

1-1-2009

# Quality assurance policies in the European Higher Education Area: A comparative case study

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QUALITY ASSURANCE POLICIES IN THE EUROPEAN HIGHER EDUCATION

AREA: A COMPARATIVE CASE STUDY

by

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December 2009**

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## THE GRADUATE COLLEGE

We recommend that the dissertation prepared under our supervision by

**Joanna Maria Jezierska**

entitled

**Quality Assurance Policies in the European Higher Education Area:  
A Comparative Case Study**

be accepted in partial fulfillment of the requirements for the degree of

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**December 2009**

## ABSTRACT

### **Quality Assurance Policies in the European Higher Education Area: A Comparative Case Study**

by

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European tertiary education became an important topic of the main leaders of the world academia a decade ago, when 29 European countries voluntarily signed the Bologna Declaration of 1999. This intergovernmental European initiative of educational reform, known as the Bologna Process, defines a common framework for higher education systems, and encourages the development of quality assurance within and between institutions of higher education. The purpose of this dissertation was to examine the implementation process of quality assurance policy, *The Standards and Guidelines for Quality Assurance in Higher Education*, in two European countries: the United Kingdom and Poland, including the quality assurance policy adaptation process on national level, modifications, and its impact on changes in national education systems and institutions in both countries. The institutional quality assurance policies of the University of Cambridge and Uniwersytet Jagielloński were evaluated and discussed here as well.

This qualitative research followed a single comparative case study design with embedded multiple units of analysis guided by Fischer's theoretical framework for policy evaluation. The researcher presented a detailed quality assurance policies' analysis by utilizing event mapping, content analysis, and modified for this study, the Complementary Analysis Research Method Application (CARMA) as the data instruments.

By examining and comparing the quality assurance policies, and their implementation processes, the researcher provided a broad perspective of different approaches to educational reform in European countries, their obstacles and successful initiatives. The study unfolded a picture of a regular, secure, and momentarily resistant approach in the UK, as one of the initiators of the reform, compared to Polish fast paced movement, as a participant, towards the European Higher Education Area. Despite diverse approach and progress made in each examined case, both countries still demonstrate a need for more proceedings and changes, especially on a national level.

By evaluating the aforementioned policies in further detail, the quality assurance's significance was emphasized as a link that connects all remaining objectives of the Bologna Process, and set the background to harmonize diverse education systems in institutions of higher education in Europe, and, what has been already explored, in other countries world-wide.

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## ACKNOWLEDGMENTS

I owe my deepest gratitude to my Committee Chair and mentor, Dr. Robert Ackerman for his sacrifices, time, open-mindedness, and most importantly trust in me. *Your support was instrumental in the completion of this degree.*

A very special acknowledgment goes to my committee members for their ongoing support and inspiration. *I will be eternally thankful for the encouragement and expert guidance that I received from you.*

Special thanks go to wonderful and talented faculty members of the Educational Leadership Department at the University of Nevada, Las Vegas for their support. *Your knowledge enriched my life and academic achievements.*

I am most grateful to my husband for his patience and understanding. *Zbyszku, you have been very supportive of my academic quest right from the beginning, and you have sacrificed some of our valuable relationship time while I studied.*

I acknowledge and give thanks to my parents, especially my mother for her unconditional love, wisdom, and long life friendship.

*Mamo, jestem wdzięczna za każdą chwilę spędzoną z Tobą. Dziękuję za Twoją miłość, troskę, przyjaźń i poparcie. Tobie zawdzięczam kim teraz jestem.*

Most importantly, I give thanks to my loving son, Maciej Borys. *Your presence has blessed my life beyond my dreams. Remember, anything is possible.*

And finally, it would have been next to impossible to write this dissertation without my friends and colleagues. *Thank you for your encouragement and shoulder when I needed the most.*

## DEDICATION

I would like to dedicate the completion of this dissertation and my doctoral studies to my family...those who I left behind in Poland, and those who I live with today.

## LIST OF ACRONYMS

AACRAO	American Association of Collegiate Registrars and Admissions Officers
AEIE	European Association of International Education
CARMA	Complementary Analysis Research Method Application
CNAA	Council for National Academic Awards
ECA	European Consortium for Accreditation
ENQA	European Association for Quality Assurance
E4 Group	EUA, ENQA, ESIB, and EURASHE
EQAR	European Quality Assurance Register for Higher Education
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
ESIB	National Unions of Students in Europe
ESG	European Standards and Guidelines for Quality Assurance
ESU	European Students' Union
FPAKE	Foundation for Promotion and Accreditation of Economic Studies
GATS	General Agreement on Trade in Services
GCE A-Level	General Certificate of Education Advanced Level
GCSE	General Certificate of Secondary Education
GUS	Główny Urząd Statystyczny/PL
HEFCE	Higher Education Funding Council for England
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
KAUM	Accreditation Committee for Medical Academies
KAUT	Accreditation Committee for Technical Universities
KRASP	Konferencja Rektorów Akademickich Szkół Polskich/PL
NAFSA	National Association of International Educators
OECD	Organization for Economic Cooperation and Development
PKA	Państwowa Komisja Akredytacyjna/PL
QAA	Quality Assurance Agency/UK
RGSzW	Rada Główna Szkolnictwa Wyższego
UCAS	Universities and Colleges Admissions Service
UKA	University Accreditation Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-CEPES	United Nations Educational, Scientific and Cultural Organization-European Centre for Higher Education/ <i>Centre Européen pour l'Enseignement Supérieur</i>

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## CHAPTER ONE

### INTRODUCTION

The developments of the European Integration process in the European Union (EU) established after World War II, including changes in higher education during last decade, have received the attention of academic leaders around the world. To date the EU consists of twenty seven European countries, with membership still open to remaining countries (Appendix I). In a market of almost 500 million people, 23 official languages, and diversity of cultures where goods, individuals, services, and capital are free to move ([www.ec.europa.eu](http://www.ec.europa.eu)), it is believed that academic training should also benefit from protection so that citizens of participating nations can use their education across all member countries of the Union. Europe's universities, themselves diverse, are together ready to meet the challenges of the twenty-first century. They have fostered civilized and tolerant societies to prepare young people for their roles in modern society and the economy. The goal of the EU ([www.europa.eu](http://www.europa.eu)) is for the member nations to become the world's most dynamic knowledge-based economy, which means investing heavily in research and in education and training.

To achieve this goal, the EU needed to establish common educational frameworks and policies. The Bologna Declaration of 1999, the intergovernmental European initiative known also as the Bologna Process, defined not only a common framework for higher education programs, degrees, and tools (Diploma Supplement, European Credit Transfer System (ECTS) credits, etc.), but also encouraged the development of quality assurance within and between European universities. The main task of the Bologna Declaration was to assist European populations to fulfill their roles within a knowledge



based society, in which economic, social and cultural development depended primarily on the creation of knowledge ([www.europa.eu](http://www.europa.eu)).

On June 19, 1999, the United Kingdom and Poland, along with twenty-seven other European countries (Appendix II), signed the Bologna Declaration. By 2007, forty-six countries had agreed to participate in the plan, including twenty Central and East European countries outside the European Union. The Bologna Process has been described by Floud (2005) as the single biggest change in higher education in Europe since the foundation of the University of Bologna in the eleventh century. Driven by the process, the last decade in Europe has shown rapid development of national quality assurance systems in European countries. As a result of those developments, European countries established common qualifications for national educational systems (internal requirements) and defined international (external requirements) at the European level, as steps to improve the consistency of quality assurance across the European continent. Standards have also been developed for internal and external quality assurance in order to provide universities and quality assurance agencies with common reference points.

“The Bologna Process represents transformation of monumental proportion, and may indeed play a key role in influencing future directions not only in the United States but around the globe in terms of the worldwide mobility of students and scholars, and since learning became borderless, the curriculum will be influenced as well” (Viers, 2007, p. 17).

This transformation was a result of a several challenges: The changing nature of the labor market in the globalized economy; and the European Union’s common plan for research and education, which seeks to make Europe the most competitive knowledge-based economy in the world are but two examples. Colet and Durand (2004) stated that in an age of internationalization and globalization of education, European countries agreed

to harmonize higher education systems to make them increasingly comparable and compatible; to take mutual advantage of their cultural diversity and different traditions in research and teaching; and continuously improve the quality of their education; to ease student mobility; and to assist young people in obtaining mutually recognized qualifications. According to the International Association of University Presidents (IAUP), there have been developments in European higher education that make an international approach to accreditation both desirable and necessary (Clements, 2005); thus, harmonization of quality assurance standards under an international framework is needed and desirable as well.

The Bologna Process is seen as an effort to bring European education closer to an Anglo-Saxon model, used in countries like the United States of America, the United Kingdom, Ireland, and Australia, however, it is not based on it (Westerheijden, 2001). As result of this effort, the process would make higher education more recognizable, acceptable, and transparent both within Europe and between Europe and other continents. “In fact, the Bologna Process may force the entire world to redefine higher education in the twenty-first century” (Foley, 2007, p. 3). The European reforms in higher education are driven by a desire to promote mutual understanding; the migration of skilled workers in a global economy; the desire of the institutions of higher education to generate additional revenues; and the need to build a more educated workforce in emerging economies (OECD, 2004). With that being said, the Bologna Process brings hope that graduates of member institutions will have their degrees and credits recognized and accepted world-wide. Detailed information on the Bologna Declaration and its principles is provided in chapter two. To better understand how the process has been implemented

in Europe, and what impact it has had on changes in national education systems, and in institutions of higher education of participating countries, this study will investigate two countries that joined the Bologna Declaration at the same time.

## Background

### Quality Assurance in Higher Education in Europe

The European higher education system is the product of 1200 years of evolution. The first European university was established in the 9th century in Salerno, Italy, followed in the 11th century by Bologna in Italy and Paris in France. The university idea rapidly expanded to other parts of Europe - Oxford and Cambridge in England, Salamanca in Spain, and Kraków in Poland among others. The basic European university model has been significantly modified throughout history but remains the universal pattern of higher education (Cobban, 1975).

From the beginning of European higher education, quality in the sense of achieving academic excellence has been a central value. Until the 1980s, quality in higher education was controlled through bureaucratic means: Legal conditions for the establishment of institutions, faculties, and programs of study; state provided financial support (funding, housing) to fulfill those conditions; centralized and formalized rules for the appointment of academic staff; and similarly centralized and formalized admission policies (van Vught, 1994). In 1980s massification of higher education (Trow, 1994) and central control, including government budget limits, were met with larger higher education systems. Therefore, it became necessary for European higher education institutions to implement new management tools.

The implementation of quality assurance in higher education systems, as a new management tool, first started in Western European countries in the mid 1980s. The rise of New Public Management (NPM) underlined the changes in 1980s in Europe (McKevitt & Lawton, 1994). For higher education, NPM implied more emphasis on institutional autonomy in which autonomy was exchanged for increased accountability to the government and society. In Central and Eastern Europe quality assurance in higher education was introduced after the fall of communism in 1989. The goals attached to quality assurance vastly differed among Western nations and Central and Eastern Europe.

