE, andother related aspects. The sectoral research trend lays emphasis on new public management in HE, and recently is looking beyond the new public management: the risk of normativity due to the position of

higher education in society, higher education policy research in social, political, economic and cultural context, developmental perspectives on organizing for social responsibility, curriculum theories and knowledge management.

An important aspect is "quality science" or "improvement science" (implementation, translational research, measures for improvement, quality improvement methods, evidence-based practice and research utilization). The research about HE improvement science covers the concepts, methodology, cultural norms and values, the role of researchers in quality improvement, capacity and supportive infrastructures, expectation for change and sustaining new behaviours. Research approaches to improvement science can be observational studies, in depth analysis as qualitative studies on critical success factors and barriers, systematic reviews, cluster analyses, developing indicators, meta-analyses, methods for change program analysing, sampling and interpretation of change, and so on. The design-based implementation research is an improvement –based approach for school development.

Methodology/Methods

The current paper is focusing at first on HE Quality and ESG 2015 as a comparative politics analyses: macro-regional politics research framework, the impact of ESG 2015 on national levels and polity changes, and at ESG 2015 as a transnational normative policy regulation for institutional level. The methods are governance analysis, impact analysis and regulation analysis. The second part of the research is a translational research, a model development for institutional evaluation as a cyclic process by ESG 2015, while the third part explains a design based on change and implementation research by an improvement-based approach. (Bateman A., 2013)

Purpose of the Article

The ESG 2005 and ESG 2015 seem very similar at a first glance. The purpose of the article is to explore the changes and their impact for the higher education sectoral policy for institution and for the supranational landscape. The article uses the transdisciplinary approach for exploring societal, international regulatory environment. The main hypothesis is that the ESG 2015 is the central element of the EHEA governance, and similar to other regional governance systems. An additional element is that the increased evaluative demands connected with renationalization processes induces more complex quality regulations and processes at national level. The institutions are interested in trans-nationalization as well as in renationalization of HEI systems. The revised ESG Criteria has placed responsibility from the agency level to the institution level and to the transnational governance level. The case study about the KJU quality-innovation model concerning institutional responsibility shift is a sample of how a private university meets new challenges concerning public responsibility. This part of the article is about the design-based changes, but the final part is offering an improvement science approach for design-based internal institutional evaluations.

Internal Institutional Conceptions Review – a Comparative Outlook

Internal institutional reviews and self-evaluation is part of higher education quality processes, based on ENQA standards[1]. Functions of internal institutional reviews: give information on quality enhancement mechanisms in institution; inform about the learning outcomes (ex-ante, ex-post) at institutional level; collect and publishes information on HEI activities. Evaluation may extend to a degree or a distance from the excellence, quality assurance and employability, problems of EQFS, and internationalisation of education, LLL in higher education and online forms of education. The central question of the new ESG is how the institutions are ready for student-centred learning, to deal with flexible learning paths, spread of digital learning and new forms of learning[2].

As the ESG 2015 did not focus on excellence, this concept doesn't have a broadly accepted definition in European accreditation. However, the definition of excellence can include a firm commitment and capacity for strategic governance and management striving for high standards in student academic performance, strict and exact information services concerning students' career pathways. During the academic years the quality of teaching and learning is more important, the interaction among students and teachers is more determinant than so-called academic indicators of teachers. Excellent universities are measuring the satisfaction of graduates, the richness of academic life concerning research, and outcomes of the research. There are new aspects of measuring the impact of the university for community development, the value of civil society in academic and student community, performance in internationalisation, and ethical behaviour of the university community[3].

The ESG 2015/2005 comparison text underlines that the ESG remain "generic principle" and do not prescribe what the quality is, and how the quality processes should be implemented. The most important change in case of external review is that the responsibility for ensuring periodic reviews lies with the institution "rather than the agency", and the institution can choose freely an agency from EQAR registered agencies. The EQAR self-evaluation report gives a good map of which countries of EHEA accept the EQAR registered agency evaluation. There are agencies of accreditation which are not members of EQAR.

In the new higher education environment the role of internal evaluation changed, the responsibility system concerning higher education public responsibility has shifted from the government to the European area. The ESG must be considered in a broader context: that includes European Qualification Framework (EQF),

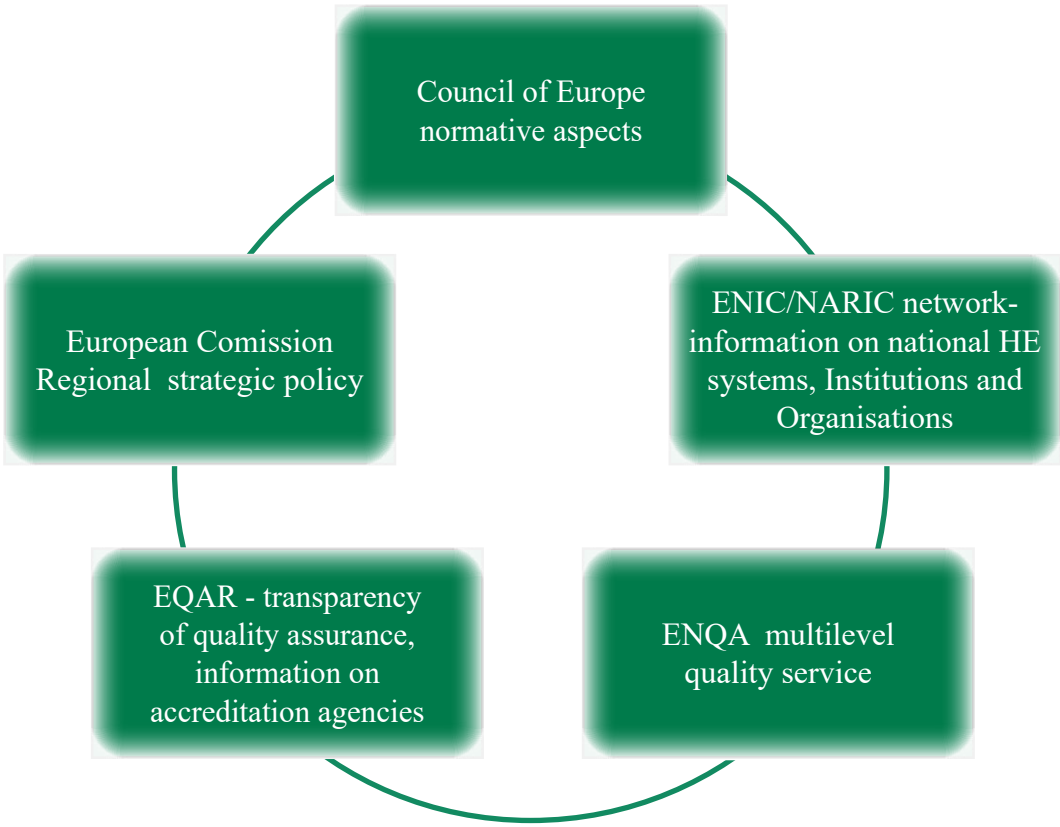
1 ENQA ESG 2015 http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
2 ENQA: Comparative Analyses of the ESG 2015 and ESG 2005
3 Concept of Excellence in Higher Education. ENQA Report. 2014

ECTS and Diploma Supplement, new elements of the ESG connect to purposes of accountability and enhancement for creating trust in the HEI performance. The internal evaluation has a common framework: the ESG 2015.

Changes in Ecology of European Higher Education Accreditation

Changes in European Governance Model

International element: The EHEA environment put the accreditation process with the ESG into a new context. The Council of Europe determines fundamental principles and values for HEIs. In 2007, the Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research defines the missions of the HEIs: preparation for sustainable employment, for life as active citizens in democratic societies, personal development of students, for development and maintaining a broad and advanced knowledge base. "The importance of quality assurance, which is a joint responsibility of public authorities and higher education institutions, grows with increasing degrees of institutional autonomy. Public authorities should establish, as an essential regulatory mechanism in diversified higher education systems, cost-effective quality assessment mechanisms that are built on trust, with due regard to internal quality development processes, allow for independent decision making,



and abide to agreed-upon principles"[4]. The European Commission challenged HEIs with introduction of a new skills agenda for Europe placing accent on renewed EQF, digital skills, sectoral cooperation skills, improving quality of skills formation, skills intelligence, making them more visible, and building resilience, matching international professional qualifications with EQF system, and profiling migrant's skills[5].

The European governance model of higher education has changed during the last decade. The national system has remained the exclusive responsibility of the nation states: it has the right to establish a national higher education system with different program and profession spectrum, deciding which programmes are submitted to three level structure by Dublin descriptors, which can belong to the so-called former "university degree level". The quality assurance framework became not only similar in the EHEA area, but with new ESG 2015 it became truly transnational. The HEIs are different in different countries – from on-line adult education institutions to specialised research universities, they can have access right to award diplomas . The former national models missed the right for accreditation of foreign branches. The EQAR based system can help the governments filter fake universities. With new learning resources and providers, MOOC courses, the corporate academies, the modules of bachelor programmes became available without attending an organised higher education institution. The accreditation of these new delivery contents in validating system in the ESG 2015 has increased the responsibility of the university with outcome-based standards.

Patterns of Participation in the ESG 2015

In the past, students were awarded a diploma after they attended one institution; recently they can earn the degree by attending two or more universities. The situation became more complex with MOOCs, and outsourcing some credit-bearing courses on workplaces as in case of work-based education (cooperative WBL or so-called dual-industrial programmes).

Demographic Changes in Student Stock

In European countries, the student attendance in HEIs aimed to reach 40 % of age cohort, which led to attendance of students with critical ability and outcome results of former level of education. The composition of student body is reflecting with growing rate the minority population rate (ethnicity, disability, people of mixed racial descend), and the number of students from different religious civilization background has increased due to immigration and transnational education. The

[4] Committee of Ministers of the Council of Europe adopts a Recommendation on the public responsibility for higher education and research
https://www.coe.int/t/dg4/highereducation/PublicResponsibility/CM_EN.asp

[5] European Commission, 2016. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A new Skills Agenda for Europe. http://ec.europa.eu/social/main.jsp?catId=1223

accreditation aspects, concerning self-evaluation must pay particular attention to student success, different delivery methods and student groups.

New Paradigm of Teaching and Learning

The growing rate of students in HEIs led to a chronicle shortage in jobs in different industries, the fulltime students employment rate grew in student-jobs or work-based learning programs, that changed the rhythm of the academic calendar, based on semesters and face-to-face lessons and examination periods. The examination, performances, demonstrations, portfolio implementations have an asynchronous character. The students have the same curriculum, are expected to meet the same outcomes, but have different individual learning experiences. The learning experience based on a less face-to-face time with the students demands new type of professionalization from teachers. The accreditation and self-evaluation have to meet the risks of a changed classroom learning.

Faculty Members as Guarantee for Quality Accreditation

The higher education accreditation needed full-time faculties, which were expected to serve the education by developing new courses and curricula, setting academic standards and policies, engaging in research and creativity, developing proficiency in collaborative pedagogy, and developing assessment for student learning outcomes. The new outcome-based education needs professionalization of learning technology, technology in teaching and measuring the outcomes. The introductory and practice courses with high student demand are in a growing rate implemented by teachers without PhD qualifications. In case of work-based learning, the hired staff contingent are also important for professionalization in teaching, mentoring, coaching.

New Technology in Higher Education

The infrastructure and education techniques have changed with new ICT technologies and mobile devices, with cloud technologies and convergence of workplace and campus-based education. In the past, the universities were very impressive palaces of knowledge, but recently the quickly changing student number, and the changed professor/tutoring system, the "home office" possibility for professors and students has changed the environment. The accreditation and self-evaluation partly were extended for new workplace environment, and the outsourced activities too. The ESG 2015's introduction lays emphasis on the development of spaces for student-centred learning,

The Burden of Accreditation

The accreditation cycles led to development of professional quality experts in universities. The lack of service-specific expert knowledge led the institutions to focusing on the minimal task: remain accredited. The European countries are too small for developing accreditation services without clashing of interests, and resources are missing for hiring independent foreign experts. So, the source of corruption and

the bargaining power of university clusters, placing accent on research are matching program outcomes to the resources of universities in hegemonic position. The real risk of accreditation with conflict of interest is to cause significant losses, because the ex-ante accreditation needs resources of one-two year expenses on programs without income. The ESG 2015 can provide real weight to accreditation, to national governments freeing them from accreditation services for all, making accreditation accessible at national prices, and giving responsibility to universities by deciding on what is more relevant for them: taking the burden of international accreditation or not.

Information for the Public Concerning Accreditation of Institutions and Programs

The accreditation data on institutions, in the case of national agencies, are accessible only in national languages, under different titles. It is problematic for the individual to get precise information about an institution. The ERIC/NARIC network system developed by UNESCO in EHEA gives good possibilities for universities. The well-working and regularly updated homepage is a good reference point for universities about how to develop their policies in such a manner that they can give relevant information without extensive services for individuals. The ESG 2015 reflect these indicators, and an important part is developing responsive public information about the universities and programs. If the countries have some officially translated variants of their programs outcome framework statements it can help universities to give the correct information.

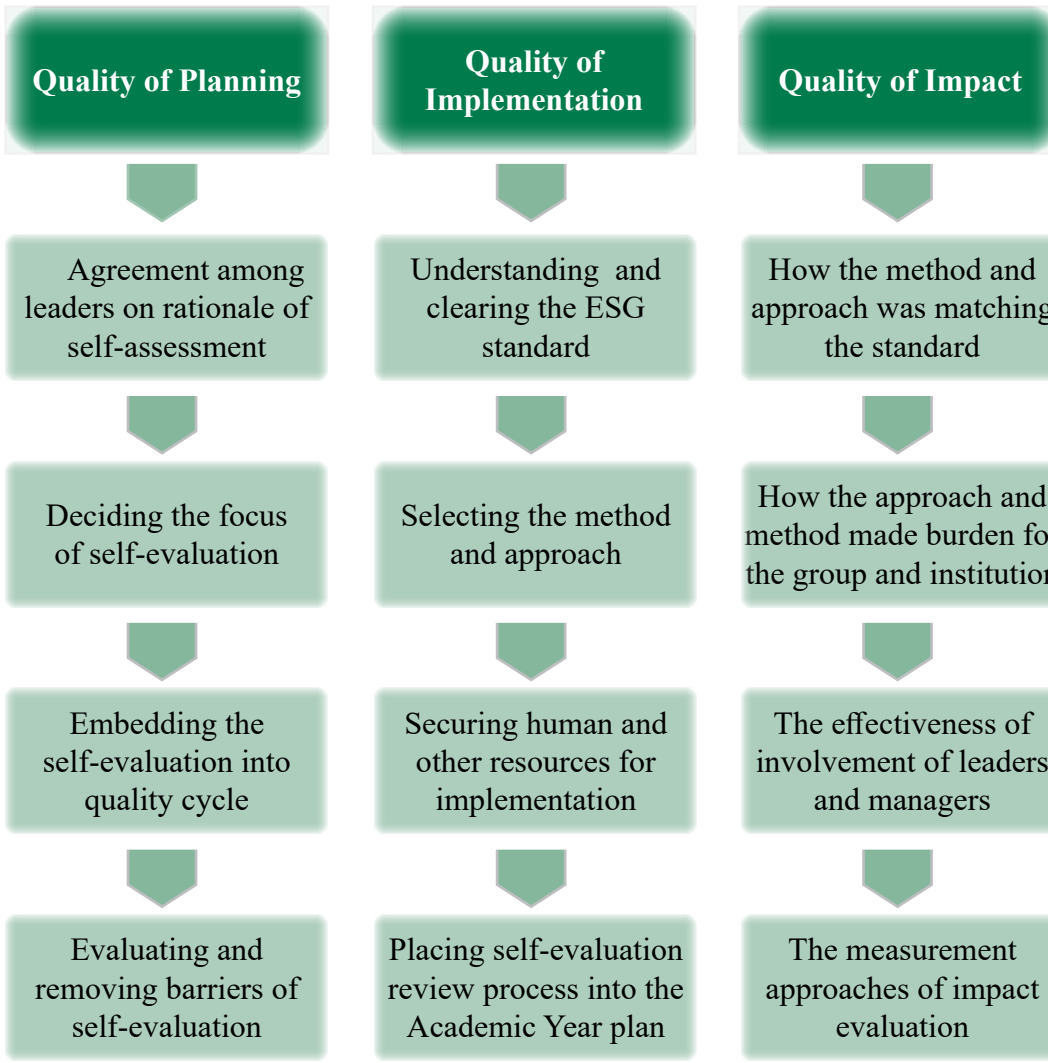
Information on accredited institutions and programs mostly focused on decisions, and the published report and short information are rarely available for public. The new ESG 2015 gives the possibility of different outcomes, and the emphasis may lay on the report and not only on the decision, or it can skip the decision. The internal evaluation in this approach is especially important, because it has to be placed on quality assurance with emphasis on quality enhancement and performance. They have to point out that they genuinely improved their activity. The external evaluation of the university can serve as recognition for state registration.

