

Accreditation of Study Programmes with Regard of Special Aspects of European Co-operation

The Czech Experience

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Mutual recognition as an important issue

- The Bologna Process aims are unattainable without mutual acceptance of the results of evaluation and/or accreditation among member states
- Adequate conditions for mobility of students and staff
- Information for general public about the quality of education and validity of diplomas
- Better information bases for the recognition subjects studied and of diplomas

The Role of Accreditation of Study Programmes in International Mobility of Students

- Accreditation of all study programmes compulsory according to the act of 1998 in public, state and private HEIs in the CR
 - based on evaluation (structure, learning outcomes, quality of staff, research and publications)
 - minimal standards for BA, MA and PhD as disciplining device

Accreditation as a source of information

- Minimal quality warranted
- Comparability of the structure of the study programs and learning outcomes
- Possibility to select adequate subjects evaluated in ECTS to be accepted in the ERASMUS student's mobility framework

Major problems encountered

- Quality of study programmes diversified (minimal standards warrant that inadequate SP are not provided)
 - ⇒ Evaluation aiming at quality enhancement (practiced by AC, Reports available until now only in Czech)
 - ⇒ Accreditation of HEIs instead of accreditation of SP – part of the reform blueprint

Major problems continued

- ECTS quality, not all Czech HEIs developed an adequate system of credits - comparability may be difficult
- not all Czech HEIs are able to provide complete SP in English or German – usually only selected subjects are provided
- Quality of English – problem of older teaching staff

Remarks on the present situation

- challenge - efficient and effective use of the money from EU operational programmes (2 programmes in the gesture of the Ministry of Education)
- supporting the internationalisation of study;
- new system of the system of social support of students needed;

The main ideas of the reform blueprint

- transformation-profilation of universities into research or teaching universities and HEIs providing Bachelor's study programmes;
- increasing competitiveness of the Czech tertiary education;
- shift of the Czech tertiary education from the quantitative growth to the qualitative growth;
- overcoming the underfunding of the Czech public higher education institutions and their internal debts;
- output oriented evaluation and funding

Higher Education in the Czech Republic

- situated in 15 cities and towns - mainly in Prague, Brno and Ostrava
- 74 HEI's:
 - * 26 public HEI's
 - * 2 state HEI's
(military and police)
 - * 46 private HEI's.

Tertiary Education in the CR