The European Union's Pilot Project, which was launched in 1994, became a tool in spreading the external evaluation of higher education throughout the European Union members (Management Group, 1995). In 1998, as a result of the European Union's pilot project, the Commission of the European Union recommended the establishment of and support for a network of the European Union member states' quality assurance agencies in higher education (Kern, 1998). This network, the European Network for Quality Assurance Agencies (ENQUA), became operational in 2000. By 2002, it had thirty six organizations and thirty governments as members. At that time, almost all Western European countries had government policies to assess the quality in higher education (Center for Quality Assurance and Evaluation of Higher Education, 1998; Scheele, Massen, & Westerheijden, 1998).

The Central and Eastern European countries rapidly advanced evaluation and accreditation activities after the fall of the Communist regimes in 1989-1990. Before 1989, the central control of higher education quality in Central and Eastern Europe was based on stringent administration. In Communist countries, quality was not assessed or

even discussed. Indeed, the high quality of education was simply declared and announced (Cerych, 1993; Hendrichova, 1998; Naescu, 1998; Sadlak, 1995; Wnuk-Lipinska, 1998). Until 1989, accreditation, as an independent check on minimum quality, was deemed as not necessary in those societies. It was only when markets were opened to private and foreign investors, and when government control was still in place but under constant suspicion because the transition from Communism was incomplete, that accreditation surfaced as the option that carried credibility. In Central and Eastern European countries, the main driving force for introducing accreditation was the transformation following the fall of Communism (van der Wende & Westerheijden, 2001). The region's reintegration in Europe and the preparation for membership in the European Union (e.g. Poland) set the background for the educational reforms in countries as Poland (Reichert & Tauch, 2003).

#### Statement of the Problem

While the Bologna Declaration was signed in 1999, a key issue of quality assurance implementation was not emphasized until the 2003 Ministerial Summit in Berlin, when the Ministers called upon the European Association for Quality Assurance in Higher Education (ENQA) to develop European standards for quality assurance, and 2005 when “The European Standards and Guidelines for Quality Assurance in Higher Education” were developed and published by ENQA and adopted by Ministers of Education during the Ministerial Summit in Bergen. All Bologna ministerial communiqués have made reference to quality assurance, as one of the Bologna Declaration's principles, but it was made a priority at the Berlin meeting in 2003. What has not been studied is how the implementation process of quality assurance was accomplished by the most important

European universities. To do so the researcher selected one top ranked university from two European countries, one from England (Western Europe) and one from Poland (East European).

Given that the starting positions of the countries were so different, the impact of the Bologna Declaration varies across the countries. Whatever the form in which quality assurance is presented, the quality of higher education is one of the main drivers of the Bologna Process:

...together with the preparation of graduates for a European labor market, it is the improvement of academic quality which is seen as the most important driving force of the Bologna process, not just at the institutional level but also at the level of governments and rectors conferences (Reichert & Tauch, 2003, p. 100).

Quality assurance emerged slowly as an important factor for the success of the Bologna Process. However, as Ministers of Education met regularly every two years to discuss progress and define objectives, the issue of quality kept growing in importance, until it became a central issue. The Berlin Communiqué of 2003 states that:

“...the quality of higher education has proven to be at the heart of the setting up of the European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at institutional, national and European level. They stress the need to develop mutually shared criteria and methodologies on quality assurance” (p. 3).

Given that quality assurance was such an important factor in the Bologna Process, research into the implementation of quality assurance is warranted to better understand the role of quality assurance in the reform process initiated by the Bologna Process. Therefore, this study examined the implementation process of quality assurance, as defined in the Bologna Declaration’s principles, on changes in national education

systems, and in the selected institutions of higher education in England and Poland.

#### Purpose of the Study

The purpose of this comparative case study is multi-level. It introduces, describes, and analyzes the process of the European quality assurance policy modification and implementation in two selected countries: Poland and England; as well as it:

- provides an overview of the Bologna Process and its key principles;
- discusses the educational systems of the countries selected for this study before and after the Bologna Process;
- compares the time of implementation process, for both the Bologna Process and the quality assurance in discussed countries; and,
- presents quality assurance policy modifications on national and institutional levels.

Since the need for an overarching international accreditation framework and creation of an international accreditation agency has been a subject of a global debate (IAUP, 2000; UNESCO, 1995; Berlin Communiqué, 2003; Bergen Communiqué, 2005), this research study brings the European higher education and its quality assurance closer to the American public. An international framework is both needed and desirable to strengthen existing national systems and to achieve improved quality assurance, better understand educational systems worldwide, and fully recognize their qualifications. The International Association of University Presidents (IAUP) has addressed the issue of an international framework and the possibility of establishing an international agency for academic accreditation in order to promote the exchange of standards and criteria on a global scale (IAUP, 2000).

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 1995) has also been involved in the debate over the value of establishing an international accreditation framework and possibility of establishing a single international accreditation agency, as well as the promotion of strengthened national, regional, and international accreditation standards and quality assurance measures (UNESCO, 1995). Additionally, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) also promotes improvement and cooperation among quality assurance, evaluation and accreditation agencies on a national and regional level. INQAAHE is responsible for European quality assurance standards; therefore, it became a vehicle for the dissemination of information and establishment of good practices and standards among quality assurance, evaluation and accreditation agencies.

#### Theoretical Framework

A theoretical framework as described by Eisenhart (1991) is “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationships” (p. 205). Furthermore, a theoretical framework becomes methodological reconstruction where the informal logic of policy consideration places evaluation within socially relevant arenas and it must transition to allow “normative inquiry on an equal footing with empirical analysis” (Fischer, 1999, p. 20). In order to achieve an evaluative case study of the quality assurance policy implementation on national and institutional levels, this research study utilized Fischer’s framework described in *Logic of Policy Evaluation* (1999).

Fischer’s research is grounded in social and political science with special attention to policy analysis and comparative public policy. Fischer (1990) is an author of a holistic



design for policy analysis that is rooted in Habermas' (1971) concept of comprehensive rationality; Taylor's (1961) logic of evaluative discourse; and, Toulmin's (1958) informal logic of practical discourse. The framework is designed to position the main empirical idea of policy analysis within the structure of a more comprehensive theory of evaluation. This framework helped to guide an empirical evaluation of the quality assurance policies discussed in this study. According to Fischer "empirical evaluation seeks to determine the degree to which a specific program or policy empirically fulfills or does not fulfill a particular standard or norm" (1995, p. 241).

In this comparative case study, the focus is on the implementation process of quality assurance policies in selected European countries through Fischer's (1999) policy analysis lens. Davey (1991) viewed program implementation case studies as a method of learning about complex instances through extensive description, contextual analysis, and as helpful in discerning whether implementation is in compliance with its intent. The description of this complex environment came through event mapping and detailed analysis of documents. The documents (Appendix III) were collected from years 1999 to 2008.

This study followed a single comparative case study protocol (Yin, 2003) with embedded multiple units of analysis research design (Yin, 1989) using document analysis (Creswell, 2007) guided by Fischer's (1999) theoretical framework for policy evaluation. Within this design primarily qualitative data collection and analysis techniques were used. A case study was adopted therefore, because it was a highly appropriate method for the research questions addressed (Yin, 2003; Babbie, 2007).

## Research Questions

Four research questions guided this study:

1. How does the quality assurance policy “Standards and Guidelines for Quality Assurance in the European Higher Education Area” meet objectives of the Bologna Declaration?
2. What changes have been made to national education systems of England and Poland to implement the quality assurance policy requirements on European, national, and institutional levels?
3. What were the challenges of the European quality assurance policy implementation in the examined countries?
4. What are the national and institutional benefits of the European quality assurance policy?

## Definitions of Terms

Definitions of key terms will be provided in order to assist the reader with understanding the information within this study:

*Accreditation:* As defined in the Bologna Declaration, accreditation is a central instrument to support the necessary processes of changes in European higher education systems. Accreditation serves to assure quality when implementing new (ex ante steering) degree programs and also to monitor existing ones (ex post steering) (ENQA, 2003).

*Assurance of quality:* Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements (Harvey, 2004).

*Diploma Supplement:* A document developed by the European Commission, the Council of Europe and UNESCO in order to improve international transparency and academic recognition of qualifications. The document is appended to a higher education diploma, and contains in the respective national language the nature, level, context, content and status of the studies that were pursued. This document is issued in the respective national language, English, and a language chosen upon student's request. The Diploma Supplement provides additional information on the national higher education system, in order to fit the qualification into the relevant educational context (ENQA, 2003).

*Europeanization:* Process refers to changes in programs and institutions of higher education on a regional scale. This trend has roots in internationalization and continues to be sustained by it.

*European Credit Transfer System (ECTS):* ECTS is one of the Bologna Declaration's principles. ECTS is used for recognizing credit for learning and facilitating the movement of the recognized credits between institutions and across national borders (Harvey, 2004). The main tools used to make ECTS work and facilitate academic recognition are the information package, the learning agreement, and the transcript of records, called Diploma Supplement.

*European Higher Education Area (EHEA):* The construction by 2010 of a European Higher Education Area where students and staff may move freely and having their qualifications recognized is a goal of the Bologna Process (Bologna Declaration, 1999).

*Framework of Qualifications for the European Higher Education Area:* An overarching framework that makes transparent the relationship between "Bologna"

national higher education frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks (Vlăsceanu *et al.*, 2004).

*Foundation degree:* A foundation degree is an intermediary (sub-degree) qualification in the UK designed in conjunction with employers to meet skills shortages at the higher technician level (Harvey, 2004).

*Globalization:* in its literal sense is the process of transformation of local or regional phenomena into global ones. It can be described as a process by which the people of the world are unified into a single society. *Globalization* of higher education is one of the additional factors that influenced the quality assurance in the Bologna process (Campbell & van der Wende, 2000; Sporn, Välimaa, & Westerheijden, 2000; Westerheijden, 2000), and increased popularity of the transnational education (Campbell & van der Wende, 2000). The term globalization entered the world –wide higher education policy discussion in the second half of the 1990s.

*Harmonization:* The Bologna Process is an ongoing process of integration and harmonization of higher education systems within Europe (Council of Europe, 2005). Harmonization of higher education is understood as a process of having academic programs transparent, compatible, but not standardized and academic degrees fully recognized and accepted across the European continent.

*Internationalization:* The term refers to any relationship across borders between nations, or between single institutions situated within different national systems. According to Knight (2005) it is a process of integrating an international, intercultural and/or global dimension into the goals, functions and delivery of higher education.

*Massification of higher education:* Scott (1995) used this term to explain the development of mass higher education during the second half of the twentieth century. Massification is without a question the most ever-present global influence of the past two decades.

*New Public Management (NPM):* A management philosophy used by governments since the 1980s to modernize the public sector throughout the world. NPM is more oriented towards outcomes and efficiency through better management of public budget (Dunleavy, Margetts, Bastow & Tinkler, 2006).