Balanced and Well-designed Internal Evaluation or Self-evaluation

The institution has to decide on the purpose of internal evaluation, on providing a balance in the topics addressed by the accreditation process. The HEI has to decide on how their governance will be, on accreditation, who oversees and manages it. They are responsible for understanding the review criteria describing review processes and communicating the results of the review. They decide on what are the next steps, applying for new accreditation or if they need some improvement. The HEIs have developed information services concerning their activities in every country. They have to publish standard dashboard measures concerning quantitative indicators based on national HE Act, or expectations of agency by whom they planned the accreditation.

Designing Internal Institutional Evaluation as a Cyclic Process Using the ESG 2015 Model

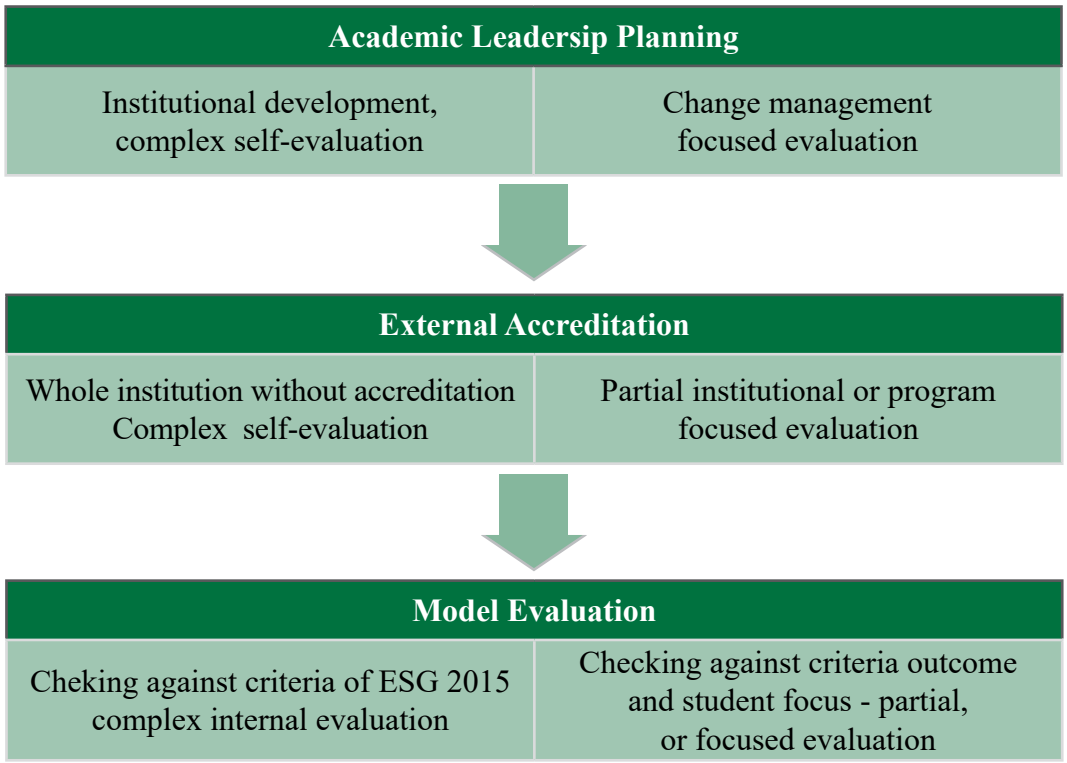
The ESG 2015 is a renewed instrument for quality evaluation; it makes more possible the use of accreditation for institutional development aims (Hervainé, 2016). The quality of internal self-evaluation is a key to strategic use of quality information on moving towards embedded, well-managed, and accountable to stakeholders' institutions (Kemenade, Pupius, and Hardjono, 2008). The 1.10. Standard of ESG underlines that quality assurance is a continuous process that does not end with the external accreditation feedback. Self-evaluation in higher education needs a professional approach, and a leadership involvement for the whole process. The most important, generic question is planning of internal assessment in a higher education institution: the internal review system is a structured process, part of the HEI planning and quality cycle:



Quality of Planning for Internal Institutional Evaluation

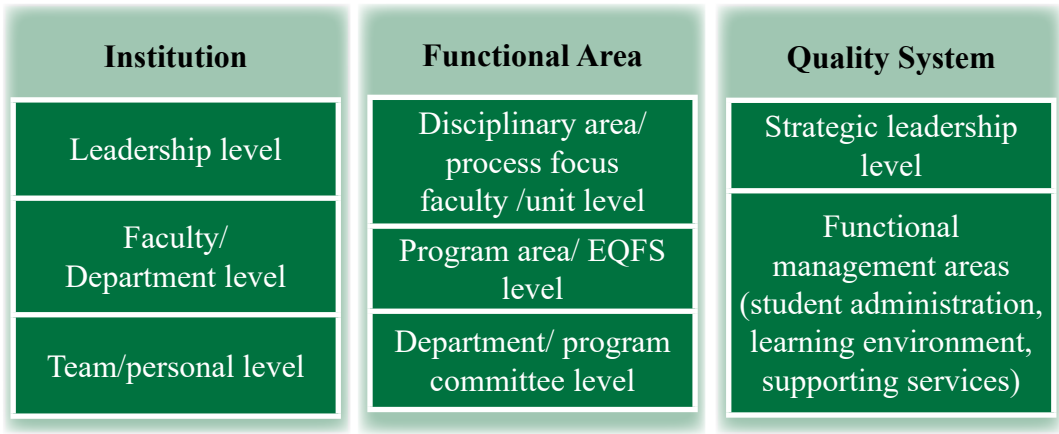
The most important task for quality leaders is to reach agreement among them about what kind of internal review is the best and what is the rationale for making a self-assessment. The universities use internal evaluation for different purposes:

- There is a new leader (leadership group) appointed, and needs evidences for deciding on leadership directions;
- There is a new institution development cycle providing data for decision making;
- Checking against criteria of ESG 2015;
- Starting a new accreditation cycle, forming new policy model, evaluation model, and checking the improvement by suggestions, making an improvement for accreditation cycle;
- Checking against criteria of outcome based on a student-centred program.



The agreement should aim to the desired outcome of the process, to a plan for using the results of the assessment process. Deciding the focus of evaluation is very important for maintaining the cost and energy under control: in case of first or failed former accreditation, the focus of evaluation is the whole institution, this depends on national regulations, and if there are any needs for disciplinary area (faculty) evaluation or not. In case of accreditation with conditions, the self-evaluation needs

to focus on failed standard and sub-criteria, or for normal next reviews, it is enough to state the matches in standards and decide on strengths and improvement areas. In case of program accreditation, it is necessary to decide the selection of programs. In case of quality-system evaluation, it is necessary to decide on monitoring aims and objectives.



Embedding internal assessment as part of cyclic processes of quality management (PDCA cycle) helps the planning and avoiding evaluation burden. Higher education institutions work on "long durée" cycles (taking a step from one level to another often needs two or more decades): it is important positioning the institution on the way to quality (beginner, experienced, excellent level), and matching quality policy to the strategic level of development. It is important to check the data policy, match data system with standard and criteria data. Higher education cycles of accreditation cover 5-8 year long quality cycles. Experts suggest starting with checking how the institution meets the latest ESG, and make a quick checking. After forming quality improvement actions, make a full assessment, checking the implementation of criteria, list of deficits, and decide on a correction program.

It is important to evaluate and remove barriers of self-evaluation for successful implementation. Quality leaders agree at senior management level, allocate human and other resources, and plan the communication with staff and explore the expectations concerning it. It is useful to start with those functional areas, where the results can bring common interest. First step is to arrange a "flashlight" introduction to the ESG 2015 model, for understanding the model, and using everyday language avoiding quality jargon. Staffing the self-assessment with people of appropriate skills can be successful, if the monitored group is well trained, too.

Quality of Internal Institutional Evaluation Implementation

First, the most important task is to review the ESG standard from the point of view of indicators, and planning the reporting document. This fact decides the needs of the quality evaluation group decisions and how to select the method for self-evaluation. The most common methods are as follows: questionnaire method,

workshop method, matrix method, and pro forma methods. The questionnaire method is the least labour intensive, quick and easy to apply, and can give good possibility for visualization. The matrix chart method gives possibility for evaluation of the progress in excellence pathway.

Standard (nr.1.) with value points	Mismanagement 1 point	Regularly engaged, role model leaders (2-4)	Management team is proactive in valuing, recognizing and rewarding teachers and staff with continuous improvement (5-7)	Management is active in promoting new ideas, innovation, foster the culture of student as costumer focus (8-10)
Criterion 1				
Criterion 2				
Criterion 3				

The workshop method helps the development of understanding and evaluation criteria, helps gathering information, evaluating improvement actions. The pro-forma method is focused on easy understanding.

ESG Standard 1.	
Criterion 1. 1.	
Areas to address	Strengths
	Areas for improvement
Evidence	

The award/ranking simulation method is good for the institution for checking criteria in global, European multi-ranking system, or national ranking systems. It is good for applying for research grants, and other external awards. It is an excellent communication tool, a good way of benchmarking, but it gives only a snapshot of the organization at that time of applying.

The key question for implementation is deciding on, and selecting the evaluation team. The managerial team for the action plan consist of 7-15 people; they need a prioritization of task, and planning the task by timetable. Is useful to engage people who attended plans of improvement and participated to their implementation; to develop assessment skills of the engaged persons, and check the abilities for advanced integrative evaluation and visualization competencies. We need to incorporate self-assessment activities into the academic year activities, to plan in such manner that it will help the equated task allocation.

Quality of Internal Institutional Evaluation Impact

The institution can do effective evaluation using developed higher education information systems and solutions. The efficiency of evaluation can be better, quicker and cheaper if we decide well on the needed data, and expected report results. The success and impact of self-evaluation can cause errors due to weak management culture, aiming the process, passing through quickly, negative communication, bureaucratic exercise model, the too long time-frame (maximum 2 month) made by an incompetent expert, or, if it is outsourced, could be performed by experts without adequate experience in higher education. The volume of output is normal (maximum 30 pages), in other cases it gives a large amount of description from more than 30 pages to 1000 pages in case of multi-faculty institutions without any interest and impact. The positive impact of self-assessment can be manifold: it can increase understanding of the new ESG 2015 model, it can provide a good base for institution planning processes, it can improve cooperation between different units and departments. If it is as flexible and as rigorous as possible, it can serve as a strategic driving force for university quality improvements.

Designing, Making Work and Provide Function of Quality Assurance Services

- Quality concepts (business, academic, national & cosmopolitan monitoring)
- ESG as a functional model of quality concept

Designing	**Operating**	**Evaluating**
ESG 2015 in an institutional context	Deciding on process owner, evaluation team	Balance of management processes for quality services
Deciding on framework: • minimal ESG • Excellence framework • Other functional standard and frameworks	Deciding on indicator factors	Evaluating by pro forma or checklist with value

Designing governance model	Deciding on term, timetable activities	Evaluating the role of leaders and managers
Designing internal-evaluation model for leadership, education (programming, teaching and learning, research, third function), and supportive services	Deciding on quality data collecting and inquiry approaches	Designing report form, visualization, designing report for performance presentation designing for performance improvement demonstration
Designing evaluation model for supporting services	Deciding on measurement and indicators	Designing report for management and costumer orientation

Streamlining Quality Education: Auditing Programmes for Internal Evaluation

Auditing programs Planning and Improvement	**Auditing Delivery**	**Evaluation Design**
Evaluation skeleton: planned, systematic data collection, analysis	Engaging stakeholders Describing, communicating the program	Collection data: before, during, several times, after or both
Choosing evaluation approaches: systemic, behavioural, decision making, professional, quasi legal, case study	Focusing on evaluating design	Evaluating against different approaches
Management oriented	Gathering credible evidence	Evaluating for decision making
Consumer oriented	Justifying conclusion	Evaluating for improvement
Participatory/ conventional	Delivering inquiry	Evaluating from stakeholders
Choosing methods	Comparison program	Benchmarking added value

The next step is to choose an approach in how to utilize results: positivist, interpretative, critical emancipatory, empowerment, transformative for the lenses for evaluation criteria. The systematic analysis should focus on context, input process product, outputs and outcome values.

Practicing for New Public Responsibility – a Case Study of a Private University: Kodolanyi Janos University of Applied Sciences – a Quality, Improvement Science Approach Analysis

KJU is a private university founded as a civic one in 1992 in Székesfehérvár. After the quick collapse of Ikarus Bus, Videoton TV and defence technology, and light metal factories, the foreign investment possibilities raised problems concerning the skills of human capital. During the first decade, the KJU fulfilled the role of a community college. From 1998, the Hungarian government adapted a higher education strategy directed by the World Bank for modernisation the higher education (developing large universities for minimum 10.000 students, introducing the credit system, and so on). For a private university it was important to meet international standards, so the introduction of the credit system gave competitive advantages. The institution was from the very beginning an innovative one, and quick responses for local and national needs - needs that turned the university similar to local environment – export oriented on industrial and knowledge parks, with high-level quality culture – internationally and quality focused. The management culture of the university from 1998 pursued the excellence model: the promotion of EFQM business-centred model[6] added to the local responsibility new demands connected with the needs of a highly globalised environment. The first strategy followed in 2000 focused on Europeanisation in content and education culture. KJU matched its programmes with the Dublin HE criteria on outcome-based and student learning approach. The new challenge was answering service quality approaches and standardisation, with student co-creation approach, so in 2008 the university leadership decided on introduction of a new program model focusing on professionalization on different EQF levels.

In 2010, the new FIDESZ-KDNP government HE administration with new HE Act raised the question of public responsibility of HEI. The preamble of the act declared that "higher education is a public service" and the act regulated the admission criteria (instead of outcome approach), and restricted the state subsidies only for state maintained universities. During the debates of the act, KJU explored a vision for public responsibility from institutional level, and the need for profiling universities. Therefore, KJU developed a concept of modern civic university with local-global functions. Recent task of responsibility is to meet the Council of Europe's four basic functions: employability with work-based learning and entrepreneurship

[6] EFQM Excellence model: http://www.efqm.org/

experiences for students and firms by quality innovation approach; educating for European civilizational values, student development for well-being, and developing a knowledge base with research and knowledge transfer.

Dilemmas Concerning Quality System Concept in Case of KJU

The quality system concepts in European and global HE were underdeveloped, the universities could choose from different industrial or business type models. The ISO system accepted as an elementary model for organising student administration and services, the CAF model as elementary model of public services and universities[7] are bringing some elements of strategic planning. The ISO-system is rarely developed into a holistic system, as standards concerning management practices are different from academic management culture or other elements as sustainability, or workplace standards (EUA sustainability documents and initiatives)[8]. The slogan that HE is a public responsibility was rarely accompanied by a CAF Education model 2013 version introduction, and we can state that the knowledge base for HEI Quality remained a voluntary action of quality units and didn't work with professional quality experts. The EFQM model missed the adaptation on HEIs, and the Bologna process of regionalisation of EHEA, connecting the whole system of quality with accreditation question with a new governance model. The massive presence of global HEIs, the establishment of different branches in non-European Area, the regional HE quality systems have taken in many cases the European ENQA system as a model. But it has led to the development of different macro-regional standards – see Kuala Lumpur Criteria in Asia[9], Arabic Quality models (Kayode, Hashiim, 2014). The quality models in latest development trends reflect on civilizational quality concepts as The Asian way of Quality or Islamic conception of HE quality. The recent trends of HE quality reflect the impact of the H 2020 research model with high accent on impact development[10].

KJU, as a private higher education institution, introduced in 1998-2010 the EFQM as a strategic management quality model. The EFQM model was very useful for strategic thinking; it was less good for harmonisation strategic and operative levels (in case of faculties and in case of research). The KJU mixed it with the Baldrige

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7 EIPA CAF Education: http://www.eipa.eu/files/File/CAF/CAF_Education_web.pdf

8 ISO 9001 IWA (2013)
https://www.researchgate.net/publication/318755182_ISO_9001_and_the_Field_of_Higher_Education_Proposal_for_an_Update_of_the_IWA_2_Guidelines

9 Asian Network for Quality http://www.anforq.org/
ASEAN – Development of regional qualifications and quality assurance framework Asian Quality Assurance Framework AQAF 2014: http://www.enqa.eu/wp-content/uploads/2016/10/ASEAN-%E2%80%93-Development-of-regional-qualifications-and-quality-assurance-framework_Zita-Mohd-Fahmi.pdf

10 EQAF 2017 Riga. Responsible QA: committing to impact. 12th European Quality Assurance Forum.
http://www.eua.be/activities-services/events/event/2017/11/23/default-calendar/12th-european-qualityassurance-forum

Award model[11] with introduction of criteria "profiling university", which was in the very centre of higher education European and national policies in 2011-2012 turning the impact of Bologna process back (all institutions decided to develop the full range of programmes, the differences between research universities and applied universities became marginal). The Baldrige model has a good criteria system for measurement, analyses and knowledge management, on operation management and workforce development. KJU presented it at a meeting of European Higher Education Directors during the Hungarian presidency in 2011 as a best practice for universities. Finally, in case of Kodolányi University of Applied Sciences, the leadership introduced the so-called "Integral for Excellence model" (partly similar to the one developed by Mike Pupius (Pupius, 2000), a Sheffield University expert, as a combination of EFQM, Baldrige, CAF and Canadian Excellence model – the latter is enriched with well-being criteria[12], EIT Quality label[13].

The KJU during 2000-2014 won 10-12 quality national and international awards based on yearly/biannual internal evaluation/self-evaluations, which was excellent in keeping the management culture fit. Therefore, with the continuous self-reflection, KJU could avoid problems of unexperienced leadership: the poor analytical competencies, poor visualisation and reporting culture, the weaknesses of a system working with voluntary experts in case of the Visiting Group. KJU leaders are experienced in using different methods and techniques; it is common the use of the Business Score Card analytics, the ESG criteria system for quality actions, and service quality gap analyses as marketing tools. However, they need an elegant and trustful system for measurement of teacher's performance, student performance and unit performances. The most impressive results were the high completion of degree criteria during minimal semester time frame, high capability of students for life course professionalization, rich contents and dynamic experiences.

PIQ & Lead™ as a Quality Tool Behind Integral for Excellence Model

In 2013, the KJU' student-centred learning instructional experts (Gyöngyvér Hervainé Szabó, Péter Szabó, László Kovács, Theodora Mócz) developed a new standard model for integrating education, research and advice services for bachelor and master programmes. The elements of standard family: PIQ & Lead™ Higher Education Standard model[14], PIQ & Lead Personal™ for mentoring, advising and coaching students, RIQ& LEAD for applied and interdisciplinary research

[11] Baldrige Excellence Framework Education 2013
https://www.nist.gov/baldrige/about-baldrige-excellenceframework-education

[12] Canada Awards for Excellence: Excellence, Innovation and Wellness; Healthy Workplace® Standard, Mental Health at Work® Framework, http://excellence.ca/awards/about-the-canada-awards-forexcellence/Award%20Categories-en#HW

[13] EIT Quality Label: https://eit.europa.eu/activities/education/eit-label

[14] https://www.youtube.com/watch?v=D-Ni59ASfC0, KJU quality documents from 2000. PIQ & Lead Model: https://www.youtube.com/watch?v=D-Ni59ASfC0

programmes. The results were breakthrough type, so it was interpreted as an international innovation in HEI as social innovation. The standard focused on professionalization for workplaces, innovation and quality approach in student learning and internship, leadership competencies, evaluation culture development and student personality development.

The main steps were as follows: PIQ & Lead™ Standard development - the student-centred learning process description for every programme, faculty and department leaders. It is about the basic values for curriculum planning, a breakthrough in change management – curriculum development rights: transferring competency from department level to institutional level, in case of generic competencies; to faculty/institute level in case of basic and introductory discipline subjects; and at department level, of profession content and skills; PIQ & Lead™ professional life-course pedagogy, subject instruction and socialisation, teacher-training system; PIQ & Lead™ field practice pedagogy, new partnership programmes, professional socialisation roles. Student administration and guidance services matched the model. Institutional organisation structure reconstruction required new allocation and reporting system, new service innovation and quality units.

The Hungarian State's President awarded KJU in 2014 with a Hungarian Quality Product Award Brand[15] and a certification mark, together with intellectual property registration for the PIQ & Lead™ results. Also, in 2014 the model won an International Quality Innovation Award of the Year, founded by the Finnish President (joined by 13 countries) in service category[16]. In 2016, the Echo Survey Institute, as a cooperative partner for work-based education practices with KJU, had won the Hungarian Quality Innovation of the Year award[17]. The standard based education and service science (Parasuraman, Zeithaml, Berry, 1988) came to a very new approach, with dynamic quality and innovation philosophy, conjuring up students, professors, service staff, partner firms and with international public policy culture of quality (Prasad, Jha, 2013). The KJU model is highly evaluated at the 2015 programme accreditation by the Hungarian Accreditation Committee.

The Functional Changes of Quality Unit Tasks in KJU Concerning Public Responsibility

1. **QU as a business support unit**: The KJU introduced Quality Unit (QU) in 1998, as a business quality unit responsible for studying quality movement in HEIs developing quality concept for Europeanisation and globalisation in

[15] Hungarian Quality Product Catalogue 2015
http://www.termeknagydij.hu/katalogus2015/02_english/mtn_2015_catalogue.pdf
Magyar Termék Nagydíj 2014 díjazottak: Kodolányi
http://www.boon.hu/atadtak-a-magyar-termek-nagydijelismereseket-dijazottak/2630369

[16] https://www.qualityinnovation.org/our-story/

[17] The results of the quality innovation of the year competition 2014: http://www.laatukeskus.fi/palvelutquality-innovation-year-competition/results-quality-innovation-year-competition-2014 (Hungary)

HEI, developing services for the University Academic and non-academic units concerning action research on quality performance, and benchmarking for evaluation of academic and organizational performance.

2. **QU as standard development unit for understanding competencies for European Qualification levels**. From 2008, the KJU QU laid emphasis on service quality in HE, introducing new concepts of co-creation, co-production with students and stakeholders, and connecting service science with higher education creative pedagogies, professionalization of teaching and learning. The QU became the centre of transformative learning, adapting the IBM service science management and engineering an approach to content development of higher education programmes.
3. **KJU QU as an innovation unit among university offices**. KJU QU was highly engaged in understanding HE innovations. The QU started to function as a social innovation office, whose task was to introduce innovation in HEIs. The social work profession was a good example for researching the changes in global educations: there is a global standard of SW (Social Work) education, there are very good national standards in Anglo-Saxon and German speaking countries (USA, Canada, UK, Australia, Germany, Switzerland and Austria). There are good explanations concerning standards for different level of registered professions, for specialisations, for education capabilities and so on. The implicit curricula consist of programme descriptions and contents, competency levels, the explicit curricula consist of research programmes of the departments, faculties, the socialisation into high academic and professional business life, organisation culture of internship services, and collaboration with different networks. These above-mentioned innovations (instruction models, SSME approach, professionalization of professions, innovations in HE programmes) needed a comprehensive approach, redesigning the whole education practice. KJU QU became a project management unit of strategic quality innovation actions, the office became the centre of quality programme development in education, research and regional-function. The quality innovation services of the QU were measured by benefits, and the contribution reached 1/8 income of the university, and focused on intellectual property development.

Conclusion

The higher education internal evaluation quality culture needs a balanced approach between old type academic, and neoliberal business cultures, as well as between cosmopolitan governance and national government political cultures and university leaderships. If the balance pushes into the traditional academic ethos, the institution cannot give real assessment and information for stakeholders. If it mainly reflects the business and industry oriented models, and auditing processes, it cannot give real information about quality and professionalism of leadership in

higher education functional focus areas. If self-evaluation model and experience highlight a cosmopolitan transnational governance approach, it can be pervasive and if all elements monitored, it kills the real innovative dynamics of quality perception. Finally, if it is mainly based on special national criteria and autocratic regulations, it can be exclusive and can fail to meet the European Higher Education Area's quality aims.

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Guidelines for Quality Assurance of Career Services in Higher Education – a Proposal

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Abstract: *In the context of career services for students, there has been identified a need for establishing some criteria, preferably some standards, for creating a quality assurance system or reference framework for these services in higher education institutions. The paper draws upon the results of an UE consortium that in the last two years has developed a reference framework as a potential tool for this area. There is a brief presentation of the research results in this specific area, including an outline of the proposed standards and guidelines for quality assurance of career services in higher education.*

Keywords: *career services, standards, guidelines, quality assurance system*

Introduction

As a response to the ESG 2015, within the framework of the Erasmus+ programme[1], over the last two years an European consortium[2] has been drawing up a set of standards and guidelines for quality assurance of career services (CS) in higher education institutions (HEIs)[3] (hereinafter referred to as the Guidelines).

Briefly, the process consisted in: desk and field research on the current status and requirements for the provision of high quality career services; drafting a first

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1 Project title and number: Quality Assurance of Career Services in Higher Education - QAREER, 2015-1-RO01-KA203-014972, www.qareer.ro.

2 Spiru Haret University (SHU) – Romania; Melius – Italy; The National Unions of Students in Europe (ESIB) – Belgium; Universidad Internacional de La Rioja (UNIR) – Spain; Wroclaw University of Environmental and Life Sciences (WUELS) – Poland; University of Padova (UNIPD) – Italy.

3 For the full deliverable, see http://cercetare.spiruharet.ro/qareers/IO4.pdf, coordinated by the QAREER project team of WUELS, namely Anna Partyka-Górska, Jadwiga Bolechowska, Jakub Kwaśnicki, Krzysztof Kafarski, with contributions from the following staff of the project partners: Mihai Andronie, Ioan-Adrian Trifan, B ogdan Danciu, Ruben Gonzalez Crespo, Stefania Aceto, Ester Alonso Velasco, Daniel Burgos, Gilda Rota, Zoltan Denes, Sara Danelon, Annalisa Bonfiglioli, Erik Edman and Liva Vikmane.

version submitted for panel evaluation by internal and external stakeholders of the consortium in the area of CS; integration exercises for piloting the Guidelines in various European HEIs; public consultation with relevant stakeholders from the consortium countries and validation.

The purpose of the Guidelines is to support HEIs in improving the quality of their career services through the provision of a quality reference framework that can be used as a benchmarking tool (to measure the extent to which quality services are provided) and as a reference framework (subject to changes according to contextual and national features) for quality assurance in career services.

The Guidelines are primarily addressed to the staff of HE careers services and to the governance representatives of HE institutions'. However, the integration exercise for testing the Guidelines, conducted at five EU universities, has also proved a positive involvement of other categories of stakeholders, both internal (the communication staff, students and the teaching staff) and external (employers' representatives).

The Guidelines

Research. As above-mentioned, the Guidelines are based on the results of desk and field research carried out by the project team. The overall aim of project Intellectual Output 1[4] was to identify perceptions, values and present practices regarding the quality of career services by stakeholders and players in the field, and using them to develop the Guidelines for Quality Assurance in Career Services in Higher Education (project Intellectual Output 2). The adopted methodology combined desk and field methods of data collection and analysis, including literature review and practices collection; a set of interviews to key informants, representing the main targets addressed by the project (career counsellors and practitioners, Higher Education students, Human Resources managers in small and large enterprises, Quality Assurance managers); a survey addressed to students.

The key conclusions of the research were the following:

- National situations are very diverse and, even in the same country, the role and the activities of career services at the university are different;
- Some good examples of quality standards for career services already exist, related to overall services or to one or more areas of this service (e.g.: work placement, staff development etc.);
- However, a reference framework recognised (or known) by universities is not available yet, and the quality of career services is mostly included in the quality of support services within the European Higher Education Area (ESG) guidelines;

[4] QAREER O1 Intellectual Output "Quality of Career Services - Toward a European Reference Framework", see https://qareer.ro/images/2016/QAREER_O1_O4_Quality_of_career_services_report.pdf.

- There is no common understanding among stakeholders on the meaning of quality and, above all, on the role of the career services;
- Given the particular features of career services at the university, a broader range of stakeholders need to be taken into account, as career services represent the link between the academic and the labour world, not an employment service for all;
- Professionalization and development of CS staff must be taken into account while dealing with quality issues: this is confirmed both by key respondents, practices and literature review;
- Students' needs are focused on results more than on processes, and the service provided in terms of career by universities is not understood in full, sometimes it is not even known.

Panel Evaluation and Integration Exercises

The project Intellectual Output 2, namely the first draft of the Guidelines and standards, underwent an analysis and testing phase. Apart from adapting the Guidelines and standards in terms of wording and reducing some repetitions of definitions, the main conclusions of the integration exercises placed a special emphasis on:

- Promoting the institutional cooperation with companies and relevant institutions -not only from the Career service of the University but also involving faculties and departments. This could be implemented by, for example, collecting the information available on career opportunities or for creating a database in order to provide a more accurate and updated set of information about career opportunities to the students;
- Networking: that is, promote peer networking opportunities for the career service professionals at EU and international congresses and events and also network with other Universities and companies to increase the employability of students and the attractiveness of the Universities to companies;
- Supporting the participation of practitioners from companies in curriculum development and in learning always according to the needs mentioned by each faculty and in the frame of the legal regulations available in each country;
- Promoting the development of agreements for internships/traineeships with companies and institutions related to each field of study guided by the faculty members;
- Promoting the participation of Career Office staff and students in job fairs and the contact of academic and Career Office staff with employers and practitioners;
- Facilitating the involvement of faculties by encouraging them to provide feedback on the state of the labour market in their field of studies;

- The need to promote and build more solid ties among the various university departments and faculties and staff categories (administrative, research, PhDs, professors etc.) with the Career office in order to be more responsive to the labour market needs;
- The need to promote the active and collective participation of Educational Guidance services, Career Office and academic staff in national, EU and international congresses and seminars as a means to improve the links between the careers office and the University departments;
- The need to facilitate opportunities at institutional level such as practices exchange and peer networking.

The entire process led to improving the Guidelines and standards and allowed passing them to the next stage.

Public Consultation and Validation. By means of four multiplier events, the Guidelines have been introduced at national level in the project consortium countries (RO, IT, ES, PL) to an audience consisting in: CS practitioners from HEIs, QA managers and specialists, academic and governance representatives from HEIs, policy makers, students, teaching staff, employers' representatives etc. The debates during the multiplier events generated new perspectives on the existing Guidelines and led to adapting them as validated guidelines, namely as final project product. Among the main contributions, we can highlight the following:

- Clarification of certain definitions and approaches;
- A more user-friendly document;
- The Standard A.SE.4. Outreach has been updated so that it provides more ways for increasing the outreach of careers services, i.e.:

DESCRIPTION	MINIMUM	MEDIUM	MAXIMUM
A.SE.4 Outreach The curriculum of each study programme contains a mandatory module (with credits allocated) on specific career service issues, such as the location, office hours and services offered by CS.	A.MI.SE.4 **Standard** The career service office is easily accessible respecting both its location and opening hours.	A.ME.SE.4 **Standard** A central CS at the university collaborates with other units at the institution and with other stakeholders.	A.MA.SE.4 **Standard** The curriculum of each study programme contains a mandatory module on specific career service issues.