*Quality assurance:* Quality assurance is an all-embracing term covering all the policies, processes, and actions through which the quality of higher education is maintained and developed (Campbell & Rozsnyai, 2002, p. 32).

*Stocktaking:* A form of a report from a working group appointed by the Bologna Follow-Up Group to the Ministerial Summits. The first report was submitted in 2005 in Bergen ([http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/WGR2007/Stocktaking\\_report2007.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/WGR2007/Stocktaking_report2007.pdf)).

*Transnational education:* Transnational education is higher education provision that is available in more than one country (Harvey, 2004). All types of higher education study programs, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the degree awarding institution is based.

### Limitations

Several limitations were present in this study. This study relied solely upon documents analysis using national documents available on government's websites, national agencies, and institutional websites. Additionally, this study was further limited by the number of participants involved in the research. It is also important to mention that this study is written from the author's personal perspective, so the content is open to bias. Finally, although the proposed theoretical model was based on prior research studies, alternative models also may be supported by the data.

### Significance of the Study

In higher education in the United States, few topics have received as little attention as have the educational reforms resulting from the Bologna Declaration. This study attempted to address the importance of educational reform that has taken place on the European continent in an effort to increase awareness among American higher education constituents and stakeholders.

Given the global nature of higher education and compliance with the provisions of the General Agreement on Trade in Services (GATS) and international agreements on the recognition of qualifications, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) Conventions, increased attention to accreditation and quality assurance at the national and regional level is needed to promote transparent and rigorous standards, and to facilitate the recognition of qualifications and, therefore, the mobility of students and faculty members.

## Summary

Chapter one provided a thorough introduction to this study, including the context of the studied phenomenon, purpose, theoretical framework, research questions, and importance of the study. This Chapter also included a glossary that is irreplaceable when dealing with issues concerning international aspects of higher education.

Next chapter will introduce a reader to the historical and political perspectives of the European higher education. Without discussing the forces that brought Europe and European higher education together, it would not be possible to conduct and understand this research.

## CHAPTER TWO

### SETTING THE CONTEXT

To achieve a comprehensible portrait of changes in higher education that occurred in Europe during the last two decades it is crucial to discuss the forces that brought Europe and European higher education together, followed by a discussion of the phenomenon of educational reforms – the Bologna Process. The synopsis of the Bologna Process and its principles with emphasis on quality assurance will be presented. A presentation of the higher education systems in the United Kingdom and Poland including their leading universities will conclude this chapter.

#### Forces that Brought Europe and the European Higher Education Together

##### European Integration

To understand how the harmonization of higher education was possible, it is necessary to understand how European Integration developed. In the late 1940s, following two destructive world wars, a number of European leaders (Adenauer, Churchill, Monnet, Schuman, Gasperi, Hallstein and others) decided that the only way to establish peace was to politically and economically unite two antagonistic nations – France and Germany ([http://europa.eu/abc/history/1945-1959/index\\_en.htm](http://europa.eu/abc/history/1945-1959/index_en.htm)). The idea of European integration led to the creation in Strasbourg of the Council of Europe in 1949.

In 1950, French Foreign Minister Robert Schuman proposed an eventual union of all Europe, the first step of which would be the integration of the coal and steel industries of Western Europe. The first step in that process was the establishment of the European Coal and Steel Community (ECSC) known as the 1951 Treaty of Paris ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)). Six years later, in 1957, the Treaty of Rome



created the European Economic Community (EEC) in which six original members (Appendix I) eliminated trade barriers among themselves by forming a common market ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)). In 1967, the European Community (EC) was created with a single Commission, a single Council of Ministers, and the European Parliament.

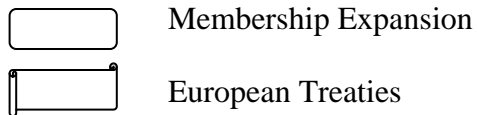
The process of the European Integration continued, and in 1992 the Treaty of Maastricht ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)) laid the basis for further forms of cooperation in foreign and defense policy, in judicial and internal affairs, and with the creation of an economic and monetary union that included a common currency. This was the beginning of the European Union (EU). The single European market was created in 1993. The European Union's new currency, the euro, was launched in world money markets on January 1, 1999; it became the unit of exchange for all of the EU states except for the United Kingdom, Sweden, and Denmark ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)).

In 2004 ten additional countries joined the European Union – Cyprus; the Czech Republic; Estonia; Hungary; Latvia; Lithuania; Malta; Poland; Slovakia; and Slovenia, followed by Bulgaria and Romania in 2007, bringing the membership to 27. In order to ensure that the European Union could continue to function efficiently with an expanded membership, the Treaty of Nice of 2003 set forth rules streamlining the size and procedures of the European Union agencies ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)).

To better present the process of the European Integration, the author created a graphic depiction of the main events and accomplishments of the European Integration process (Figure 1, p. 20). The time frame covers the period over sixty years – from the

40's when the attempts of the European Integration began until 2007 when the Treaty of Lisbon and the last expansion of membership took place.

The symbols used represent the main events and accomplishments of the European integration process:



and colors provide information of the Members States:

Blue – Development of European Communities

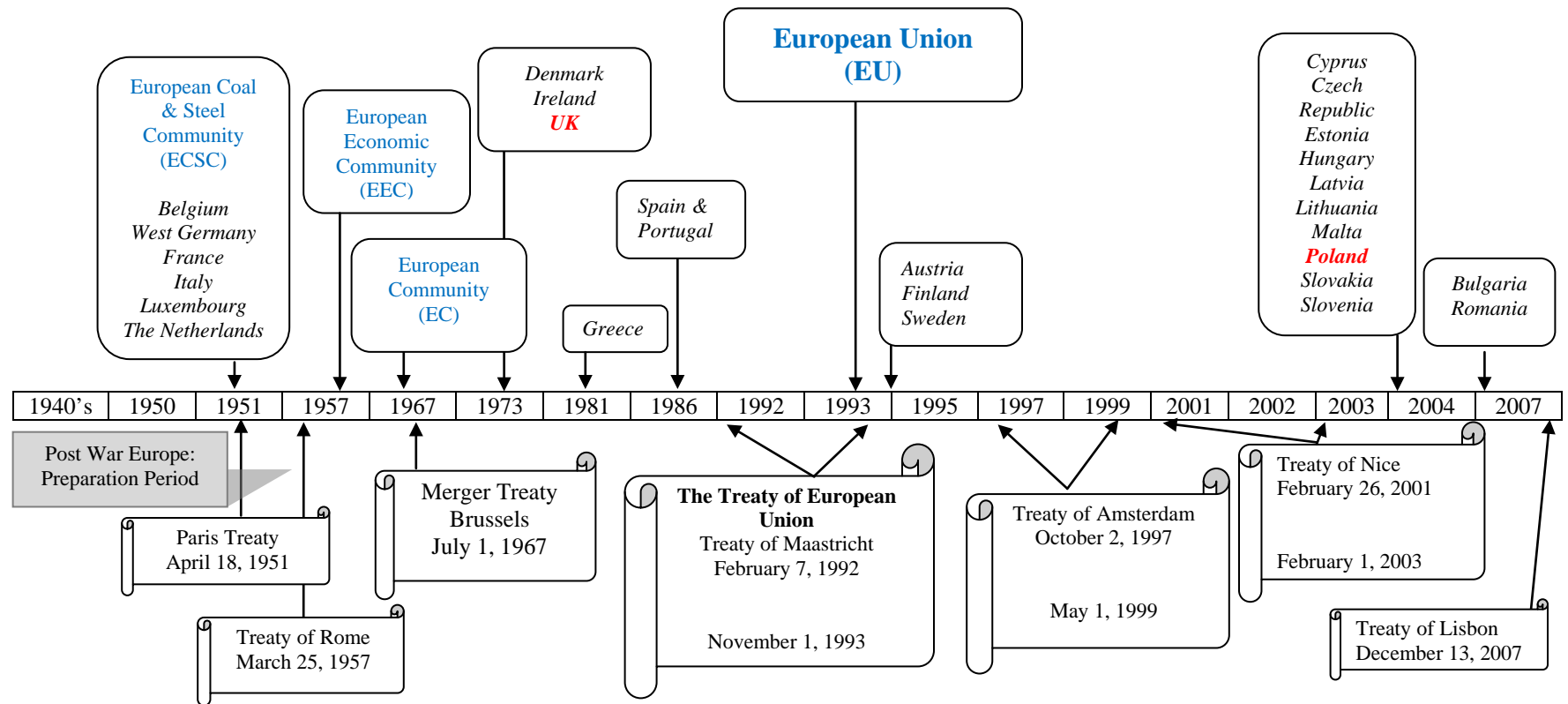
Red – Selected for this study countries' membership.

### The European Union

The European Union represents a new type of structure with a very unique political system ([www.europa.eu](http://www.europa.eu)). The EU is a confederation of countries open to any European country that fulfils the democratic, political, and economic criteria for membership. The EU acts in a wide range of policy areas – economic, social, regulatory, educational, and financial. The policies, known as the Treaties or 'primary' legislation, are the basis for a large body of 'secondary' legislation (regulations, directives and recommendations adopted by the EU institutions) which has a direct impact on the daily lives of EU citizens ([http://europa.eu/abc/treaties/index\\_en.htm](http://europa.eu/abc/treaties/index_en.htm)).

The EU's laws are the result of decisions made by the three main institutions: the Council of the European Union; The European Parliament; and the European Commission. The Council of the European Union represents national governments and is the EU's main decision making body. The European Parliament represents the people and shares legislative and budgetary power with the Council of the European Union.

Figure 1: European Union Integration –  
Event Mapping



The third institution, the European Commission represents the common interest of the EU and is the main executive body. The Commission has the right to propose legislation and ensures that EU policies are properly implemented ([www.europa.eu](http://www.europa.eu)).

In higher education, harmonization was mainly developed in the 1980s through programs supporting student exchanges and mobility, such as the Erasmus program, a university student exchange program which began in 1987. In its first 20 years Erasmus has supported international exchange opportunities for well over 1.5 million university and college students and has become a symbol of European student life ([http://ec.europa.eu/education/news/erasmus20\\_en.html](http://ec.europa.eu/education/news/erasmus20_en.html)).

In Central and Eastern European countries, the driving force for introducing a new higher education system, including a quality assurance policy, was initiated in 1989, after the fall of Communism (van der Wende & Westerheijden, 2001). The process for that region's reintegration into Europe and the preparation for membership in the European Union set the background for the education reforms in countries such as Poland (Reichert & Tauch, 2003). Poland joined the EU in 2004 with the support of 77.5% of people who voted (<http://www.paneurasian.com/affirm.pdf>).