	Guidelines The career service office is located in an area that is intensely frequented by students and its opening hours cover most part of the day. The location should be decided in cooperation with governance staff of the university and faculties.	**Guidelines** Each career service office provides services tailored to the peculiar profiles of the study programmes organized by the respective faculty/ department and dispose of their own staff.	**Guidelines** The module is delivered by career service staff and its content is designed together with the deans and teaching staff in order for it to fit the peculiarities of the study programme; credits are allocated to the module. A presentation of CS could be included in the practical activities module; 20%-30% of the credits for the practical activities module could be allocated to the students' participation in CS activities.

- A new standard was proposed and validated, introducing career services for the teaching staff also, namely:

DESCRIPTION	MINIMUM	MEDIUM	MAXIMUM
P.SE.8 CS for teaching staff	P. MI.SE.8 **Standard** Every member of the teaching staff has access to good quality information about LLL and career and personal development options and opportunities.	P. ME.SE.8 **Standard** Support of an informed adviser is available on request so that the beneficiary can make the best of the information received.	P. MA.SE.8 **Standard** LLL and career/ personal development information is conveniently available in a variety of media appropriate for teaching staff. The career service office delivers group and individual sessions for the teaching staff.

	Guidelines HEI with its structure and operating procedures in career services ensures access to good quality information about LLL and career and personal development options and opportunities for the teaching staff.	**Guidelines** Each time teaching staff requests an individual session, support from an informed adviser is available.	**Guidelines** LLL and career/ personal development information must be accessible, organized and up to date with an appropriate system that is user-friendly, flexible, and adaptable to change. The services for teaching staff are compulsory.

The Guidelines at a Glance. As can be noticed above, the structure of the final document presents the standards under a table form, including the description of each standard, with three levels of implementation and specific guidelines for each level. The final product tried to cover, at its best, all areas of careers services that requested attention, as resulting from the research, testing and validation activities, namely:

1. three main phases:
   a. Access;
   b. Process;
   c. Output;
2. in three main areas:
   a. Staff management and development;
   b. Services provision;
   c. Monitoring and evaluation.

The final list of standards and guidelines includes the following topics:

ACCESS

DESCRIPTION
STAFF
A.ST.1 Recruitment Development of internal regulations at HEI regarding the selection criteria for specialists' professional background, making provision for the effectiveness of services, in agreement with national law.

A.ST.2 Update Development of plans for professional development of specialists (e.g. mobility, training etc.).
A.ST.3 Management Development of internal regulations at the HEI regarding the ratio between the number of students and specialists in career services.
SERVICES
A.SE.1 Information to prospective students Development of promotional materials and public information sessions, including a question and answers section.
A.SE.2 Information to enrolled students Development of materials including information about the location of the career service office, its working hours, the services it provides and the procedures to be followed.
A.SE.3 Reception HEI provides a distinct space for career services, preferably in an area with easy access to most students, a resource centre for providing the students with individualized and confidential career services.
A.SE.4 Outreach The curriculum of each study programme contains a mandatory module (with credits allocated) on specific career service issues, such as the location, office hours and services offered by CS.
A.SE.5 Beneficiaries The career services are provided free of charge for at least 3 years after graduation and could be provided beyond that date for a preferential fee.
EVALUATION AND IMPROVEMENT
A.EV.1 Monitoring information flows A person offering career services in a HEI provides each potential recipient with a summary of how information flows are managed (brochures, leaflets, etc.).
A.EV.2 Monitoring the number of accesses The records of career services access (on paper and/or computer) contain details of each activity performed for each beneficiary person/group.
A.EV.3 Monitoring the number of students taken in charge HEI has operational procedures regarding the activities carried out with the students on a daily basis.

A.EV.4 Monitoring the needs of students and enterprises The needs of beneficiaries within the HEI are specified using open questioning techniques and professional practice skills, keeping personal records of all the beneficiaries (students and/or enterprises).
A.EV.5 Feedback collection Feedback collection (surveys) is an ongoing process which can be useful for decision-making.

PROCESS

STAFF
P.ST.1. Staff development HEI has a plan for training sessions for staff, according to the needs analysis.
P.ST.2. Staff career progression HEI has a transparent public policy regarding career progression included in staff regulations.
P.ST.3. Staff peer networking HEI organises peer learning sessions in annual planning of activities for staff and elaborates a manual of good practices.
P.ST.4. Code of ethics The code of ethics is commonly understood and applied.
P.ST.5. Staff management HEI offers access to a wide range of opportunities for the staff (new capabilities, leadership and management skills).
SERVICES
Counselling
P.SE.1. Diversity and inclusion HEI allocates the necessary resources to satisfy the needs of beneficiaries vulnerable to exclusion, elaborating guides of good practices.
P.SE.2. Individual services HEI allocates the necessary resources to satisfy individual needs of beneficiaries vulnerable to exclusion.
Career guidance
P.SE.3. Career-related information Career-related information is used after the information has been interpreted and tailored to different categories of needs.

P.SE.4. Career-related learning HEIs have their own proactive policy to promote the benefits of career-related learning using innovative techniques.
Work placement
P.SE.5 Labour market information HEI maintains and updates a database containing current labour market information.
P.SE.6 Information technology used in work placement Work placement resources must be accessible, organized and updated using an appropriate system that is user-friendly, flexible, and adaptable to change.
Transversal
P. SE.7 Cooperation with management and teaching staff At least one member of career service staff is a full member of each faculty/ department decision-making bodies responsible for the design of curriculum and syllabuses.
P.SE.8 CS for teaching staff
EVALUATION AND IMPROVEMENT
P.EV.1. Collecting feedback from users After each career service activity, it is possible to collect feedback from users by online surveys.
P.EV.2. Collecting feedback from internal players The procedures for feedback collection comprise both qualitative and quantitative methods.
P.EV.3. Collecting feedback from external players After each career counselling service activity with external players, they have the possibility to express their feedback (in writing or online).

OUTPUT

STAFF
O.ST.1 Data collection HEIs carry out systematic research, using opinion surveys for the beneficiaries of career services.
O.ST.2 Staff awareness Staff awareness of CS staff is a key issue and should be part of good practices.

O.ST.3 Planning for improvement HEI creates a culture of continuous learning and implements principles of strategic development maintaining a network of specialists collaborating with the staff members.
O.ST.4 Communication of results In the internal procedures, HEI establishes principles of operational communication with the staff and collaborators, facilitating official exchange of information.
SERVICES
O.SE.1 Analysis of the feedback from internal players Online surveys are used for feedback collection from all categories of internal players.
O.SE.2 Analysis of the feedback from external players HEI regularly performs market research on career services and adjusts its services based on its results.
O.SE.3 Planning for improvement HEI uses its own resources for improving the quality of the service.
O.SE.4 Communication of results Data communication in the operating procedures of the career services at HEI is done through face-to-face meetings.
EVALUATION AND IMPROVEMENT
O.EV.1 Data analysis HEI makes data analysis regarding the types of services with respect to the satisfaction level of the beneficiaries.
O.EV.2 Cost-benefit (SWOT analysis) HEI takes into account the cost-benefit ratio regarding the figures obtained from the labour market, which are related to the efficiency of the CS.
O.EV.3 Planning for improvement HEI's improvement plans are implemented for each service, based on the data analysis.

Conclusions

According to the QAREER consortium, the final Guidelines may represent a useful tool that can be used by any European university to provoke a reflection on how to improve the quality of its career services. The way the Guidelines have been designed and structured allow for their use either as a self-assessment/benchmarking tool or as a reference quality framework for career services, subject to changes according to the specific needs and features of the HEI.

The Guidelines incorporate the perspective of HEIs (public, private, "traditional" and online), their career service staff, teaching staff, students as well as governance members. Discussion about the reference framework in the phase of Guidelines testing for validation has led many of the involved universities to wider reflections on the overall approach of the universities towards students, stimulating roadmaps involving changes within and outside the career service department.

Maybe these Guidelines will help other EU HEIs improve the quality of their career services on the one hand and start considering a new approach allowing for a more student-centred learning (and learning provision) model, on the other hand.

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Risk Register Implementation in a Department of Foreign Languages and Communication – Case Study

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Abstract: *The analysis of Risk Register implementation in the Department of Foreign Languages and Communication at the Technical University of Civil Engineering (UTCB), to certify quality assurance by highlighting its strengths and weaknesses, implies the application of some indicators, which will result in imposing some modifications in its organizational structure. In this respect, the mission of Quality Management is to get directly involved in various activities and to check the smooth functioning of the Department, the purposes and deadlines of its actions, as well as to make sure that all the activities are properly organized. Quality Assurance implies assessing the Risk Factors, which must be analyzed and isolated, proposing the best solutions and maintaining the Certification of Quality. Such an analysis presents "the potential risk factors" of some activities that might influence further implementations. In the SWOT analysis of Risk Register Implementation at the Department's level it is vital to apply these indicators for Quality Assurance.*

Keywords: *risk assessment, Quality Assurance, implementation, strengths and weaknesses, Risk Register*

1. Introduction. The Arguments and Objectives of the Research

Taking into consideration that Risk Management is a complex process of identifying, analyzing and responding to the potential risks in an institution or department, a scientific approach of this subject, which implies material, financial and human resources, is essential for establishing the objectives that can be reached with a minimum number of losses. In Deloitte and Touche's opinion (cf. Deloitte & Touche, 2003), the internal managerial control, directly associated with Risk

Management, contributes to creating a functional framework in which a public institution can safely reach its goals. Therefore, each academic institution or department has to systematically analyze – at least once a year – the risks related to its specific activities, to appoint people in charge with Risk Management and to implement the Risk Register at the level of each compartment.

From the very beginning, we should distinguish between a risk and an issue. Whereas, according to Gregory Becker's definition, an issue is "an event that has already occurred" (Becker, 2004:1), a risk is an event that has not occurred yet, but "has the potential to occur" (idem). Risks are of three types:

- known, which is obvious to many people involved in a certain activity and is noticed in the early stages of a project;
- unknown, which is obvious to only a few people involved in a project and is not noticeable during the first part of a project;
- unknowable, which cannot be foreseen by anybody, as it is related to some force majeure events (cf. Becker, 2004).

Since identifying and rating risks may be seen as a subjective process, because some people have a better intuition than others and sense danger earlier, it is important for any structure to have a Quality Management team, led by a Quality Manager, who has the right knowledge and experience in order to identify the risks correctly and to assess them the right level (cf. Băbuț & Moraru, 2002). This is the reason why the Department of Foreign Languages and Communication within UTCB has always appointed or elected a Quality Management team, made up of two or three members, led by a Quality Manager trained in this field.

In any department, there are potential risks, and if some sectors of the academic activity claim they are completely safe, their statement should be doubted. This is the reason why each faculty within the Technical University of Civil Engineering, as well as the Department of Foreign Languages and Communication (DFLC), has a commission of Quality Management. Its role is to check if all the activities in that compartment are performed in compliance with all the legal provisions and internal regulations in force, to see if all the objectives of the Department are fulfilled and all the deadlines are met, to make sure that everything runs smoothly and the risks are minimized.

Quality Assurance is strictly related to identifying the Risk Factors, which must be analyzed in detail and isolated, in order to find the best solutions for approaching them and for maintaining the Certification of Quality to the highest standards.

A SWOT analysis of the Department's activity implies assessing the strengths and weaknesses of each structure and presenting both the opportunities that should be considered and the threats that the structure is going to face – the "potential risk factors" of some actions that might impede further implementations.

As the topic of this article is the implementation of Risk Register in our Department, we shall focus on these potential risk factors, in order to establish their level and to find the right solutions for diminishing their negative impact on our

activity. First of all, we shall dwell on the indicators that we have analyzed when assessing the risk factors in each sector of the Department of Foreign Languages and Communication.

The "L" Risk Indicator means "Low Risk", signifying that there is no need to take measures regarding that sector. "M" refers to a "Moderate Risk", which requires a strategy for reducing the risk level in the near future. "H" stands for "High Risk" and is assigned to those sectors of activity in which severe problems have been noticed and urgent measures must be taken. In our analysis of Risk Register Implementation, we have applied only the first two indicators, because there are no severe problems that must be solved immediately and there is no need to modify the organizational structure of the Department in the near future.

2. Methodology

2.1. Theoretical Concepts

The concept of Risk Management has been taken from the business sector and adopted as one of the main components of the activity performed by institutions and departments in both Europe and South America (cf. Mejia & Rubi, 2006). The methodology for implementing the Internal Control Standard, related to Risk Management, is a unitary framework for approaching Quality Management principles, based on customary practices and legal documents issued by major European and American organizations. In a nutshell, all these aim at analyzing all the potential risk exposures, identifying the significant or strategic risks, which might impede the efficiency or prestige of the institution/ department, defining the degree of tolerance towards some risks, assessing the likelihood of the risk to occur in a certain situation, establishing its potential impact and the strategy to be adopted for correctly managing the risky situation.

According to Webb, the Risk Register is "the most popular method of recording and ordering risks […], specifying all the perceived risks with the outcomes, likelihoods and countering strategies" (Webb, 2003:94). In other words, it contains all the identified risky situations in an organization, their causes, their potential effects and the measures to be taken in order to avoid their negative impact on the smooth functioning of that organization.

The necessity of implementing the Risk Register in an institution or in a department is backed up by the analysis of the way in which the legislation pertaining to Quality Management and the standards of the Internal Control Management System are applied in a certain sector of activity. The flaws in the application of these normative documents, identified by Bravo Mendoza and Sánchez Celis, mainly refer to:

- the failure to meet the need for professional training in the field of Risk Management;
- the omission of some important stages in the process of dealing with the risks identified at the level of a certain institution or department, which may lead to inappropriate solutions;

- the absence of a specific Quality Management structure, which is usually replaced by a randomly organized and insufficiently trained committee for monitoring the risks within the institution;
- the subjective and arbitrary approach of the risky situation, which does not comply with the Quality Management legislation in force in a certain country;
- the absence from each employee's job description of clear specifications concerning individual responsibilities related to Risk Management;
- the incorrect assessment of the risky situations, due to insufficient knowledge of the normative documents in the field of Quality Management;
- the incorrect identification of the cause that generated the risk, which may lead to an inappropriate strategy for solving the problem;
- the failure to implement or update the Risk Register at the level of the whole institution or a certain compartment (cf. Bravo Mendoza & Sánchez Celis, 2009).

The conclusion that the two authors, Bravo Mendoza and Sánchez Celis, have reached after analyzing all these flaws is that, generally speaking, the employees of the institutions in which the internal managerial control has been introduced perceive the responsibilities regarding Risk Management as additional activities to the ones stipulated in their job description and tend either to completely neglect them or to allow them the minimum amount of their time and attention, considering them less important than other responsibilities. This conclusion has made us decide to write this article, in order to raise our colleagues' awareness towards the issue of Risk Management in an academic institution, where the stakes could be even higher than in an ordinary company.

When implementing the Risk Register in an academic department, whose mission differs from that of a company intended to make profit, the main points to be considered are not the financial ones, but the organizational ones, because the main risk is not losing money, but losing students or professors. Therefore, this process should aim at assessing the sources of risk in terms of their potential frequency of occurrence, their consequences on the quality of the study programs offered by the department or university in question and the possibility to adopt the fastest and most effective measures for reducing the identified risks before affecting the teaching process (cf. Lambert et al., 2001).

The outcome of risk analysis should be the determination of those uncertain or threatening situations that may prevent the Department from reaching its strategic objectives, such as providing quality study programs, maintaining or even increasing its number of students, preserving its degree of trust from the authorities in education, maintaining a high level of academic competence, etc. In Sidorenko and Demidenko's words, such an analysis is the right instrument to make the right decisions and "be transparent when making these decisions" (Sidorenko & Demidenko, 2017:20).

2.2. Methods

The main question we asked ourselves when we started to write this article was whether we should analyze the overall picture of the Department or the specific risks in each of its compartments. Finally, we decided to adopt David Hillson's position and to discuss both the individual risks, which could be isolated from the bigger picture, analyzed in detail and given a particular solution, and the general risk of the entire structure – created by "the joint effect of risk events and other sources of uncertainty" (Hillson, 2009:18) – which, in our case, was its affiliation to a superior structure or its dissolution.

Our research implied several stages. Firstly, we read a significant amount of specialized literature related to Risk Management. Secondly, based on Hillson's ideas, we created a questionnaire meant to be addressed to the employees of our Department, with a view to raising their awareness on our common objectives. The five questions have been:

1. What is our main goal? What are our secondary goals? – corresponding to the initiation of the Risk Management process;
2. What could prevent us from achieving these goals? – related to the identification of potential risks;
3. What should we do for achieving our goals? – meant to make them realize the necessity of implementing a strategy for risk reduction;
4. Who should be informed on the progress towards reaching our goals? – an important question for risk communication within the Department and the University;
5. What may change if we reach or fail to reach our goals? – a form of risk review, intended for drawing attention towards the effects of success or failure on the overall image and performance of the Department of Foreign Languages and Communication (DFLC).

Answering these basic five questions is considered essential for an indicative analysis on the implementation of the Risk Register in the Department. Furthermore, these questions could lead to a better training of DFLC's staff regarding Quality Management and to the introduction of some specific responsibilities in the job description of each employee.

After assessing the Risk Indicator of each compartment of DFLC, based on the answers to the five questions, the general performance of this structure and the risky situations that need to be addressed immediately or in the future, we have made a complete table, which represents the Risk Register of the Department and the basis of our article.

2.3. Data Collection

The data we have collected from the questionnaires and from the Quality Management documents of the Department, as well as from other official documents pertaining to its activity, have enabled us to make a SWOT analysis, with a view

to establishing its strong and weak points and the favorable or risky situations in which it may be involved.

The strengths of the Department of Foreign Languages and Communication can be noticed in the following compartments, which have been assigned the "Low Risk" indicator, due to their constant performance:

a. the Council of DFLC, which, together with the Directorship, is the managing board of the Department and ensures the smooth functioning of all its sectors;
b. the didactic sector, involved in ensuring the educational activity at the highest standards of quality and, at the same time, in organizing interesting extra-curricular activities, such as the traditional Week of Foreign Languages;
c. the Commission of Quality Management, which have implemented all the required Quality Assurance standards and operational procedures and have carried out all its duties (e.g. the internal audit for at least two subjects per academic year, the annual Quality Management report, the strategic plans for the Romanian Agency for Quality Assurance in Higher Education (ARACIS) evaluation of the two cycles of studies – Bachelor Studies and Master Studies);
d. the Specialization of Translation and Interpretation, which, through its two main components, the cycle of Bachelor Studies and the Master program, fills a major need of the Romanian job market– that of well-prepared translators and interpreters in the technical-scientific field;
e. the compartment of national and international relations, which ensures the cooperation between our Department and similar structures at various universities in our country and abroad, and provides the students and teachers with interesting opportunities for the exchange of knowledge with domestic and foreign partners, within specialized programs;
f. the team that organizes and administers the Linguistic Competence Test, which is compulsory for all students from the engineering specializations, in order for them to be allowed to take the graduation exam;
g. the administrative body of DFLC (i.e. the secretaries, the technician), which provides professional support to all the other compartments;
h. the compartment dedicated to the supervision of the teaching process, whose purpose is to make sure that all the courses and seminars are held in the intervals specified in the timetable and in compliance with the curriculum;
i. the compartment for teaching and research staff's promotion, which takes all the necessary measures for informing the Department's personnel on their promotion opportunities and ensures the organization of contests in compliance with all the legal provisions and the internal regulations in force.

All these strengths, which mostly refer to its high standards of educational and managerial quality, make the Department of Foreign Languages and Communication

a respected structure within the Faculty of Engineering in Foreign Languages, which is subordinated to, and, generally speaking, within the Technical University of Civil Engineering in Bucharest.

Our Department has also made itself remarked among the other departments of the University due to the correct implementation of all the Quality Management operational procedures imposed at the academic level, as well as to its internal Management Control System. The objectives that it has managed to fulfill since 2012, when the commission of Quality Management was created in our Department, in order to comply with the provisions of the Order of the Minister of Public Finance no. 1423/30.10.2012, are:

- the implementation of all the principles of Quality Management in the educational process;
- quality assessment of all the activities performed in DFLC;
- the improvement of scientific research management;
- the promotion, development and maintenance of international cooperation relations between DFLC and similar departments within foreign universities;
- the implementation of the procedures and strategies imposed by the internal regulations of DFLC, established by its Guide of Responsibilities, which is revised, completed and updated at the beginning of each academic year, in compliance with the legal provisions in force and with all the decisions made by the Senate of UTCB;
- students' involvement in the decision-making process, as well as in the internal audit, for a better transparency and for adapting the educational and evaluation activities to their needs;
- professional counselling for students, based on the vast experience of DFLC's teaching staff in specialized translations, interpretation and communication in foreign languages.

For a correct analysis of Risk Register implementation in our Department, besides the strengths and opportunities we have referred to so far, we must also mention the weaknesses we have identified. The compartments to which we have assigned an indicator of "Moderate Risk", for drawing attention to the problems they have, with a view to solving them before the risk level increases, are: the Directorship of DFLC, the Scientific Research Center and the compartment for the evaluation of the teaching and research staff's activity.

3. Results

3.1. Particularities of the Case Study

It is obvious that the implementation of the Risk Register in the Department of Foreign Languages and Communication is beneficial for certifying Quality Assurance by highlighting its strengths and weaknesses. Furthermore, as far as the "Operational Procedures" are concerned, it is certain that the Department's objectives

have been fulfilled in compliance with all the regulations. The organization of the internal structures of DFLC, based on well-established compartments, with their own rights and obligations, has facilitated the analysis of the mechanism according to which the Risk Register indicators are applied. Thus, in the Department of Foreign Languages and Communication, the organizational structure is based on twelve compartments, essential for its functioning:

1. *The Directorship*
2. *The Council of DFLC*
3. *The Quality Management Commission*
4. *The administrative body*
5. *The didactic compartment*
6. *The Specialization of Translation and Interpretation*
7. *The compartment of national and international relations*
8. *The Scientific Research Center*
9. *The compartment for the evaluation of the teaching and research staff's activity*
10. *The team that organizes and administers the Linguistic Competence Test*
11. *The compartment for the supervision of the teaching process*
12. *The compartment for teaching and research staff's promotion*

Since the position of Quality Manager was introduced in the organization chart of DFLC in 2012 and the commission of Quality Management was founded in 2016, the activity of the Department has improved considerably. It is worth emphasizing that no compartment in the DFLC's structure has a "High Risk" indicator and only three out of twelve compartments have a "Moderate risk" indicator. Therefore, we can assume that the *Implementation of Quality Management's Functioning Mechanism* has had a positive impact on the entire activity of the Department. The Quality Assurance principles that DFLC has been constantly improving for five years have led to significant achievements, such as:

- optimizing the internal audit procedures, in the context in which, during the past two years, DFLC had to prepare two sets of materials – one for the cycle of Bachelor Studies and one for the cycle of Master Studies– for the ARACIS evaluation, in order to have both these programs re-accredited;
- elaborating the self-evaluation files of all the members of DFLC's teaching staff, at the end of each academic year;
- constantly improving the curriculum, syllabi and extra-curricular activity plans, in compliance with the updated requirements of the European Union, the principles of university autonomy, the new global tendencies regarding teaching foreign languages and Translation Studies and the students' needs and requests;
- correlating the curricula of the study programs provided by DFLC with the current national and international technological and economic trends.

Quality assessment within the Department of Foreign Languages and Communication is based on several criteria, out of which the student-centered teaching process is the most important. One of the desiderata that most teachers of DFLC aim at is to comply with the healthy principle of "learning by doing", which implies both a practical form of teaching and a closer relationship with the students. The feedback from the students have always been a positive one, all the surveys and questionnaires they have completed throughout time showing that they appreciate the practical orientation of the courses and seminars and the familiar atmosphere during the classes.

Another criterion that DFLC has always tried to meet is a simple organization, with an appropriate number of well-prepared teachers, able to constantly maintain and improve the positive image that the Department has managed to create within the Technical University of Civil Engineering and in the field of Romanian academic education. At the same time, it is important for all the members of DFLC to maintain the Department among the best in UTCB and to obtain from ARACIS the qualification certificate indicating a "high degree of trust". This will lead to an increased level of motivation for reaching the highest standards in teaching and research, as well as for better organizing all the curricular and extra-curricular activities.

In the current economic context, a priority of DFLC, as well as of other academic sectors, is to have an efficient management and to correctly administer the material, financial and informational resources assigned to it by the University and by the Ministry of Education. Furthermore, it is essential for the Department to devise some strategies to attract funds from the public and private sector (e.g. through European programs, sponsorship contracts etc.), in order to improve and diversify its infrastructure, which means better resources for studying and doing research for both the teachers and the students. For example, better sources of information (e.g. free permanent access to the internet and Intranet, digital libraries, access to international databases, inter-library exchange of publications etc.), together with free programs of continuous training will stimulate the teaching staff to constantly improve their knowledge, which, in their turn, they will pass on to their students.

As it is the only department specialized in Philology in a Technical University and the only one that prepares students from two different specializations – Engineering (i.e. the students from seven faculties within UTCB) and Translation Studies (i.e. the students from the Specialization of Translation and Interpretation) – DFLC's teachers have an inter-disciplinary training, being capable of passing on both technical-scientific and linguistic knowledge, as well as practical abilities (e.g. the practical stage at the Specialization of Translation and Interpretation implies solid knowledge in Civil Engineering and Terminology). This is the reason why the quality assessment of their activities should focus on both these directions, since their mission is to offer a coherent set of scientific and linguistic knowledge and

skills, in compliance with the general requests on the job market and the specific competences required by the national and international social, economic and scientific context.

Due to its double specialization, the Department of Foreign Languages and Communication must constantly update its curricula, syllabi and methodology, which are periodically checked during the internal audit actions, the meetings of the teachers of a certain foreign language and the evaluation sessions. Moreover, the teaching staff must participate in the seminars, conferences or symposia organized by various faculties or departments in the structure of UTCB, with a view to improving their knowledge in the field of Engineering that they mostly deal with during a certain academic year. This activity is related to the national and international academic programs of lifelong learning, which teachers are supposed to take part in periodically.

Since research is one of the main components of an academic career, DFLC is fully committed to organizing seminars, Round Tables and conferences, to which both teachers and students are invited, in order to present the results of their scientific work and to create some groups of researchers who share similar interests. The annual International Conference organized by our Department, the traditional Round Table during the Week of Foreign Languages, the well-known symposia organized by the Faculty of Mechanical Equipment, in which the teachers and students of DFLC actively participate every year, are just a few examples about our preoccupations related to research. Furthermore, with the help of UTCB's publishing house, Conspress, the results of this research are promptly published, being thus efficiently disseminated among fellow teachers and researchers and, at the same time, made available for the students' use. The teachers from our Department have published books and manuals, many of which already are at the second or third edition, as well as conference volumes and collections of articles.

The University has supported our specific philological research by annually dedicating one or two issues of its Scientific Bulletin to foreign languages and communication. This has been a great opportunity for us to disseminate the results of our studies not only among our colleagues and students, but also among the teachers from the Engineering specializations, many of whom are interested in linguistic topics or simply want to improve their level of foreign languages. Thus, our research has become more transparent and we have had the possibility to receive feedback from people specialized in the fields in which we usually do the translations with our students.

Another positive factor in the development of research within the Department has been the Research Center of Specialized Translation and Inter-Cultural Communication, established in 2011. This Center has encouraged the participation of DFLC's teachers in national and international scientific manifestations, has organized some teams of researchers with similar interests in certain topics and has managed to get a lot of students involved in research activities, on their own or

together with one or several coordinating teachers. The achievements of these joints research programs are usually presented in articles published in the Scientific Bulletin or communicated at the Round Table during the Week of Foreign Languages.

Although they work for a Technical University, many teachers from the Department of Foreign Languages and Communication are renowned in the fields of Linguistics and Literature, their books, articles and translations being appreciated by top philologists. This is mainly due to the fact that DFLC, through its managing board and the Quality Management commission, has always checked the professional competence of its staff through periodical inspections, self-evaluation sheets, surveys and questionnaires from the students, thus complying with the principles of Quality Assurance, according to which didactic and scientific competence must be the main criterion for selecting, evaluating and promoting the teaching staff.

The correct implementation of Quality Management in a Department of Foreign Languages and Communication is a compulsory condition for the teaching and research activities to be carried out at the optimal standards. DFLC focuses on meeting the needs and expectations of all the factors implied in the educational process – teachers, students, Master students, representatives of the Ministry of Education or ARACIS evaluators – and makes all the efforts for enhancing the quality of teaching and research and for developing a responsible managerial and institutional culture, with a view to harmonizing its principles with those of European education. Besides, it permanently studies the tendencies at the local, regional and national level, regarding the socio-economic environment, in which our students should smoothly integrate after graduating from our specializations.

3.2. The Effects of Risk Register Implementation in the Department of Foreign Languages and Communication

As far as the policy in the field of Quality Management is concerned, the Department of Foreign Languages and Communication, together with the faculty it belongs to and the entire university, is deeply involved in the constant improvement of managerial standards, at all the levels and relevant positions. The decisive factors' commitment to modern leadership principles, implemented by the System of Quality Management within the University, translates into a permanent dialogue between the Heads of Departments, Deans, Vice-Rectors and the Rector, on the one hand, and the employees, on the other hand, and into peer or third-party evaluation, based on well-established criteria of professional competence.

In the attempt to strike a balance between all the factors involved in the teaching, research and management process, the principles of Quality Policy within DFLC mainly aim at:

- complying with all the legal provisions in force and with all the decisions made, in a hierarchical order, by the Dean of the Faculty of Engineering in Foreign Languages, the Rector, the Management Board and the Senate of the University;

- satisfying the needs of students, teaching staff and leadership structures;
- adapting to the standards and practices of academic education in the European Union;
- constantly improving the performance and efficiency of the System of Quality Management and periodically informing the entire staff on the Quality principles and objectives;
- developing the concept of modern leadership in the specific context of academic education.

The criteria of Quality Evaluation, which allows DFLC to check the quality of its academic programs, are numerous, in accordance with the various directions of this Department's activity and with the main goals of tertiary education: professional competence, integration on the job market, leadership skills, meeting the employers' expectations etc. These criteria are:

- explicitly establishing the mission of DFLC within UTCB, together with its objectives and programs through strategies and operational programs;
- efficiently and transparently defining the abilities that an employee of the Department must have in order to get promoted to a higher academic degree or to fill a certain leadership position, in order to avoid any accusations of discrimination or unfair treatment;
- organizing fair competitions and ensuring equal opportunities to the employees, based on the same principles of transparency and lack of discrimination;
- devising curricula and syllabi at the highest levels of quality;
- ensuring the quality of DFLC's teaching staff, as far as their qualification, professional competence, interactive skills, teaching abilities, intellectual culture, initiative and commitment are concerned;
- providing the students with the possibility to freely express their opinions and to give a positive or negative feedback, which will be taken into consideration for improving the curricula and the teacher-student relationship;
- ensuring well-suited infrastructure for learning, doing research or communicating with other students or teachers (e.g. well-equipped classrooms, laboratories, libraries etc.);
- keeping up with the permanent changes on the job market and constantly adapting to the employers' needs;
- maintaining research within the Department at a high level, by organizing national and international scientific manifestations or joint research programs with partner universities;
- developing the mechanisms of Quality Assurance and self-evaluation.

The results of Quality Management implementation in the structure of DFLC, in compliance with the norms imposed by UTCB's Department of Quality Management, are noticeable at the following levels:

- specific training of DFLC's staff in the field of Quality Management;

- harmonizing the Department's activity with the latest modifications of the legal provisions in this domain;
- familiarizing the students with the principles of Quality Management and organizing student-oriented activities, in accordance with these principles.

Regarding the perspectives of Quality Management implementation, DFLC has set the following Quality objectives:

- passing from the concept of student-centered teaching to that of education centered on the results of studying (according to the recommendations of the European Union in this respect) and modifying the curricula and syllabi in compliance with this new approach;
- attracting as many students as possible to research activities, followed by the publication of their articles;
- preparing the students for easily passing the Linguistic Competence Test and encouraging them to sit in for this exam during the first session organized for them;
- relying on the principles of students' continuous assessment, for a more accurate evaluation of their performance throughout the semester or the academic year;
- improving ethical academic management within DFLC;
- enhancing research visibility in the fields chosen by each member of the Department's teaching staff.