The United Kingdom became an EEC member in 1973. Euro scepticism, a term that has been used to describe opposition to the process of European Integration, presents a very controversial issue in the United Kingdom and has been a significant element in British politics since the inception of the European Economic Community (EEC) in 1973, the predecessor to the European Union (EU). Despite the decision to join the EEC, which was endorsed by 64.5% of people who voted in Britain in 1973, "many UK people are

worried that if EU gets a constitution as well it will become a country in all but name – United States of Europe” – <http://news.bbc.co.uk> (BBC press release, April 20, 2004). It is worth mentioning, however, that Winston Churchill was the one of European leaders who had called for a United States of Europe in 1946, though he was ambiguous on Britain's role in a United States of Europe and the creation of a Council of Europe ([www.europa.eu](http://www.europa.eu)).

According to opponents (<http://news.bbc.co.uk> - BBC press release, April 20, 2004) important national decisions on things like the economy and defense will no longer be taken by the Members of Parliament, but by bureaucrats in Brussels. Fortunately, the pro-European supporters believed that the advantages of being in Europe, in terms of jobs and prosperity, far outweighed any potential problems. Taking over national powers has never been a goal of European integration (<http://news.bbc.co.uk> - BBC press release, April 20, 2004). None of the member countries has given away national powers in areas such as defense, the economy, higher education, or law. Quite the opposite, they enjoy and benefit from a social mobility, common labor market, and in the higher education field, they introduced a harmonized and transparent education system. Despite the hesitant attitude of some leaders, “the United Kingdom will soon sign the new European constitution and transfer yet another set of rights from London to Brussels” (<http://www.photologix.nl/useuropeans/index.php?post=85>).

#### Internationalization, Europeanization, and Globalization of Higher Education

The post-war Europe policy focus was on internationalization, Europeanization, and globalization of all spheres of national economies, including education. National leaders recognize that nations operate in a global economy, and that understanding other societies

and cultures is both valuable in its own right and necessary to be competitive (Knight & Yorke, 2002). Multinational corporations and some government agencies in many countries are seeking to integrate higher education into the legal structure of world trade through the World Trade Organization (WTO), and the General Agreement on Trade in Services (GATS). This approach indicates how important universities and the knowledge industry have become in the contemporary world (Knight & Yorke, 2002).

#### Discussion on Educational Reforms in Higher Education in Europe

Following the destructive world wars in the previous century most European countries experienced a vast educational growth supported by substantial institutional reforms. Educational reform served a two-fold interest: On the one hand, the purpose was to increase access to higher education institutions and, on the other hand, educational politics focused on supplying a workforce prepared for the challenges of modern industrial society. In response to the reforms, the education systems experienced changes of a moderately similar type in most European countries. In most countries, secondary education became a universal goal, and higher education was made available to a larger portion of the population (Brauns & Steinmann, 1997). Additionally, in many European societies, the development of post secondary vocational and technical institutions became a key element of education policies aimed at satisfying the manpower demand necessary to support rapid economic growth and modern industrial production.

Higher education in European countries during last two decades was subjected to massive institutional reforms in order to meet the Bologna Declaration's expectations, social mobility, and integrated labour market demands. Therefore, the Bologna Process, in this study, is discussed as a new kind of educational reform – on a continental scale.

According to Toch (2006), co-director of the Education Sector, a Washington based think tank on education issues,

“the period in which European nations stepped up their Bologna process efforts to harmonize higher education, a move many American universities have feared, would encourage more of the best European students to pursue their graduate educations in Europe and not the United States” (<http://insidehighered.com/news/2007/03/22/visas>).

#### Discussion on the Bologna Process

European educational reforms, including the Bologna Process, were possible to launch in Europe only because higher education was one of many components of the European Integration process. Contrary to popular belief, the Bologna Process was not based on a European Union (EU) initiative like Socrates-Erasmus, Tempus, or Leonardo Da Vinci educational exchange programs (Sedgwick, 2003). It constitutes an intergovernmental agreement between both EU and non-EU countries. Therefore, it does not have the status of EU legislation, but “the EU is certainly one of the principal stakeholders in the European Higher Education Area” (Sedgwick, 2003, p. 2). Also, as the Bologna Declaration is not a treaty or convention, the signatory states are not legally obligated to sign. The extent of participation and cooperation is completely voluntarily.

Achieving a united Europe with a common market and mobile employability has always been a goal of the leaders of the European Union ([http://europa.eu/abc/12lessons/lesson\\_1/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_1/index_en.htm)). The process of internationalization, Europeanization, and globalization of higher education has impacted European institutions of higher education as well. European institutions of higher education became one of the most popular destinations among students from all over the world (NAFSA Conference, 2003).

### The Bologna Process of 1999

In 1998, the leadership of the United Kingdom, Germany, France, and Italy were determined to strengthen academic cooperation (Sorbonne Declaration, 1998) – an initiative for which they would become the leaders rather than the European Union (EU) Commission. The EU Commission is not directly behind Bologna, although it funds the process ([www.europa.eu](http://www.europa.eu)). The EU Commission has been active in simplifying rules, in moving from degree equivalence to the recognition of qualifications or to the acceptance of learning outcomes.

The European Ministers of Education met in Paris in 1998 on the occasion of the 800<sup>th</sup> anniversary of the founding of Sorbonne University. They signed the Joint Declaration on Harmonization of the Architecture of the European Higher Education System, commonly called the Sorbonne Declaration, which states:

“The international recognition and attractive potential of our systems are directly related to their external and internal readabilities. A system, in which two main cycles undergraduate and graduate, should be recognized for international comparison and equivalence, seems to emerge” (Sorbonne Declaration, 1998, p. 1).

The process was to remain open to other European nations willing to join. The Ministers of Education

“were recognizing the similarity of their power in higher education by committing themselves to converging reforms in their national system of higher education—in fact, they were referring to Anglo-Saxon structures of learning, the BA, the MA and the PhD as a potential tool of increasing commonality” (Barblan, 2001, p. 5).

This process is seen as an effort to bring European education closer to an Anglo-Saxon model so as to make education more recognizable, acceptable, and transparent both within Europe and between Europe and other continents.



A year later in Bologna, Italy, on June 19, 1999 twenty-nine European countries (Appendix I) represented by the Ministers of Education joined the meeting and signed the Bologna Declaration. Bologna is not a decree; it is a declaration (Bologna Declaration, 1999; Rozsnyai, 2003; ESIB, 2005; Knežević, 2006), an understanding of the challenges and a pledge of a common will to create a European Higher Education Area by 2010. Each country's sole responsibility was to implement educational reforms in order to steer changes toward common goals. One of those goals was an introduction of a three-tier in curricula: the first degree of at least three years, the bachelor's reflecting the needs of the labor market; and leading to a second degree, the master's, in the next two years. European students should be able to train and prepare for a PhD after a five year period of earlier training at the university. The actual naming of the degrees may vary from country to country. The detailed description of The Bologna Declaration's principles follows.

Ministers expressed their wish to meet every two years to present to political leaders their views on the challenges, further developments, and outcomes of this reform. Those meetings were held in Prague-2001, Berlin-2003, Bergen-2005, and London-2007 and were each concluded with the issuance of published official reports, commonly known as communiqués. Each Ministerial summit, however, was preceded by a meeting in a form of a convention where the higher education community – students and unions included- would show their support for the initiative.

The most innovative element of the Bologna process in terms of transparency is the ongoing dialogue between the Ministers and the representatives of the higher education community.

“At a European level, the 30 Ministers nominated in their cabinet one officer to take charge of the Bologna process, these contact persons meeting with higher education representatives and EU delegates at least every six months to exchange notes and steer national transformation along converging lines of European interest” (Barblan, 2001, p. 6).

By the end of 2007, forty-six countries had agreed to participate in the plan, including twenty Central and Eastern European countries outside the European Union. Participant countries have implemented the principles of the ongoing Bologna project. The implementation of the Bologna Declaration was seen as an opportunity for European universities to position themselves with regard to one another and to compete with private organizations and non-European universities offering higher education. Implementation of the European higher education reforms in Eastern European countries, like Poland, Czech Republic, or Hungary started with restructuring of all sectors of the economy and society (Zgaga, 2004). Before they could implement the principles of the Bologna process, institutions of higher education needed to re-evaluate the curricula to rid them of politically unclear content (Rozsnyai, 2003).

In spite of disadvantageous conditions due to the Soviet period, the Bologna process has brought incredible benefits to the Eastern European countries. Higher education institutions introduced more flexible program structures, comparable with Western higher education systems, and promoted European cooperation in quality assurance (Tauch, 2004). According to Rozsnyai (2003), increased enrollment and well-developed financial aid for students are the most significant benefits of the Bologna's process.

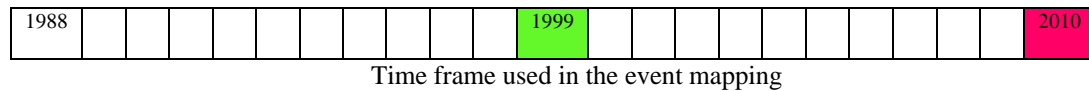
The European Union members' ambition is to become the world's most dynamic knowledge-based economy (Lisbon Declaration, 2007). That means investing heavily in research, the source of new knowledge, and in education and training, which give people access to that new knowledge. The training of the workforce in information technology

skills became a priority for educational authorities. A thriving economy needs people to stay at work longer and learn new skills throughout their working lives. As a simple indication of already visible benefit is that in the European Union, the number of adults in vocational training courses has risen from 7.9% in 2000 to 9.4% in 2004 (European Commission, 2007).

The Bologna Process does not aim to standardize national educational systems but rather to provide tools to connect them (EUA, 2006, p. 2). The intention is to allow the diversity of national systems and universities – in terms of culture, language(s) and mission-to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchange between institutions. The educational reform process, the Bologna Process, is related to the development of international education trends, and to the essential goal of remaining competitive in a global society.

The next section of this chapter presents event mapping, a visual depiction of all Ministerial Summits with the European countries' membership, as well as the major events organized by the support organizations and groups. The Bologna Process implementation represents not only the ongoing dialogue among the governments of participating European countries, but also the involvement of many other international and national organizations. All events are bounded activities around a particular topic within a specific time-frame (Spradley, 1980; Putney, 1997 and 2008). In the case of this research, the events that had influence on the origins of the Bologna Declaration started before 1999. That is the reason why the time frame used in the event mapping

presentation begins with the year of 1988, and ends at the year 2010, the anticipated establishment of the European Higher Education Area-the goal of the Bologna Declaration.