Regarding the assignment of risk indicators to each of the twelve compartments, considered to be essential for the smooth functioning of DFLC, we think that, for the moment, the compartment of the Scientific Research Center should get the "M" indicator, which means "Moderate Risk". This compartment is currently trying to reorganize itself, after a period of almost two years during which it was seen as a weak point of the Department, because some issues of the Scientific Bulletin were not published in due time and, consequently, some authors withdrew their articles from publication. Furthermore, the volume of the conference organized by DFLC in 2016 has not been published yet and some authors complained about this delay. Nevertheless, the members of the Scientific Research Center make constant efforts to solve these problems as soon as possible and we hope that an optimal implementation of Quality Management in this compartment may lead to a rapid improvement in this situation.

In our opinion, the Scientific Research Center should channel its efforts in the direction of optimizing the management of scientific research, taking at least some of the following measures:

- appointing a new team to take charge of the publication of the Scientific Bulletin in due time;
- coordinating the editorial activity of the Department;
- mediating the relationship between the staff of DFLC and the representatives of the Conspress Publishing House;

- permanently communicating with the teachers of the Department, in order to find out about their intentions to publish new teaching materials;
- presenting, at the beginning of each academic year, the titles of the works that some members of DFLC are going to publish throughout that year, for a better perspective of each teacher's research interests;
- creating a database with the titles of the works published by the members of DFLC at Conspress and permanently updating it;
- informing the staff of the Department on the stages of the publication process;
- supervising the entire editorial activity by discussing the works during the periodical meetings of DFLC's staff and by making sure that the deadlines for publication are met;
- informing the members of the Department on the new publications that are available, both to the teachers and to the students, at UTCB's libraries and bookshops;
- attracting financial resources for the research infrastructure, from grants, services, donations and sponsorships;
- accessing European funds for research programs.

Another compartment to which the "M" indicator has been assigned is the Directorship of DFLC. The "Moderate Risk" in this case is considered to be the lack of constant communication between the Director and the members of various compartments, due to which some problems may arise, such as the delay in fulfilling some tasks or the failure to perform some compulsory activities (e.g. providing documents, participating in the monthly meetings of the Department, devising curricula, etc.). However, these are not major issues and can be easily solved by a correct implementation of Quality principles, focused on basic communication strategies, such as:

- informing all the members of DFLC in due time, through various means (e.g. e-mail, phone, written notes on the board etc.) about the organization of meetings and other activities;
- consulting the staff whenever important decisions have to be made (e.g. changing the curriculum, devising the organizational chart, introducing a new Master program etc.);
- having more face-to-face interactions with the members of the Department, rather than communicating via e-mail, in order to defuse potential workplace conflicts.

The third sector of DFLC's activity to which we have assigned a "Moderate Risk" indicator is the compartment for the evaluation of the teaching and research staff. The risk in this case is related to the fact that the teaching and research activity of some staff members is unbalanced, although they have to meet the same criteria. For example, each teacher in DFLC has to write at least three scientific articles per academic year, out of which one has to be published in the Scientific Bulletin of

UTCB, this activity being allocated a certain number of points on the evaluation or self-evaluation sheets. Nevertheless, this criterion is met only by some of the teachers and the compartment in charge with evaluating them has not taken any measures for solving this problem. Furthermore, the promotion opportunities are not announced with at least six months in advance, for all the eligible candidates to have time to prepare their files. Therefore, it is essential to apply the Quality principles for a fair treatment and a correct evaluation of all the teachers.

Through a rigorous and constant approach of the issues related to each compartment of an institution, one may get efficient control over the planned activities and significant reduction of the risk factors. This is the reason why the key word for describing Risk Management should always be "systematic". As Javier Mirabal pointed out in his study, we should focus not only on limiting the consequences of some events, but also on addressing their causes, so that similar situations would not repeat in the future. The best choice is a proactive management style, which implies conceiving and implementing some measures for identifying the potential risks before they start producing negative consequences on the objectives established, for example, by the Strategic Plan, the Operational Procedures or even the Managerial Plan of a certain compartment (cf. Mirabal, 2004).

All the conclusions of our research are based on a thorough study of the activity of all the twelve main compartments of our Department. The outcome of this study is contained in a synoptic table, in which all the Risk Indicators mentioned in this article are justified and all the measures that have to be taken in order to improve the situation of some sectors are detailed. The table contains information on the Department's Quality objectives, the description of the risk factors and the Risk indicators assigned to each compartment, the circumstances that may lead to risk occurrences and the strategy adopted for minimizing or eliminating the risks, the internal control instruments and the potential secondary risks.

4. Conclusions

By doing research on the chosen topic and through a minute analysis of the presented case study, we have intended to emphasize the importance of the existence in a Department of Foreign Languages and Communication of a Quality Management structure, represented by a Manager and a Deputy Manager, as well as to justify the certification of Quality Assurance in this sector of activity. The mission of the Quality Management Commission is to take interest in various activities and in the way they are carried out, to check if all the deadlines are met and all the objectives are fulfilled and to investigate if all the activities in the Department are correctly organized. Quality Assurance is strictly related to identifying the Risk Factors, which must be analyzed and isolated, for optimally solving the problems and for maintaining the Quality Certification. In any department, there may be risks and our analysis has presented the "potential risk factors" of some activities that may prevent further implementations. This is the reason why the objectives of Quality

Management, which we constantly aim at improving in our Department, must comply with the international standards in the field and harmonize with them.

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Sustainable Development Goals and the OVHR-model in Higher Education

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Abstract: *From the second half of the 20th century humankind has had to face serious sustainability challenges: the negative effects of the intensive economic, social and environmental processes all over the world have resulted in a slow revaluation of the role and impact of human activities in many fields and generated the idea of sustainability and sustainable development. Universities, like other institutions, market actors, governmental and non-governmental organizations all around the world – also should cope with the present challenges of sustainability. These economic, social and environmental issues and the potential answers for these challenges should be an integral part of the new sustainable management approach and quality assurance in higher education. This paper, on the basis of the OVHR-model, presents the sustainability challenges, potential answers and possible contributions of higher education towards the implementation of UN SDGs.*

Keywords: *sustainability, sustainable development goals, higher education, OVHR-model*

Foreword

With varying degrees of intensity, sustainability has employed scientists, researchers, economists and general public from the 1960s: the increasing environmental challenges, the depletion of natural resources and the increasing globalization of problems generated by humankind has strenghtened the need to consolidate the economic, social and environmental balance. Social, economic and environmental challenges and reactions are not new in the history of human communities but there is a substantial difference between the earlier periods and

the present situation: the economic, social and environmental challenges are much more global instead of local in an interdependent, interconnected world (Zádori, Sebők, and Nemeskéri, 2016).

Many scholars argue that sustainable development is feasible at all, but there are several historical examples and present practices that show that it is certainly possible to organize a sustainable resource management for communities and humanity as well. To achieve this, however, it requires system thinking and also requires enormous restraint from societies socialized for consumption and permanent growth (Zádori, 2011).

Despite the fact that, in the last decades, the increasingly intensifying economic, social and ecological challenges have not resulted a real "breakthrough" in connection with sustainability, growing number of international and governmental organizations, economic actors, non-governmental organizations and local communities are trying to achieve better level of sustainability in different areas all over world, in some cases successfully, in other situations completely unsuccessfully.

Of course, these challenges and the answers of the state and local government institutions and organizations could contribute to re-thinking of the role and goals of the public sector and state-financed institutions as well. State-financed higher education plays an important role in this process: the task of education and training enables learners to acquire knowledge elements that are able to give creative responses to economic, social and environmental challenges as active citizens and teach them to be able to make responsible decisions at both individual and community level.

Most higher education systems around the world have put in place a range of quality assurance, auditing and accreditation systems over the past three decades. There has been a general shift from looking at simple quality control systems to building internal capability for continuous quality assessment and improvement (Fadeeva et al., 2014).

In quality assurance requirements set up for higher education institutions, it would be essential that universities have to deal with sustainability challenges. For higher education institutions, sustainability can be interpreted in two dimensions: on the one hand, how can the institution operate in a sustainable way, reducing the organization's ecological footprint, and on the other hand how sustainabilty questions appear in educational content as the present generations who attend higher educational programs would likely face much more intensively sustainability challenges during their lifetime.

This paper presents the OVHR-model related to the institutional sustainability of the state and local government sector organizations, which can be interpreted in the case of state-financed higher education institutions as well. Beside the main dimensions of institutional sustainability that has to be an integral part of quality assurance policies of the institutions, the article is also focusing on the potential role of the universities implementing UN Sustainable Development Goals, and finally

presents a sustainability-related course at the University of Pécs, Faculty of Cultural Sciences, Education and Regional Development.

A New Sustainable Public Service Organization Model: the OVHR-Model

The challenges of sustainability have an increasing impact on the government sector and its institutions worldwide. If sustainability means truly a value and new patterns for the government sector in each country, local public service actors can play an active role in mediating and presenting these values and good practices. However, we have to distinguish the steps that are seen as voluntary actions of the institutions in connection with sustainability from the situations where individual actors are forced to focus more on sustainability questions.

Examples in most cases show that the potential role and the level of activity of the public sector depends on the intensity of negative feedbacks that have an impact directly on the respective institutions. Of course, in the case of negative feedbacks, the attitude of the government sector may change very rapidly if local government actors are forced to compel them to address negative feedbacks and mitigate their effects.[1] Although the public sector operates within the framework of market coordination, it is fundamentally not, or only partially market-oriented, and in addition, state-funded organizations may not be able to develop and apply sustainability patterns in the absence of adequate financial and human resources and do not pay appropriate level of attention in the longer term to sustainability challenges related to their operations and their activities.

The sustainable public service model developed by the Labor Sciences Research Group of the University of Pécs, Faculty of Cultural Sciences, Education and Regional Development and the Corvinus University of Budapest, Human Resource Development, Organizational Development and Culture Research Center. The OVHR Model (Zádori, Nemeskéri, and Sebők, 2016) presents the four key areas (operations, values, human resources, responsibility) are the necessary and sufficient conditions that are needed in public institutions to rethink and reorganize their activities, to create the foundations of a future sustainable operation. All the four areas are inevitably needed, if one or more of them are missing from everyday operation, the idea of changing organizational processes to real sustainable ones will remain a fiction. On the other hand, there are certain overlaps and interactions about the four areas that should be taken into consideration in everyday operation by an organization. This model is a simplified variant of the seven-pointed SERVICE star of a sustainable business model for public service organizations (Osborne et al., 2014). After achieving results in these fields, organizations could deal with the other propositions of the seven-pointed SERVICE star model like innovation, co-production or engagement.

[1] A good example of this is the governmental communication of the California drought, where the government institutions are trying to convince consumers of new patterns of water consumption. In detail: Nemeskéri and Zádori 2015

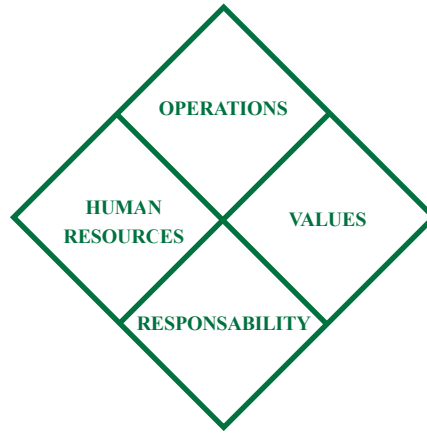

Figure 1. *OVHR-Model for public service organizations (figure developed by the authors)*

Operations*: public service organizations (PSOs) should manage their financial and human resources in a sustainable way, they should use sustainable practices in their own operations to improve quality services for the public.*

Values*: through different activities PSOs could express sustainability values; PSOs can also serve as models for good practices through a wide range of activities including the management of their resources, decision-making and policy development.*

Human resources*: PSOs need to employ a labour force with appropriate competencies, knowledge, flexibility and adaptation ability, which is satisfied on the long run.*

Responsibility*: social and public engagement, CSR, visibility, responsible actions are also substantial in the new sustainable way of thinking within an organization.*

Of course, besides the classical public services, the model is also suitable for designing key sectors for higher education institutions, which can result in more sustainable activities in the longer term. In the past, it may had been obvious that the basic model would be expanded later, taking into account the specificities of higher education institutions, with the emphasis on universities on the extent to which sustainability appears at the level of training programs.

To verify this model, between February 15 and March 20, 2017, 300 Hungarian public servants responded to the first pilot survey of OVHR, almost 60% of them from higher education. According to our results of the OVHR core model, the following fields are considered to be relevant for higher education institutions:

Operations

In the everyday operation of a university, it is important to reach institutional and financial sustainability to provide the required resources for the activities of the institution. This is a rather important challenge as most of the organizations

are financed and maintained by the state. Public financing should be predictable and stable which could result the normal operation of the given organization. On the other hand, the changing financial strategies of the state often result in more attention for fundraising, projects or any other opportunities that could result in extra budget incomes. In an optimal situation, these activities are in balance, the financial background is relatively stable and predictable, the institutions have enough resources to purchase the missing competencies from the market. From a sustainability point of view, the second most important principle for organizations is sustainable resource management (utilities, waste, renewable resources), which should become a priority for the management and staff. Even though universities use very different resources, there are significant differences and various approaches about sustainability. The most frequently recommended activities are as follows:

– Starting energy saving programs;
– Renewable energy use;
– Sustainable waste management;
– Using sustainable development strategies;
– Becoming self-sufficient institutions;
– Minimizing environmental impacts of the institution;
– Intensifying public engagement.

It is important to point out that in Central Eastern Europe and in other parts of the less developed world the infrastructural background is simply not appropriate for a more sustainable operation, since buildings are old, the utilities are from the 20th century or even earlier periods. In these situations, remodelling, rebuilding is only feasible from outside (mainly governmental) resources. These outside funds are dependent on government preferences and policies, which cannot equally affect all institutions at the same time. In a newly built infrastructure it should be a priority to create and develop the proper conditions for sustainable resource management while the state must try to develop strategies to deal with sustainability challenges of the old infrastructural conditions.

In our pilot research the data shows that in higher education more than 80% of the respondents work in relatively old buildings (12% of them were built before 1900, 40% were built between 1900-1945, 32% between 1945-1990 and only 16% after 1990). This usually means that the infrastructural background is not perfectly appropriate for a more sustainable operation, the typical process that seems from the answers that there is a permanent renovation that could help to meet the needs of the 21st century although most of the respondents are relatively satisfied with the present conditions.

According to the sustainable focus in the everyday operation, the second important field for organizations is the sustainable resource management (utilities, waste, renewable resources) that could also be a substantial priority. According to the results, the most important fields are the next ones:

– Starting energy saving programs (52%);
– Using sustainable development strategies (41%);
– Renewable energy use (42%);
– Sustainable waste management (28%);
– Minimizing the environmental impacts of the institution (17%);
– Becoming self-sufficient institutions (11 %).

We can conclude, it is inevitable that higher education institutions in Hungary prefer one of the most convenient way of sustainable operation with energy saving programs but, according to the answers, self-sufficient operation is the less relevant way to get to a more sustainable level.

Values

According to the seven-pointed SERVICE star model, values are mainly about internal efficiency that leads to significant improvements in the efficiency of public services- and designing service processes to produce maximum value for end-users by rethinking the existing organizational culture to satisfy the needs of them. By understanding the importance of the above-mentioned fields, we presume that public services institutions are appropriate structures for setting examples, best practices, good patterns and precedents for the public.

To achieve this, the first step is to specify and clarify what sustainability means in each public service organization, including higher education institutions. It is also substantial to define what kind of tasks could be identified about sustainability, how the outcomes could be presented and communicated to service users in parallel with determining how it could be achieved in practice. The whole process is much easier if there is a central direction and if sustainability is a basic priority in the public sector.

It is important to point out that if a given organization is not forced to deal with the challenges of sustainability, similarly to other situations, these issues will be neglected. The situation may change easily, especially if the public sector is forced to respond to these challenges: this is exactly what happened in California in the last years. The serious water problem quickly changed the attitude of the public-sector institutions and they did their share to help the adaptation processes of the citizens. If there is no strong negative feedback, public sector organizations can play a proactive role in starting a new way of thinking, and teaching new values of sustainability to other institutions, market actors and to the public.

Values related to sustainability could result in significant improvements in the efficiency of public services and designing service processes to produce maximum value for end-users by rethinking the existing organizational culture to satisfy the needs, parallel with making precedents and patterns for the public. According to the results of the survey, the most important value that public sector must follow through its operation is legality (64 %). This result is quite significant in a country where

in the last few years the government sector went through serious changes. Legality is followed by partnership and quality (57%), equal opportunity and truthfulness, openness and consistency. It is important to point out that among the less important values we can find honesty, solidarity and temperance. On the other hand, almost all respondents stated that the sustainability is (14%), or partly is (85%) an integral part of the organizational culture of their institutions.

Among the most often mentioned elements we can find environment friendly programs (43%), green environmentalism (36%), renewable energy use (35%), energy-saving programs (29%), recycling (28%), reduction of paper-based bureaucracy (22%), and social responsibility actions (21%). It is important to note that most of the cases organizational culture reflects to the present sustainability challenges although these values, according to the survey, are not an integral part of the communication with the public. In some situation, the given service doesn't really allow the mediation of these values and, in other cases, institutions simply don't pay enough attention for these precedents and they are basically satisfied with just following the green trends within the organization but through the service processes they do not expand these values towards the public. In some reactions, it also appears that without stronger negative feedbacks institutions are not really making efforts to change the consumer behaviours and attitudes of the society.

Human Resources

Similar to market actors, public service organizations also depend on certain resources which they have to use efficiently and effectively to reach their aims on a long run. One of the most important resources is human resources within an organization and there are several situations when institutions should rethink how they use and manage their human resources to maintain high quality services which meet the needs of the public. It is important to point out that the organizational answers for sustainability challenges are not only given at the operational level and must involve more than the simple reduction of the ecological impact of the given institution. It is also about how organizations manage their available human resources and how they pay attention to the social and human aspects of the operational process. According to Ehnert, organizations need to focus on the following strategic goals when communicating the importance of sustainability about Human Resource Management (HRM) and Human Resource Development (HRD):

- Attracting and retaining talent and recognizing them as an "employer of choice";
- Maintaining employee health and safety;
- Investing into the skills of the workforce on a long-term basis by developing critical competences and lifelong learning;
- Supporting employees' work-life-balance and work-family-balance;
- Managing ageing workforces;

- Creating employee trust, employer trustworthiness and sustained employment relationships;
- Exhibiting and fostering (corporate) social responsibility towards employees and the communities in which they are operating;
- Maintaining a high quality of life for employees and communities;
- Managing and communicating sustainability values and integrating it into the organizational culture.

Although not all the above-mentioned principles are traditionally part of HRM and HRD,they show perfectly the importance of people as a real resource that need to be developed, cherished and sustained instead of the 'hire and fire' attitude (Ehnert, 2009). Dealing with these issues could lead to more sustainable and responsible public service organizations that play a crucial role in the state not just expressing and communicating basic values of sustainability but also acting upon them when they manage the human component of the organization responsibly.

On the other hand, understanding human resources as valuable assets that also could become scarce or could be exploited in an organization is also an important sustainability aspect.

In higher education institutions, according to the principles of quality assurance processes, this element of OVHR-model seems the most significant. Organizations need highly committed, loyal and motivated workforce to reach the aims of the organization along with the personal goals. On the other hand, most of our respondents in the pilot survey stated that the available human resources of their employers are not perfectly enough for fulfilling the basic tasks of the institution with high quality. Only 48% thinks that their current human resources are sufficient for the operations. Some of them even emphasized that the loyalty of the workforce in strategic areas of the institution should be strengthened significantly, this should be an area where human resource development has an important role.

The good news concerning HRD is that the majority opinion of our respondents was that the institutions are constantly investing in the human capital of their employees (almost 70%). Most of this investment is through traditional professional training, development programs or institutional support for academic progress of the employees. The current HR development programs in higher education are not focusing on the values of sustainability: none of our respondents reported sustainability-related programs in this field. Only 14,3% of the institutions have integrated the values related to sustainability party in their HRD actions. Work-life balance and ageing programs – that are directly connected with the UN development goals - are not widely used in Hungarian institutions at this moment. Our data shows that there are virtually no examples in the Hungarian higher education, where the development or the transformation of the culture of an institution is taking sustainability values into account. Less than 20% of our respondents stated that the intentional formation of the organizational culture is even related to this issue.

Responsibility

Corporate social responsibility (CSR) appeared in the academic literature from the 1960s. Although this phenomenon came from the business world where the actors realized that business should not only be concerned with profitability and growth but also with its social and environmental impact, and must pay more attention to the concerns of its stakeholders (employees, shareholders, customers, suppliers, local communities, civil society), the public sector also should adopt this concept into its operation.

Corporate social responsibility is the duty of a corporation to create wealth in ways that avoid harm to societal assets, while also protecting and enhancing them with market actions, externally mandated and voluntary actions. Organizations of the 21st century have been confronted with the difficult challenge of balancing their economic, legal and social responsibility for the variety of stakeholder groups with which they interact. The concept of CSR in Hungary, like in most of the transition economies in Central and Eastern Europe, is still relatively new and not well-known. Before the political changes in 1989, under socialism, state-owned socialist corporations and organizations had many social and cultural policies which played a major role in the maintenance and development of social and cultural services in the areas where they were located and ran their activities. In the 1990s most of these state-owned corporations and organizations were closed, restructured or sold, privatized and the new owners did not care much about the former social and cultural infrastructures. Since the mid-1990s, corporations and public-sector organizations have slowly begun to pay more attention to their social responsibilities. The present CSR activities are not coming from the past: most of these activities are imported activities both at business organizations and public institutions.

According to Steiner and Steiner, there are three main actions within organizations about CSR that result in responsibility (Steiner & Steiner, 2011). The first is market actions, which comes from the logic of market coordination. The actors who create products or provide services produce things that are useful for the public. If these products were not useful, they would disappear from the market soon, but the presence of these products and services of the market certainly mean a kind of responsibility because these organizations produce what the public needs. The second is mandated actions, where – within the legal framework – organizations should observe the norms of the law. Legal regulation also come from the working mechanisms of human societies where these social structures create the rules of the game that could secure the sufficient operation of these systems on the long term, that also result in responsibility. The third one is voluntary actions where organizations exceed the first two forms of actions and carry out responsible actions for society and the public.

Most of the respondents (86%) stated that responsibility of public institutions has a crucial role regarding sustainability, and their institutions use different types of tools to strengthen responsibility actions. It is important to point out that in

case of universities this ratio is lower (71%). Among the typical forms, we can find external activities like supporting of social/non-profit initiatives, supporting/funding sport, help business angels, assist research and development programs, offer grants, develop trainee and volunteer programs, and initiate environment protection programs. Of course, parallel with external activities, internal actions also appear between the answers, including steps to reach family friendly workplace, develop educational programs, organize events for the employees, and strengthen the internal communication and public relation activities.

About responsibility, it is also important to have an institutional strategy to manage this field. In other cases, what is also very typical in Central Eastern Europe and Hungary, responsibility actions are just incidental uncontrollable processes where the results are weak and not authentic for the public, CSR policies are defined under the concept of sustainability and mainly cover economic, social and environmental aspects of sustainable development and/or including policies of specific human rights and charity activities.

Sustainable Development Goals and the OVHR-Model?

In 2015, UN countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). In the first part of the survey the target group had to rank from 1 to 7 the general importance of these sustainable goals and then they had to evaluate the importance of these goals in public sector. Results show relatively precisely on which areas the Hungarian public sector could play a role to achieve the sustainable development goals. In case of the first question related to the mentioned goals, the results are not a surprise: most of the respondents think that these goals have a great importance in sustainability. The second part seems much more interesting: this shows the potential contribution of the Hungarian public sector to reach these aims. The most significant fields where public sector could play a role in achieving SDGs are highlighted in the table.

Table 1. *The relative importance and specific characteristics of SDGs in Hungary (table developed by the authors)*

Sustainable Development Goals		Specific to Hungary	Importance for public sector
Goal 1.	End poverty in all its forms everywhere	High	High
Goal 2.	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Low	High
Goal 3.	Ensure healthy lives and promote well-being for all at all ages	Medium	Medium

Goal 4.	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	High	High
Goal 5.	Achieve gender equality and empower all women and girls	Medium	Medium
Goal 6.	Ensure availability and sustainable management of water and sanitation for all	Low	High
Goal 7.	Ensure access to affordable, reliable, sustainable and modern energy for all	Medium	Medium
Goal 8.	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	High	Medium
Goal 9.	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Medium	Medium
Goal 10.	Reduce inequality within and among countries	High	Medium
Goal 11.	Make cities and human settlements inclusive, safe, resilient and sustainable	High	High
Goal 12.	Ensure sustainable consumption and production patterns	Medium	Medium
Goal 13.	Take urgent action to combat climate change and its impacts	Low	Low
Goal 14.	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Low	Low
Goal 15.	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Low	Medium
Goal 16.	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Medium	High
Goal 17.	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	Medium	High

The Global Education Monitoring (GEM) Report and the UNESCO International Institute for Education Planning (IIEP) have published a paper that makes policy recommendations for equitable and affordable higher education to better support the implementation of the Sustainable Development Goals. To do this, the policy paper reviews recent trends in higher education expansion, identifies disparities in student participation, examines policy tools and practices for fostering equity, and explores ways to target assistance to those who need it the most.[2]

In conclusion, it can be stated that, in the case of higher education, the more attention given to the elements appearing in the OVHR model and the handling as a priority can lead to more sustainable activities, taking into account the sustainability target system, if there is serious intention on the part of the institutions concerned, the way and their potential to contribute to these goals. Another important task of higher education is the development of training programs on the specific fields of science, to be able to prepare students to - at least - know the context of how their field is related to sustainability.

In Hungarian higher education, such training or initiatives are not too intensive: it is enough to think that in domestic educational programs, besides one postgraduate training course, in 2017 there is no BA or MA education program where the name of the educational program includes the expression "sustainability". This does not mean, of course, that sustainability does not appear in the content of courses of educational programs (eg. nature-environmental teacher, nature conservation engineer etc.) and other less-related training courses. These knowledge elements may also be incorporated into subject programs. The latter is a good example of a course called Global Education, which was introduced in the Human Resources Counselling Master Study Program on the Faculty of Cultural Sciences, Education and Regional Development at the University of Pécs, from the 2015/2016 academic year, and from the 2017/2018 academic year under the name Social Responsibility and Sustainability as a Hungarian and English language course as well.

Good Practice: Global Education and Human Resources Development

In 2014, the Faculty of Adult Education and Human Resources Development from University of Pecs launched an English language Human Resources Counselling Master study program. The Hungarian version of this program is among the most sucessful Master programs of the University of Pecs. Due to the fact that internationalization of higher education programs is an important priority of the University of Pecs, the colleagues of the school started to develop the English language version to attract local and international students as well.

The purpose of this course is to educate and train professionals who are experts in providing help to organisations and companies regarding any area of human resources management, one of the functional areas of leadership counselling. In

[2] http://www.enqa.eu/index.php/unesco-six-ways-to-ensure-higher-education-leaves-no-one-behind/

this program, besides laying a sound theoretical and methodological foundation, students will acquire up to date methods and techniques of strategy building, change management, personnel work and human resources management. Great emphasis is laid on specific aspects of organisational and social psychology relevant to the objectives listed.

In accordance with European tendencies, special attention will be paid to career-planning and counselling, and a major discipline is devoted to equal opportunity and the treatment of disadvantaged groups. According to the tradition of this faculty, students will also deal with employment policy, adult education as well as the interdependence of education and the workforce market. From among the practical skills trained, the abilities of counselling and conflict management should especially be pointed out. The curriculum also arranges for a compulsory professional field practice, where skills and knowledge acquired may be applied and deepened in practice. The holistic, interdisciplinary and cross-cultural approach of the educational program is strongly focusing on the role of education and equal opportunities, psychological aspects of defining personality, adult education and labor market issues, the role of Human Resources Management in an organisation, the sociological impacts of new communicational technologies and the socio-economic environment of labor market.

The students of this program have to understand the challenges of the workforce in a globalized world where the exponential increase in global workforce mobility in the past decade, the increasingly complex workplace relationships certainly result in active, global citizens. These “mobile” professionals improve their learning abilities, their capacity to transfer their skills into new areas, they have to be ready to work in various fields, and accept that this process requires flexibility, adjustment, adaptivity and investment in human capital. The almost 20 years’ experience of the Hungarian and English version of the Human Resources Counselling program shows that it is important to widen the scope of the students about global economic, social and environmental processes and challenges that enable them to understand and take the potential advantages of global knowledge and become active responsible citizens of the human community.

Global consciousness has a great notability in these days in Hungary: although many attempts, programs and initiatives exist in the country on the field of global education, the multicultural, interdisciplinary approaches in education, as well as democratic values, autonomous institutions, the level of tolerance and the openness for the world have deteriorated in many aspects in the last few years. Therefore we think that, in higher education, in our programs we have to focus more on these challenges in the next years.

The Faculty of Culture, Education and Regional Development was established in 2015 with the integration of two faculties of the University of Pécs (Faculty of Adult Education and Human Resources Development and the Illyés Gyula Faculty, Szekszárd). After the merge in September 2015, the Human Resources Counselling

Master study program was still running on the Faculty of Culture, Education and Regional Development, and this Hungarian and English language MA program is permanently an important priority of the newly established faculty of the University of Pécs. As a result of the above mentioned processes, the Global Education course was introduced on this MA program as an optional class, primarily for those students who are already attending the Human Resources Counselling Master study program. The course is focusing on the next perspectives and student learning outcomes:

- Planet Earth – an understanding of the working mechanisms of global ecosystems;
- Economic, social and environmental activities of humankind– an understanding of the historical background behind the past and present economic, social and environmental processes;
- Interdependent and interconnected world– an understanding of the evolution, the effects and impacts of globalization;
- Basic concepts and perspectives of Global Education– an understanding of the evolution, role, significance and relevancy of education in a globalized world;
- Identity and cultural diversity– an understanding of the role of cultural background and the links between cultures;
- Social justice and human rights– an understanding of the impact of inequality and discrimination, the importance of conciousness and responsibility;
- Peace building and conflict resolution– an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved;
- Sustainable futures– an understanding of the ways how human communities meet the needs of the present without compromising the ability of future generations to meet their needs;
- Global citizenship– an understanding of the concept that enables people to develop the core competencies which could result in active and responsible citizens;
- Labor market challenges and global citizenship– an understanding of the global workforce mobility and complex workplace relationships.

Summary

The main task of the 21st century higher education institutions is to promote the social, cultural and economic development of their field of activity, to work as a training, further training, cultural and scientific centers, to play a role in strengthening territorial cohesion and to continuously develop their training portfolio, meet modern challenges, develop marketable programs that reflect for the social, economic challenges of the given region.

Higher education has a unique opportunity to provide learning for the future and help the world address the rapidly unfolding social, cultural, economic and environmental sustainability challenges of the 21st century. However, to fulfil this role at the regional, national and international levels, higher education institutions themselves have to undergo critical transformation towards sustainable development in their philosophy and practices and put in place the quality assurance systems to ensure that this transformation is consistently implemented and effective (Fadeeva et al., 2014).

The realistic management of increasingly intensifying economic, social and environmental challenges justifies higher education institutions taking a more prominent role in knowledge transfer that will prepare future generations for effective management of sustainability challenges. This particular adaptation must mostly address the fact that the operating rules of relationships between economic, social and environmental systems and the causes and consequences of human activities have to be aware and evident at all levels, and as a result, current students – the future actors and stakeholders – will be able to adapt better to the complex and rapidly changing world.