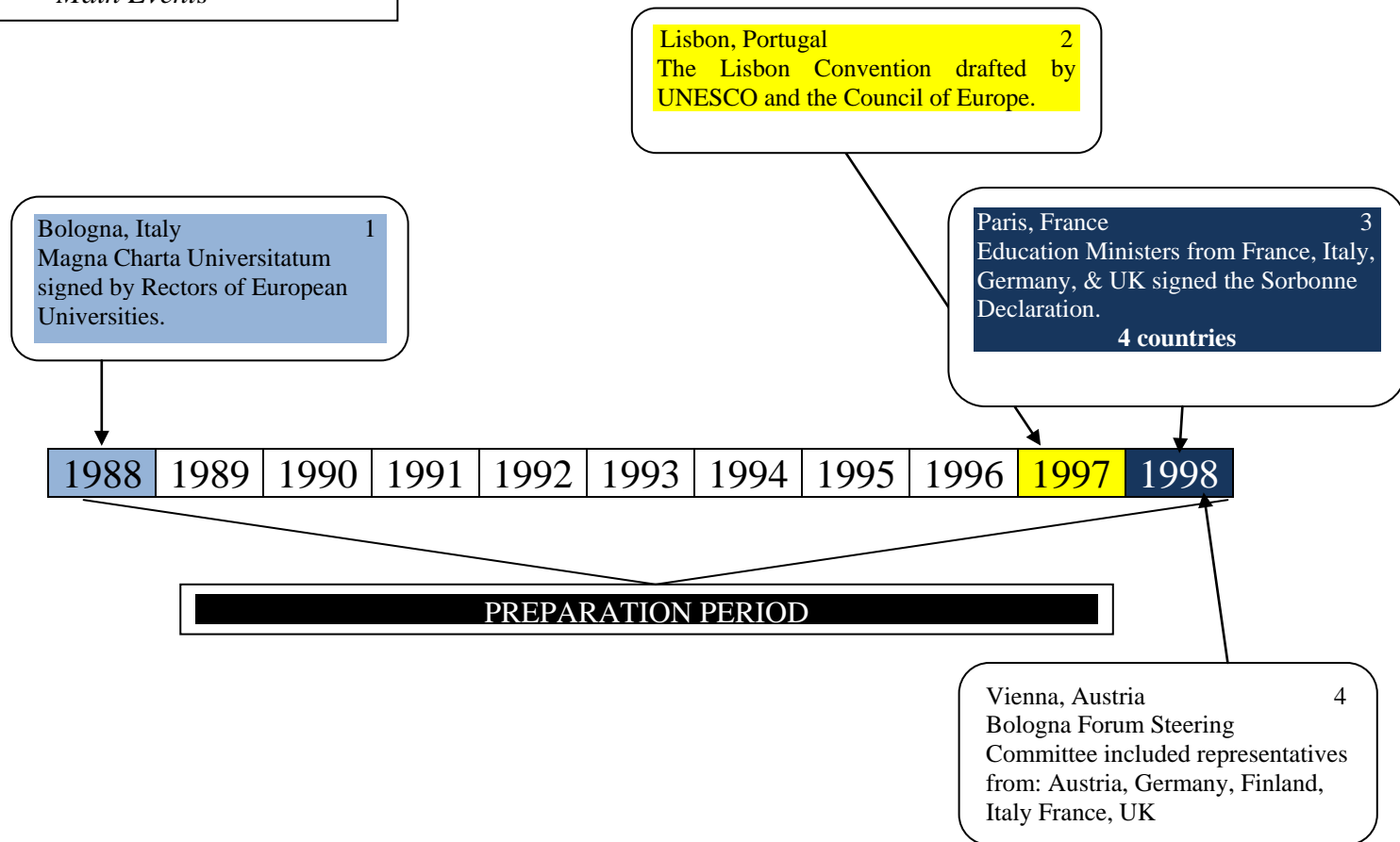


The color scheme is consistently used in the event mapping throughout this study. The year of 1999 (green) and 2010 (pink) represent the Bologna Declaration and the establishment of the European Higher Education Area respectively. These two years are marked in each event mapping presented in this study to underline the importance of those events. Due to the complexity of the Bologna Declaration Implementation process, the depiction of events is unfolded gradually to stress the importance of activities and assist the reader with full and clear understanding of this process.

The Figure 2A portrays the Preparation Period of ten years (1988 – 1998) before the Bologna Declaration, followed by three event mappings of four year increments each (Figure 2B, 2C, 2D) presenting the most significant events and activities of the Implementation Period. Short descriptions of the presented events' significance follow each event. Each event is also numbered (number is located in right upper corner of each silhouette) in order to make the reference process more convenient for a reader.

Figure 2E is a combination of all events and activities of the Bologna Declaration Implementation process taken from the previous figures to demonstrate the whole course of action. Detailed thematic analysis of the Bologna Declaration Implementation process in Europe is provided in Appendix IV.

Figure 2A:  
The Preparation Period of the Bologna  
Process Implementation in Europe  
*Main Events*



### Significance of the Preparation Period (Figure 2A):

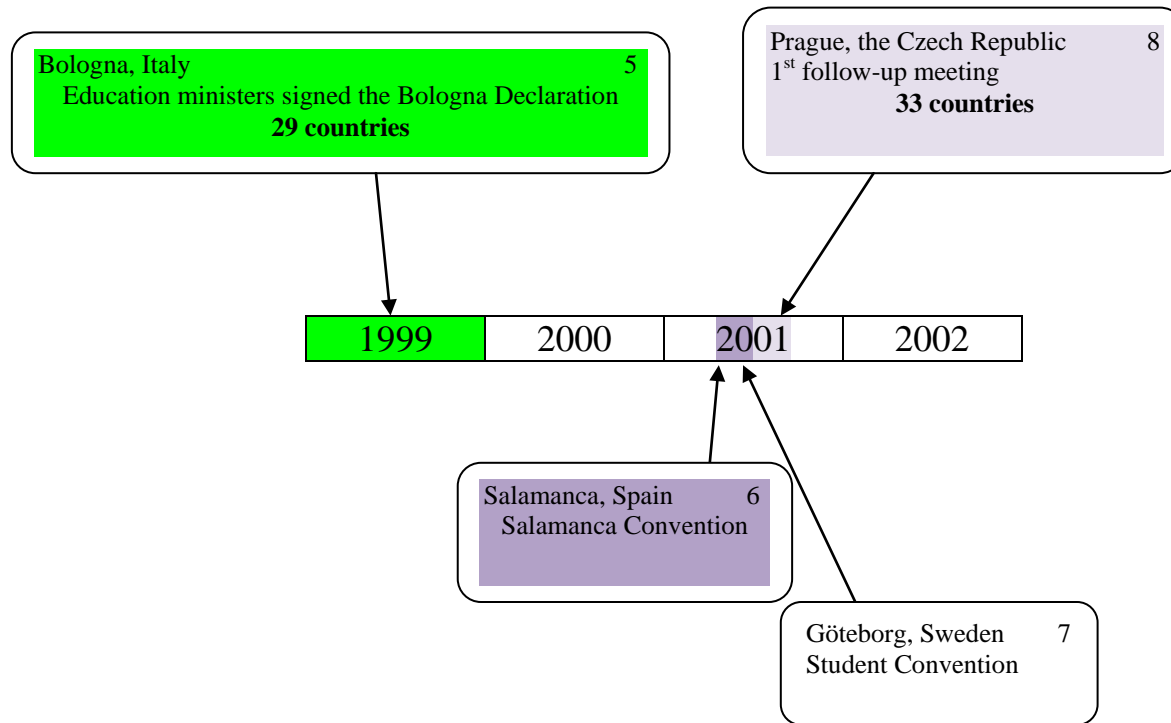
1            One of the main concerns of the European Integration process was harmonization of higher education systems of all European countries in order to make European higher education institutions' programs transparent, recognized, and ready for global mobility. The European movement focused on bringing together the pieces of a geographically and historically divided continent (ERC, 1988). In 1988 in Bologna, Italy, the leaders of the oldest European universities from 15 countries, mainly the members of the European Union, signed a document known as the Magna Charta Universitatum. This document aimed at celebrating the deepest values of university traditions and encouraging strong bonds among European universities regarding development of academic and research programs, quality of education, and mutual recognition of credits and degrees.

2            Since the process of the European Integration and higher education harmonization continued to develop through the years, the next significant event requiring mention here is the Lisbon Convention of 1997. The Lisbon Convention on the *Recognition of Higher Education Program Qualifications* was signed at the Council of Europe and UNESCO Diplomatic Conference in 1997 in Lisbon, Portugal. The convention defined the framework for mutual recognition of studies, certificates, diplomas and degrees to promote academic mobility among European countries. The convention was open for signature of the European countries as of April 11, 1997. Poland signed the convention as of the initial date, and the United Kingdom signed the Convention on November 7, 1997. The Convention entered into force on February 1, 1999 ([www.portal.unesco.org](http://www.portal.unesco.org)).

3           A year later, the ministers of education from France, Italy, Germany, and the United Kingdom signed on May 25, 1998 the Sorbonne Declaration that became the precursor to the Bologna Declaration. These four European countries agreed to provide a common set of qualifications in their higher education systems based on the Bachelors and Masters qualifications already existing in the UK. The signatory countries left a decision of joining the process of harmonization of higher education to other European countries by choosing a place and a time of the next meeting. Bologna University in Italy was chosen as the host of the next meeting. The follow up meeting was the perfect occasion to celebrate university's the 900<sup>th</sup> anniversary (Sorbonne Declaration, 1998).

4           The preparations for the Bologna Forum were discussed at two meetings; the European Union Ministers of Education and Directors of Higher Education and Presidents of Rectors' Conferences of the Member States of the European Union held in Vienna, Austria. As part of the preparations for the planned Bologna Forum, the Confederation of the European Rectors' Conferences in cooperation with the Association of European Universities (CRE), in October 1998 established a Steering Committee to assist in the preparations of the Bologna Forum. The role of the committee was to discuss, collect information, and analyze the current trends in higher education structures in the Member States of the European Union and the European Economic Area.

Figure 2B:  
The Bologna Process Implementation in Europe in 1999-2002  
*Main Events*





Significance of the events of the 1999-2002 period (Figure 2B):

5            On June 19, 1999 the Education ministers from twenty-nine countries signed the Bologna Declaration. The process of implementation of the Bologna Declaration's principles became known as the Bologna Process. To make sure the process is conducted as a result of close cooperation of all participating members, ministers expressed their wish to meet every two years to present challenges, further developments, and share outcomes.

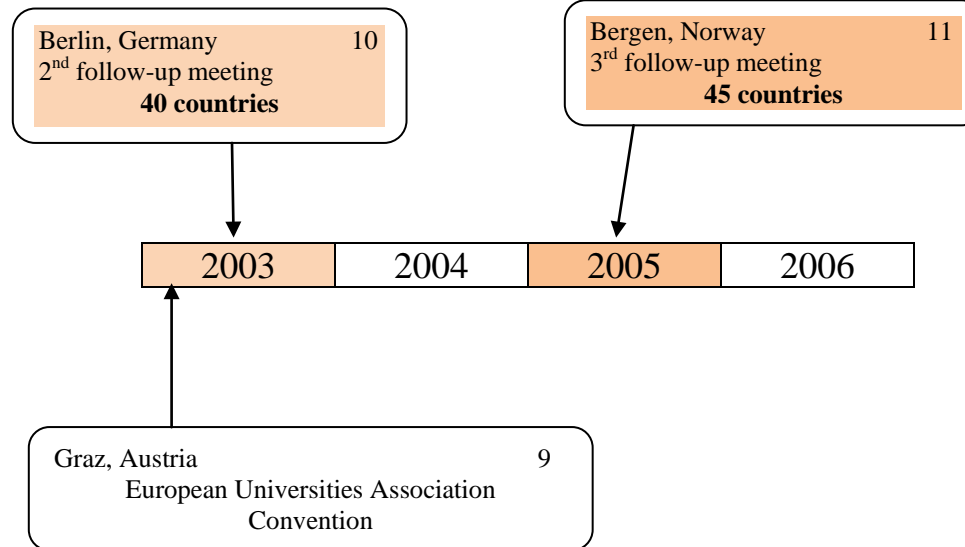
6            Two years later over 300 European higher education institutions and their main representative organizations, gathered in Salamanca in March 2001 to prepare their input prior to the Ministerial Summit in Prague. European higher education institutions reaffirmed their support to the principles of the Bologna Declaration and their commitment to the creation of the European Higher Education Area by the end of the decade. The European University Association (EUA) was established in Salamanca.