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The Quality Assurance of Studies in the Framework of the ERASMUS+ Programme

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Abstract: *The Technical University of Cluj-Napoca (TUCN), Romania, holds an Erasmus Charter for Higher Education and has more than twenty years' experience in the administration and management of student and staff mobility in the frame of European programmes: Socrates (1995), Erasmus (2007-2014) and at present Erasmus+, for the period 2014-2020. Thus, Erasmus plays an important part in the development of a new model of higher education at the TUCN and promotes a European system of transferable credits in order to guarantee the recognition of the Erasmus studies.*

The paper presents some examples of good practice in the administration and management of the mobility of students. It considers the efforts and outcomes of the Faculty of Civil Engineering in promoting and implementing the Erasmus+ Program and the European system of transferable credits in the Erasmus studies. The results have been obtained by a successful professional cooperation between partner institutions and their coordinators within the framework of the ERASMUS+ programme.

Keywords: *quality assurance, student mobility, cooperation, ERASMUS+ programme*

Introduction

The ERASMUS+ programme that supports education and professional training is funded by the European Commission since the 2014-2015 academic year.

Through its Erasmus Office, the Technical University of Cluj-Napoca provides for its students and the academic/administrative community the optimal framework for participating. The programme supports the actions, the cooperation and the instruments compatible with the goals of the Europa 2020 Strategy. Bilateral agreements are in place with over 160 European universities and colleges, supporting the exchange of students and teaching staff.

The effects of the ERASMUS programme are positively beneficial to the student's development and for expanding the knowledge of the teaching staff. It represents the main mean of supporting student mobility, and the effect on the student's progress is eminently positive. For the teaching staff it also represents a mean of supporting the academic and research cooperation, while for the other employees (administrative/ technical staff) it provides the opportunity for professional improvement.

The Erasmus mobility is encouraged, as they allow personal, professional and social development by accumulating competences, skills and knowledge – in an international context, as well as the recognition of these competences. The mobility participants understand other countries' cultures, developing their sense of belonging to the European values and their active involvement in the community.

Erasmus+ supports the EU instruments for transparency and recognition of skills and qualifications – especially the European Credit Transfer and Accumulation System (ECTS), the European Quality Assurance Register for Higher Education (EQAR), the European Association for Quality Assurance in Higher Education (ENQA), as well as the EU education and training networks that support these instruments, especially the national agencies for the academic recognition of diplomas (NARIC).

The Objectives

The paper presents the ERASMUS+ mobility of students through the concern of the Faculty of Civil Engineering to ensure a proper quality based on the indicators of quality and by respecting the rules of the program.

The Technical University of Cluj-Napoca currently has 9 faculties, 27 departments, and 60 research teams. TUCN offers 64 BSc programmes, 60 MSc programmes and attracts more than 1.300 PhD students; altogether about 21.000 students are enrolled at TUCN. Several faculties offer entire curricula in English as well as postgraduate programmes as lifelong learning (Self-Evaluation Report, p. 7). The staff consists of about 700 academics and about 2.000 administrative personnel (Self-Evaluation Report, 2012, p. 16).

The Technical University assures, by continuing to apply the principles established at national and international level, the quality of academic processes by: accreditation of programmes, monitoring of educational programmes, reporting of activities carried out in the university, documentation and registration of bachelor's and master's programmes in the National Register of Qualifications (RNCIS), the procedures of university activities.

There is a Quality Assurance Department, which validates study programmes before they are delivered for accreditation by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). Every programme has to be re-accredited every five years. The accreditation is based on thresholds, half of which concerns teaching (curriculum, staff, infrastructure, student feedback) and the other half, research. Student evaluations are mandatory at the end of each semester.

The studies at the Faculty of Civil Engineering are organized on three cycles: Undergraduate (BSc degree) - four years, Master graduate studies (MSc degree) - two years, doctoral studies (PhD) - three years.

The studies are taught in Romanian language for the following three domains: Civil Engineering, Engineering and Management and Geodesic Engineering. The domain of Civil Engineering has several specializations: Civil Industrial and Agricultural Constructions, Railways, Roads and Bridges, Hydro - Technic Constructions, Urban Engineering and Regional Development. The Master graduate studies are organized for the following specialisations: Structural Engineering, Pathology and Rehabilitation of the Constructions, Engineering of Transportations' Infrastructure, Sustainable Reinforce Concrete Constructions, Soil Mechanics Engineering, Engineering of Special Technology in Constructions, Advanced Design of Wood and Steel Constructions, Eco – infrastructures for Transportations and Art works, Green Buildings, Management of Designs and the Assessing of Property, Land Measurements and Cadastral Survey. The doctoral studies are in the field of Civil Engineering.

The studies are taught in English language for the specialization Civil Engineering at undergraduate level (four years of study). There are books written in English language for all study subjects conforming to curricula. The teachers of English programmes are almost entirely Romanians and very few visiting teachers from abroad are working at TUCN.

The structure of the academic year at the Faculty of Civil Engineering is on two terms with fourteen weeks of study. The European Credit Transfer System (ECTS) is used in academic process for all students and the transfer component for student mobility. The Diploma Supplement and Academic Transcript is delivered at the end of the study period, to all graduates. The university recognizes the results of education abroad in the frame of ERASMUS+ Programme conforming to the Learning Agreement for Studies or to the Learning Agreement for Traineeships agreed bilaterally by the sending and receiving partners' institutions. The students of Undergraduate and Master levels participate more intensively in mobility programs; the undergraduate students accomplish the Study mobility and students at Master level- the Training mobility. The mobility development and coordination are organised at university level by the ERASMUS Office in the frame of the International Relations Department, at the faculty level by dean's office employees which are responsible for mobility development, namely vice-dean for international relations and other persons responsible for the Programme (contact persons). The

recognition of the periods and the results of studying abroad are based firstly on the Bilateral Agreement between the partner institutions signed at University level, and then by the Learning Agreement for Studies or Learning Agreement for Traineeships made for every Erasmus student before starting the mobility period. The internal quality assurance is compulsory in TUCN and consequent for the Faculty of Civil Engineering. The persons from the management of institution, the academic staff, students and external experts are part of the team supervising the internal quality assurance. The student mobility is managed respecting the quality assurance procedure. Internal quality assurance has the participation of students.

Figure 1. *The TUCN Erasmus Agreements by countries*

There are employees in the dean's office responsible for education quality in mobility programs; they work to verify the compatibility of academic curriculum and programs, the achieved skills and abilities, the transfer of marks from partner institution system into the national system, the transfer of educational work content into credit system etc. The student mobility is aided by the use of learning outcomes in describing the subjects from Learning Agreement for Studies or Learning Agreement for Traineeships; this also helps the transparency and recognition of the study period.

Examples of Good Practice at Civil Engineering Faculty

The student mobility carried out within the Erasmus+ programme at The Faculty of Civil Engineering is based on the European Academic Charter and on the guidelines of the National Agency for Community Programmes in the Field of Education and Vocational Training (ANPCDEFP). The student mobility carried out within the Erasmus+ programme is: study mobility, training mobility and combined mobility- study and training. They are carried out based on pre-existing agreements between the involved institutions. The duration of study mobility is between 3 and 12 months, while the duration of traineeship mobility is between 2 and 12 months.

The same student may participate in mobility periods totalling up to 12 months maximum per each cycle of study, independently of the number and type of mobility activities.

The candidate selection for Erasmus+ mobility consists of a competition that evaluates the academic results, the specific skills and abilities according to the activity to be performed at the partner institution, as well as the language skills and the compatibility with the required mobility options. The Faculty of Civil Engineering management offers alternative financing sources for students with outstanding academic results but with limited financial resources

The training and the preparation of the mobility application (Learning Agreement for Studies or Learning Agreement for Traineeships) are carried out by the Erasmus+ representative and by the teaching staff that initiated the Erasmus agreement, respectively. The choice of subjects to be studied over the duration of the mobility must be in line with the studies and the specialization of the host university.

At the end of the mobility, the host institution provides the beneficiary of the mobility with a certificate attesting the fulfilment of the study or practice programme, as well as a transcript of records that certifies the results. The undertaken studies are recognized by the University as part of the graduation curriculum.

The Faculty of Civil Engineering's focus on good education practices led to an increase in the number of mobility students and, implicitly, to an improvement of their academic results, as well as to an increase of the number of foreign students. By taking part in the mobility, the students were integrated in the European Higher Education Area, they understood the globalization of the work market, as well as the European education context.

The validation of the skills and qualifications is in accordance with the Bologna process, based on the Bologna declaration of 1999, adopted by the representatives of the member countries, granting academically and professional recognition of the studies carried out in European universities.

At the Faculty of Civil Engineering, the mobility is recognized according to the curriculums containing the studied subjects and their corresponding ECTS credits and the gained knowledge, skills and abilities. The curriculums and specialties are based on the correspondence between the results of the learning or research process and the attained university degree.

The knowledge, skills and abilities acquired during Erasmus and Erasmus+ mobility were a major contributor to the successful integration of the graduates in the job market, to the development of their own businesses or to the continuation of their academic studies within the country or at the universities where the mobility took place.

Due to the mobility, the student's degree of satisfaction regarding their professional and personal development rose significantly, with more than 90% of the students giving a positive evaluation of the learning and research environment provided by the Faculty of Civil Engineering and by the partner universities.

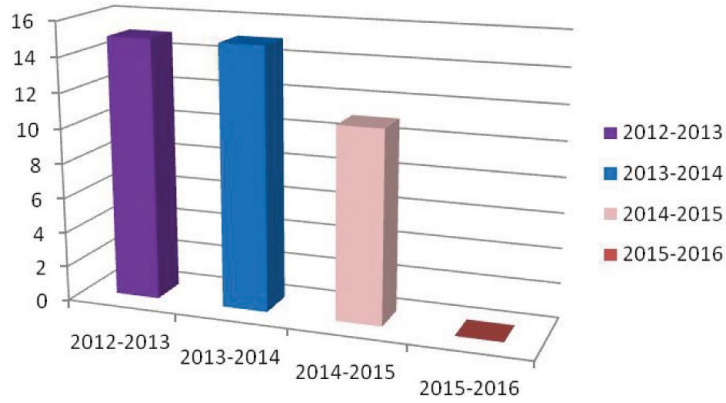

Figure 2. *The number of students accomplishing study mobility (Dean's Report 2012-2016)*

The medium and long-term strategy of the Faculty of Civil Engineering is to encourage this type of mobility, as their results led to an increase of the graduates' competitiveness on the job market and to the transfer of knowledge and technology through the gained skills and abilities.

An increasing number of students at Master level choose to carry out training mobility with the aim of preparing the graduation project. The student number dynamic can be observed in the graphs from figure 3.

The programme runs occasionally into difficulties, especially with regard to the study mobility, when choosing the subjects that the student will learn at the partner university. The curriculum of these subjects must be recognized as similar or very close to the current curricula of the home student Faculty. Sometimes, those similarities can be difficult to find; when the curricula of the partner university do not include one of the subjects, the students are directed towards a related subject, that insures the accumulation of knowledge and abilities that are useful in the field of study. The subject will be included in the Learning Agreement and will be validated when the student returns by including the grade and the ECTS points in the Diploma Supplement.

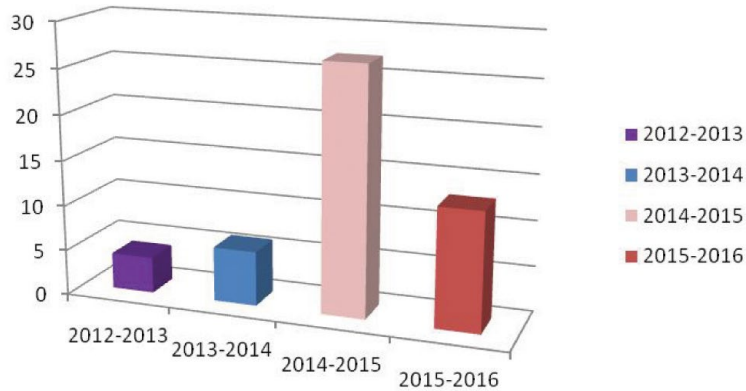

Figure 3. *The number of students for Training mobility (Dean's Report 2012-2016)*

The graph from figure 4 presents the dynamic of Study and Training mobility of outgoing students developed in the period 2012-2016 at partner universities. The very good partnerships are with the universities: City, University of London, UK; University of Rennes, France; Universidad Nova Lisbon, Portugal; University of Graz, Austria; University of Oldenburg, Germany; National University of Athens, Greece; University of Naples, Italy etc.

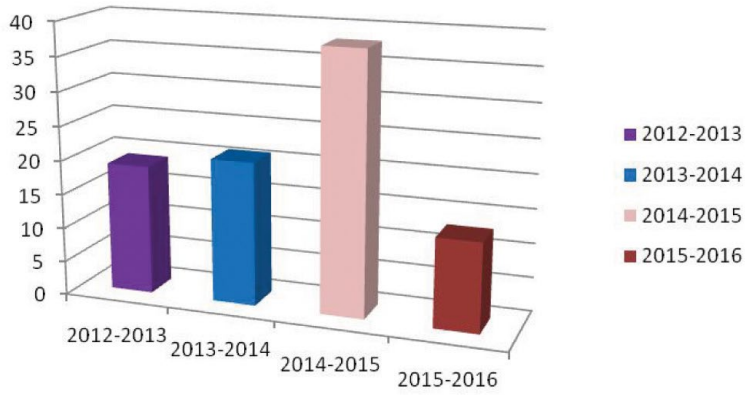

Figure 4. *Total number of students accomplishing Mobility (study and training) in partner institutions (Dean's Report 2012-2016)*

The ERASMUS+ programme encourages the yearly increase of the flux of incoming students. This was made also possible by the good study and living conditions offered to students at the Civil Engineering study programme which is offered in English since 2008 at the Faculty of Civil Engineering.

The programme has been externally evaluated and is accredited by ARACIS.

The graph from the figure below shows the dynamic of this process.

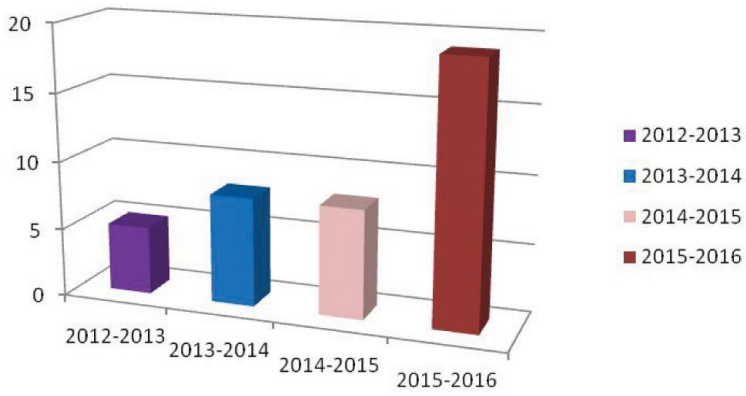

Figure 5. *The total number of incoming students (Dean's Report 2012-2016)*

The students obtain, by accomplishing the study program conforming to Learning Agreement for Studies or Learning Agreement for Traineeships, the specific competences for the Civil Engineering specialization.

The generic competences for the engineering field obtained by accomplishing the mobility are: appreciation of diversity and multiculturality, ability to work in an interdisciplinary team, knowledge of the field of study, basic knowledge of the profession, capacity for analysis and synthesis, capacity for applying knowledge in practice, capacity for generating new ideas (creativity), capacity to adapt to new situations, capacity to learn, critical and self-critical abilities, decision-making, ethical commitment, interpersonal skills, knowledge of a second language (Boswell, Pantazidou, Verdeș and B. Le Tallec 2010, 98). All these will prepare the students better for their future workplace.

Conclusions

The medium and long-term strategy of the Faculty of Civil Engineering is to encourage this type of mobility, as their results led to an increase of the graduates' competitiveness on the job market and to the transfer of knowledge and technology through the gained skills and abilities.

The quality assurance of learning in Erasmus mobility (study and training) contributes to the development of specific and generic competences of graduates in the Civil Engineering field. It has to underline the fact that the period spent abroad is a physically, psychologically, financially overstrain of the student. The majority of students face these challenges and are content and proud to accomplish the mobility. They understand other countries' cultures, developing their sense of belonging to the European values and their active involvement in the community and are better prepared for their future workplaces.

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