7            Another support for the Bologna Process was shown by the representatives of the National Unions of Students in Europe, who met in Göteborg, Sweden in 2001 to formally adopt their position of giving full support for the Bologna accords.

8            The first Ministerial Summit was held in Prague, the Czech Republic in 2001. The European Ministers in charge of higher education representing 33 signatories, the European Commission, universities and students get together in order to review the progress achieved and to set directions and priorities for the coming years of the process.

The choice of Prague to hold this meeting is a symbol of the will to involve the whole of Europe in the process in the light of enlargement of the European Union.

Figure 2C:  
The Bologna Process Implementation in Europe in 2003-2006  
*Main Events*



Significance of the events during the 2003-2006 period (Figure 2C):

9           The European Universities Association (EUA) held a convention in Graz, Austria in 2003 to support the Bologna Process' principles.

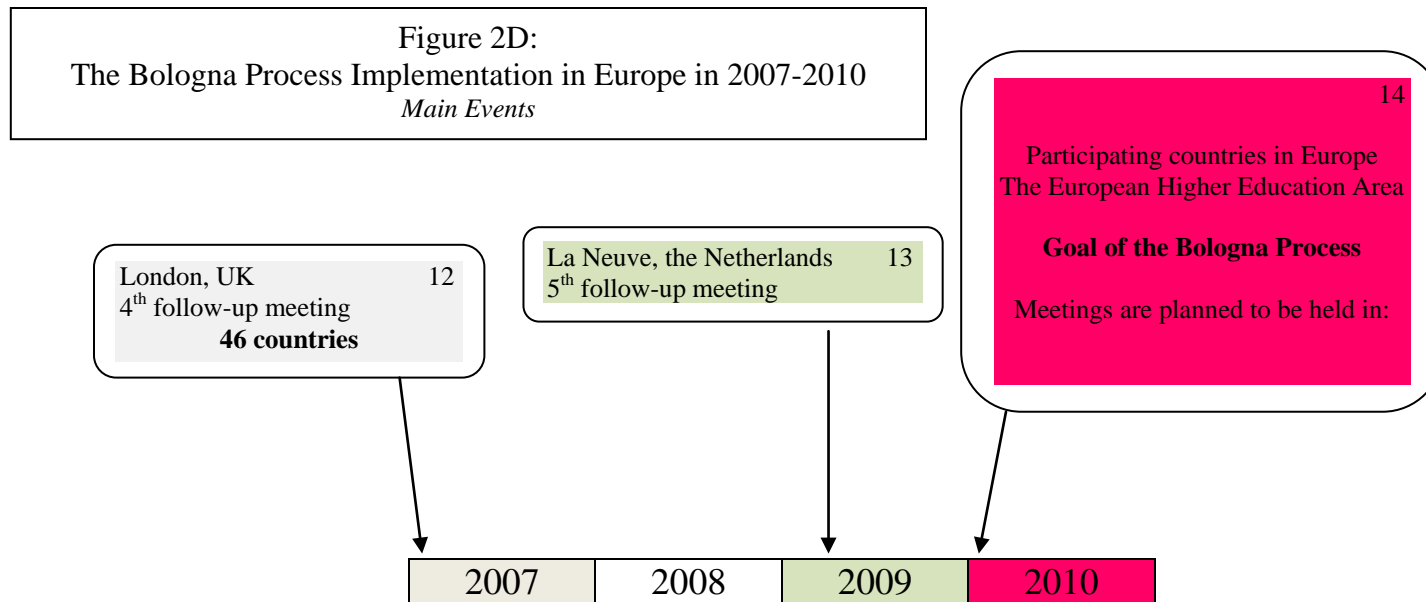
10          The second follow up meeting of the education ministers was held in Berlin, Germany in 2003. The representatives from 40 European countries, including Russia and Southeast Europe, to discuss progress and recommendations to extend coverage to the links between the European Higher Education Area (EHEA) and the European Research Area (ERA). Ministers made the Follow-up Group responsible for organizing a stocktaking process in time for their summit in 2005, and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years:

Quality assurance

Two-cycle system

Recognition of degrees and periods of studies.

11          In 2005, the ministers held the 3<sup>rd</sup> follow-up meeting in Bergen, Sweden. Ministers reviewed the progress of the Bologna Declaration and set directions for the further development towards the European Higher Education Area to be realized by 2010. One of the main topics discussed at that meeting was the progress in quality assurance. Participating countries shared their experiences in establishing national accrediting agencies, and introducing quality assurance standards and procedures in the institutions of higher education. European Ministers of Education adopted an overarching framework for qualifications.



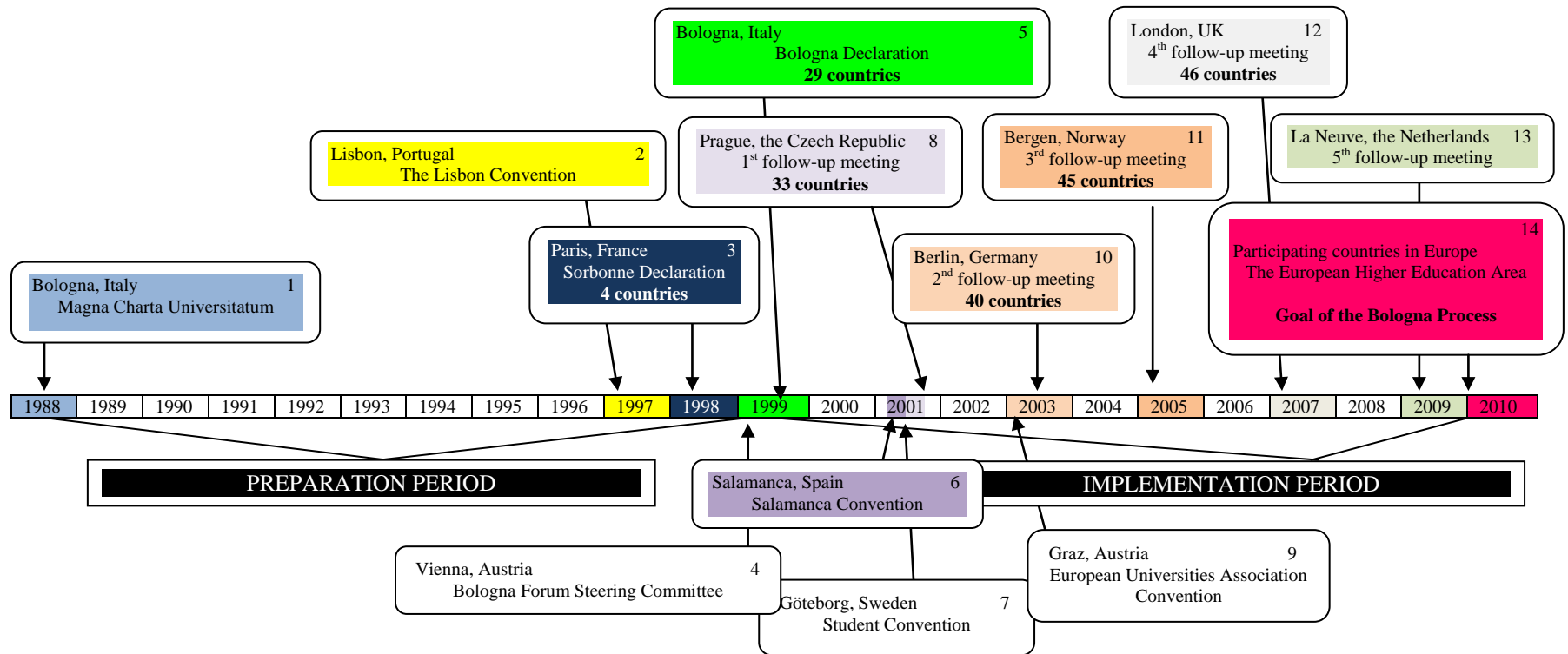
Significance of the events during the 2007-2010 period (Figure 2D):

12            In 2007, in London the ministers held the 4th follow-up meeting. Ministers issued the London Communiqué in which they noted that most progress has occurred in the areas of undergraduate access to the next educational cycle (Masters Degrees), and in the external quality assurance systems. Ministers adopted a strategy on how to reach out to other continents. They also agreed to create a Register of European Quality Assurance Agencies.

13            The 5th follow-up meeting took place in 2009 in the Netherlands. The last ministerial meeting was hosted by the Benelux countries. The Ministers discussed the importance of lifelong learning, expanding access to higher education, and student and faculty mobility.

14            “Bologna Ministerial Anniversary Conference” will take in two locations: in the House of Parliament in Budapest, Hungary on March 11, 2010, and at the Vienna Imperial Palace Congress Centre on March 12, 2010.

Figure 2E:  
The Bologna Process Implementation in Europe  
*Overview*



### The Bologna Declaration's Principles

Some of the main principles of the Bologna Declaration (Clement, McAlpine, & Waeytens, 2004) include:

- Creating a common frame of reference to understand and compare diplomas through implementation of the Diploma Supplement, a document similar to American transcript;
- Implementing credit system called the European Credit Transfer System (ECTS);
- Restructuring of programs at undergraduate and graduate levels, where the undergraduate program is a prerequisite for a graduate program, and where undergraduate diploma is relevant to the labor market (three-tiered system);
- Increasing student and staff mobility;
- Reforming national frameworks for program qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and
- Introducing comparable criteria and methods in quality assurance process (accreditation).

The Bologna Process addresses comparative higher education issues and promotes a dialogue on recognition of qualifications and accreditations. This Process is known for introducing innovative programs, promoting exchanges of students, teachers and other professionals, and encouraging greater institutional collaboration in higher education throughout Europe. The basic framework is of three cycles of higher education qualification. As outlined in the Bergen Communiqué of 2005, a document that was issued following a meeting of the European Ministers of Education held in Bergen in

2005, the cycles are defined in terms of qualifications and the European Credit Transfer System (ECTS) credits:

1st cycle: requires typically 180–240 ECTS credits and 3-4 years to complete.

Usually awards a Bachelor's degree (60 credits per year).

2nd cycle: requires typically 90–120 ECTS credits (a minimum of 60 on 2nd-cycle level) and 2-3 years of completion. It usually awards a Master's degree.

3<sup>rd</sup> cycle: doctoral degree does not require ECTS credit range. This degree is research based, not on coursework. It requires four years to complete.

#### Accreditation and Quality Assurance Issues in the Bologna Process

Accreditation process was seen as a predominantly American initiative until the 1990s. In the area of accreditation, the American higher education system serves as a model for the rest of the world. Accreditation, known also as quality assurance, is one of the key components of assuring appropriate, predefined standards of higher education that benefit individuals and societies. “The term is most frequently used in the United States” (Fraser, 1994, p. 106), but it has also been widespread in Central and South America and Eastern Europe, and has moved into the European Union, as part of the Bologna Process.

The definition of accreditation has changed throughout the history of higher education. In 1980 Kenneth E. Young presented, and Chernay (1990) reinforced a new definition of the term “accreditation” that included three following elements: concept, process, and status. According to Young and Chernay, accreditation means:

“A *concept*, unique to the United States, by which institutions of postsecondary education or professional associations form voluntary, non-governmental organizations to encourage and assist institutions in the evaluation and improvement of their educational



quality and to publicly acknowledge those institutions, or units within institutions, that meet or exceed commonly agreed to minimum expectations of educational quality;

A *process* by which an institution of postsecondary education formally evaluates its educational activities, in whole or in part, and seeks an independent judgment that it substantially achieves its objectives and is generally equal in quality to comparable institutions or specialized units. The main principles of the process are: (a) a clear statement of educational objectives, (b) a directed self-study focused on those objectives that maintain conditions under which their achievement can be expected, (c) an on-site evaluation by a selected group of peers, and (d) a decision by an independent commission that the institution or specialized unit is worthy of accreditation, and can be expected to continue to do so, and

A *status* of affiliation given an institution or specialized unit within an institution which has gone through the accrediting process and been judged to meet or exceed general expectations of educational quality” (Harclerod, 1980, p. 12).

Institutions of higher education have preferred to limit the use of the term “accreditation” to the activity defined by Young and performed voluntarily. Additionally they encouraged voluntary associations and agencies to use of the term ‘accredited’ rather than ‘approved’ or other similar terms (Harclerod, 1980, p. 13). Interestingly, the term ‘approved’ became more associated with the European quality assurance process which will be discussed below.

The European University Association (2001) defined accreditation as “a formal published statement regarding the quality of an institution or program, following a cycle of evaluation based on agreed standards” (CRE Project, 2001, p. 8). This definition was widely adopted by the European countries participating in the Bologna Declaration process. The International Network of Quality Assurance Agencies in Higher Education (INQAAHE, 2001, pp. 2-3) provided some characteristics of accreditation, instead of a definition, since the concept is evolving:

Accreditation is a formal decision;

Accreditation is based on an overall assessment of the Higher Education Institutions (HEI) or its core activities;

Accreditation is based on the assessment of at least minimum requirements;

Accreditation concerns a *yes/no/conditional* decision;

Accreditation will have consequences in the professional field:

Concerning recognition

Concerning funding

Concerning student aid.

A well developed set of definitions is presented by the European Network of Quality Assurance Agencies in a report on ‘accreditation-like practices’ (Hämäläinen, Haakstad, Kangasniemi, Linderberg, & Sjölund, 2001). In European countries, approval is more often referred to as quality assurance, rather than accreditation, but both are intricately linked where accreditation is seen as a tool to ensure quality assurance. Hämäläinen and colleagues distinguished differences between accreditation and approval. They defined accreditation as

“all institutionalized and systematically implemented evaluation schemes of higher education institutions, degree types and programs that end in a formal summary judgment that leads to formal ‘approval’ processes regarding the respective institution, degree type and/or program” (p. 7).

Approval involves granting the right to exist within the system. Approval can be carried out by one or several organizations, and is granted by one or more governmental organizations.

For this study, the definition of accreditation used was consistent with what was provided by the European Association for Quality Assurance Agencies (2003), the International Association of University Presidents, International Network for Quality

Assurance Agencies in Higher Education, and European Consortium for Quality Assurance in Higher Education (ECA) (Clements, 2005): As defined in the Bologna Declaration, accreditation is a central instrument to support the necessary processes of changes in European higher education systems. Accreditation serves to assure quality when implementing new (ex ante steering) degree programs and also to monitor existing ones (ex post steering).

#### Quality Assurance in the European Higher Education Area

The Bologna Process set two goals for participating universities: Creating comparable programs and degrees and increasing competitiveness among institutions. Recognition issues have always found a sound position in the Bologna follow-up activities. In Prague, during the first Ministerial summit it was determined that, “Ministers encouraged the follow-up group to arrange seminars” (p. 3) to explore several areas in order to take the process further, including “recognition issues and the use of credits in the Bologna Process” (p. 1) (Prague Communiqué, 2001).

In this respect, the Dubrovnik Decision of 2002 of the European University Association started drawing up comparable criteria of quality in higher education (Marga, 2006). The first official Bologna Seminar on these issues was held in Lisbon in April 2002, that is, during the 2001 – 2003 follow up period. In Berlin, Ministers declared to “strengthen their efforts to [...] improve the recognition system of degrees and periods of studies” (Berlin Communiqué, 2003, p. 3).

In December of 2004 the second Seminar was held in Riga. The European National Information Center for Academic Recognition and Mobility (ENIC), and the National Academic Recognition and Information Center (NARIC) Networks, as well as the

Committee of the Lisbon Recognition Convention, importantly contributed to the elaboration of recognition of degrees issues within the Bologna Process (e.g. Vaduz Statement, 2003; Recommendation on the Recognition of Joint Degrees, 2004). In May 2005, when summarizing the progress in this area, Ministers noted under the heading “Recognition of degrees and study periods”:

“That 36 of the 45 participating countries have now ratified the Lisbon Recognition Convention. We urge those that have not already done so to ratify the Convention without delay. We commit ourselves to ensuring the full implementation of its principles, and to incorporating them in national legislation as appropriate. We call on all participating countries to address recognition problems identified by the ENIC/NARIC networks. We will draw up national action plans to improve the quality of the process associated with the recognition of foreign qualifications. These plans will form part of each country’s national report for the next Ministerial Conference. We express support for the subsidiary texts to the Lisbon Recognition Convention and call upon all national authorities and other stakeholders to recognize joint degrees awarded in two or more countries in the EHEA.

We see the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. We will work with higher education institutions and others to improve recognition of prior learning including, where possible, non-formal and informal learning for access to, and as elements in, higher education programs” (Bergen Communiqué, 2005, p. 3).

The Bergen Communiqué (2005) determined the “recognition of degrees and study periods” (p. 2), as one of the “three intermediate priorities” (p. 2), and added that “procedures for the recognition of prior learning” (p. 2) should be included into stocktaking exercise for 2007. Further on, the Communiqué stressed that “the European Higher Education Area must be open and should be attractive to other parts of the world (p. 4)”, and “a strategy for the external dimension (p. 5)” was asked to be elaborated upon. This was culminated by the publishing in 2005 of *Standards and Guidelines for Quality Assurance in the European Higher Education Area* by the European Association for Quality Assurance in Higher Education Area that implemented the guidelines from

the Berlin Communiqué. However, the issue of quality assurance, despite all the progress and development, remains a contentious one on two levels: The question of quality and the question of assuring that quality. Such assurance can only be provided by accreditation system implemented in all participating in the Bologna process countries.

The implementation of the Bologna's principles and restructuring of higher education systems on the European continent took place in national arenas. As Westerheijden (2001) stated, the European higher education systems are embedded in national education and policy systems. They have been kept out of the view of the European Union and left to national control to convey their cultural heritage to the next generation. But keeping those systems within national boundaries did not guarantee that the restructuring of education systems would lead to transparency and comparability. Before Bologna there was no unified higher education system across the European continent. Protection of students against low quality education standards has been one of the reasons to establish accreditation in the European countries. Different national and institutional missions and profiles may imply different levels of qualities as well. In turn, this would imply different external quality assessments, as has been argued by Van Vught (1994) when he introduced the theory of a multiple accreditation system. He defined a multiple accreditation system as a free choice of the higher education institutions in selecting accreditations befitting their ideas of quality and freedom for accreditation agencies to offer their services. At the same time, governments are asked not to interfere with the institutional arrangement of quality assurance (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Lemaitre, 2005; Woodhouse, 2005).

The focus on quality in the Bologna Process has certainly raised awareness within higher education institutions of the potential benefits and challenges of effective quality assurance and enhancement activities. More constructive discussion between institutions, quality assurance agencies, stakeholders and public authorities appears to be taking place, and the involvement of students in quality assurance activities also seems to be gaining ground. Indeed in some parts of Europe, “quality assurance seems to be replacing degree structure reform as the main topic of interest in the Bologna Process (EUA Trend V Report, 2007, p. 3).

### Three Levels of Quality Assurance in the European Higher Education

As mentioned in Chapter 1, the European quality assurance system was developed and structured based on the American model of accreditation, with the unique difference that it has been taken to a higher level, a continental level. The European quality assurance exists on three compatible and interdependent levels: European (continental, international); national; and institutional (Figure 3).

*European level (1)* -Promoting the development of a European dimension for quality assurance

The promotion of development of a European quality assurance started before the Bologna Declaration of 1999. The Council of the European Union ([www.ec.europa.eu](http://www.ec.europa.eu)) issued a Recommendation 98/61/EC of September 24, 1998 (European Council, 1998) on European cooperation in quality assurance in higher education in which the Council recommends the Member states to “support and, where necessary, establish transparent quality assurance systems” (p. 2, Section A), “base systems of quality assurance on features explained in the Annex (p. 2, Section B)”, “encourage higher education

institutions in cooperation with the competent structures of the Member States to take appropriate follow-up measures”, and “promote cooperation between the authorities responsible for quality assessment or quality assurance in higher education and promote networking” (p. 3, Section E). Quality assurance, as one of the Bologna Declaration’s principles, surfaced as a key issue during the 2003 Ministerial Summit in Berlin, when the Ministers called for development of the European standards for quality assurance, and in 2005 “The European Standards and Guidelines for Quality Assurance in Higher Education” were developed and published by ENQA and adopted by Ministers of Education during the Ministerial Summit in Bergen. Beginning in September 2003, the European University Association (EUA) arranged regular meetings with the European Association for Quality Assurance Agencies (ENQA), the National Unions of Students in Europe (ESIB), and the European Association of Institutions in Higher Education (EURASHE) known as E4 Group to discuss development process of European dimension for quality assurance. This partnership resulted in the European Standards and Guidelines for Quality Assurance (ESG) policy which was adopted by the European Ministers of Education in Bergen in 2005 (Woodhouse, 2005).

Since 2006 the E4 Group organized annual meetings called European Forum for Quality Assurance (QA Forum). The QA Forum is usually attended by quality assurance agencies and representatives of higher education institutions in order to bring forward a European agenda on a broad understanding of what constitutes best quality assurance practices in the context of European higher education trends ([www.eua.be](http://www.eua.be)).

The same members established the European Quality Assurance Register for Higher Education (EQAR). EQAR is responsible for publishing and managing a register of

quality assurance agencies that substantially comply with the European Standards and Guidelines for Quality Assurance (ESG) to provide the public with clear and reliable information on quality assurance agencies operating in Europe.

As a result of this cooperation, in February 2006, the European Parliament and Council adopted Recommendation 143/EC/2006 (European Parliament and Council, 2006), which informs the member states that higher education institutions may turn to any agency listed in the European Register, provided it is allowed by their governmental authorities ([www.eua.be](http://www.eua.be)).

*National Level (2) – Enhancing external accountability procedures*

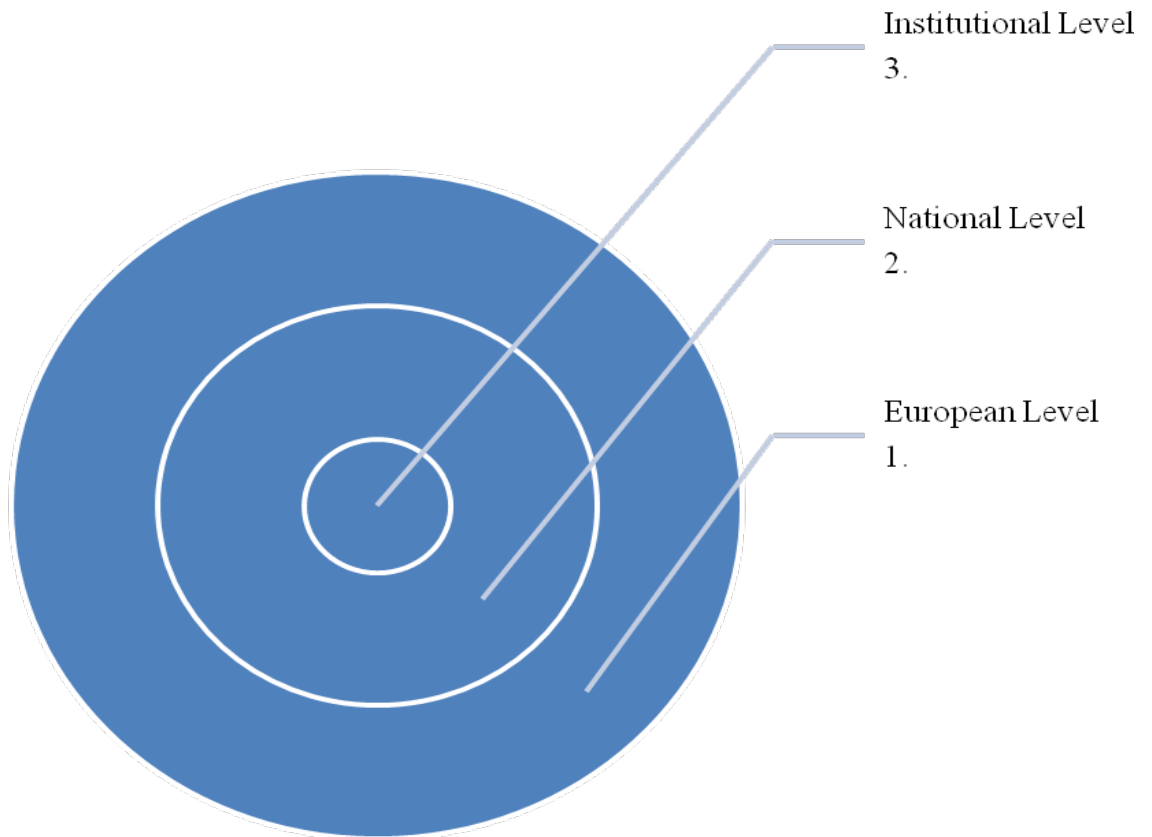
Each European country that joined the Bologna Declaration established at least one quality assurance or accreditation agency. Forty-two of these agencies, as well as the European University Association, became members of the European Association for Quality Assurance (ENQA) ([www.eua.be](http://www.eua.be)).

*Institutional Level (3) – Enhancing quality*

The European University Association became a leader in developing the capacity of higher education institutions to create internal quality process through the Institutional Evaluation Program. According to the Sorbonne (1998) and Bologna (1999) Declarations, enhancing quality in education is left to the institutions of higher education. These are the ones fully responsible for developing and maintaining the highest level of teaching and learning process.



Figure 3: The Three Levels of Quality Assurance in the European Higher Education Area



The European quality assurance system requires commitment and involvement from all participating members on all three levels. The international (European) level provides standards and guidelines for national and institutional authorities to fully meet the established requirements, in order to achieve transparency, compatibility, and recognition of offered program and degrees. The national level requires adoption, and in some cases, development of quality assurance systems, with the establishment of the national quality assurance agencies included. The institutional level requires nothing less than restructuring existing academic programs to enhance quality of teaching and learning processes and introducing internal assessment process of their curricula and faculty members. Table 1 (p. 52) presents the key actors and policies involved in quality assurance implementation process on three levels: institutional, national, European/international. The global level is left open for the future impact of the European quality assurance process.

#### Accreditation Process on National Level in the European Higher Education Area

Accreditation under the Bologna Process framework is achieved in a variety of ways, but most accreditation is achieved through multi-phased process initiated once an applicant institution or program submits an application to the state or authorized accreditation body within each jurisdiction, or once the accreditation body itself starts an accreditation procedure. The process includes licensing, evaluation and accreditation. The role of the state is crucial in most of European countries where the process is almost exclusively state-run and controlled such as it is in Poland.

Table 1: Actors and Policies in the European Quality Assurance Implementation Process

Level	Institutional		National		International/European	Global
Actors	UK  University of Cambridge	PL  Uniwersytet Jagielloński	UK  QAA	PL  Ministry of Science and Higher Education  Rada Główna Szkolnictwa Wyższego  Państwowa Komisja Akredytacyjna	EU  ENQA  ESIB  ECA  EUA	
Policy	Guide to Quality Assurance and Enhancement	Agreement of Polish Universities Concerning the Quality of Education of October 1998;  Good Practice in Higher Education of 2007, Section 8  Resolution of the Minister of Science and HE of July 12, 2007 on National Teaching Standards.	Code of Practice	Act of July 27, 2005 Law on Higher Education;  Resolution of the Minister of Science and HE of July 12, 2007 on National Teaching Standards;  Internal Resolutions of the State Accreditation Commission Presidium issued from 2002 to 2008 on quality assurance in higher education.	The European Standards and Guidelines for Quality Assurance in Higher Education Area (ESG)	

In countries with such a scheme, all academic institutions must be licensed, then evaluated, and finally accredited (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Clements, 2005).

Depending on the national system, licensing involves the formal act of the state granting license for a higher education institution to operate within the state. The process of licensing begins when an institution submits the required application and supporting documents to the licensing authority, which is usually the Ministry of Education, but can be a special agency or a specialized state education body. If the application is granted, typically for a minimum of three years and a maximum of five years, the licensing body will notify the institution of its decision and the decision itself will specify the fields of study the institution is licensed to provide services in and the degrees that the institution may confer. In case of a denied application, the institution receives a full explanation. Normally an institution is allowed to resubmit an application with further evidence that shows that the grounds for denial have been addressed and rectified (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Clements, 2005).

The next steps in the process, after an institution obtains a license to provide educational services, are evaluation and accreditation. Depending on the national system, evaluation can be done prior to accreditation or accreditation can be granted and an evaluation process is then used to ensure compliance with quality assurance standards. Evaluation involves the process through which the state or authorized accreditation body assesses whether a licensed or accredited, institution or its academic programs meet the minimum quality standards required. Evaluation assesses the quality of education

provided, the adequacy of the curricula, the capacity of the institution, the qualifications of faculty, the duration of studies, the level of and competencies required of the students, and the adequacy of examinations in measuring these skills and competencies. In most countries a licensed, accredited institution must undergo periodic evaluation (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Clements, 2005).

Evaluation usually includes a two-step process. In the first step, the institution performs an internal self-evaluation detailing the institution's academic mission statement and objectives, institutional infrastructure and academic holdings, curricula and teaching methodologies, and staff and faculty qualifications. The self-evaluation report must be provided to the relevant evaluation body and state body where required. Step two involves an external evaluation of the institution, usually performed by an expert body of reviewers. The external evaluating entity reviews the self-evaluating report, conducts on-site inspections and compiles additional information on the institution and programs of study. Upon completion the external evaluation, the relevant body issues a report with a determination to give a positive or negative evaluation (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Clements, 2005).

The final step for institutions is to apply for accreditation. The application process for accreditation involves submitting a formal request to be accredited with the relevant accreditation body. Along with the request the institution needs to submit proof of licensing, a copy of the decision of the evaluating body, a copy of the evaluating certificate indicating which fields and programs of study have been approved. If the institution is in compliance with the requirements and standards, the accreditation body

makes a decision to accredit and issues a certificate indicating the level of accreditation, such as university, academy, or institute, and the fields and degrees the institution is authorized to award degrees, diplomas, or other evidence of qualifications in (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005; Clements, 2005).

The previous sections of chapter two set the background for better understanding of the changes that occurred in European countries while going through the integration process of the European continent, and explained the nuances of the educational reforms of the last decade, known as the Bologna Process. Given that the Bologna Process strives for harmonization of the higher education systems in Europe to build the European Higher Education Area, the emphasis was also put on the quality assurance system.

In the further sections of this chapter, higher education system of two countries and their top universities selected for this study will be discussed. A historical and present perspective will be presented of higher education systems in the United Kingdom and Poland with a portrait of the University of Cambridge and Uniwersytet Jagielloński.

### Higher Education in the United Kingdom

#### History

The first universities in England were established in the 12th century in Oxford and Cambridge. The University of Oxford is the oldest in the English speaking world. “There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris” ([www.ox.ac.uk](http://www.ox.ac.uk)). The first universities were established as private

institutions by Royal Charter, and they remained their status as private foundations until now ([www.eurydice.org](http://www.eurydice.org), 2007).

By the 1500s Cambridge and Oxford were highly organized institutions with a rector or a chancellor, a common seal, and corporate structure that enabled them to sign contract and purchase properties ([www.ox.ac.uk](http://www.ox.ac.uk)). The medieval curricula in the arts, theology, law, and medicine were intact until the Industrial Revolution of the 18<sup>th</sup> century. The need for the applied science and technology in the new manufacturing, mining, and transport industries influenced the development of new programs offered at the universities. Universities opened their doors to students who could choose programs from chemistry, biology, and geology, engineering, and mining, electricity, through new versions of the humanities like archive-based history, modern languages, and vernacular literature.

In the 19<sup>th</sup> and early 20<sup>th</sup> century major civic universities were established in the United Kingdom. The Barlow Report (1946) recommended a doubling of student enrollment, especially in science subjects, to meet the need for scientific manpower and post-war reconstruction of the country. Both government finance and student numbers were significantly increased during that period ([www.eurydice.org](http://www.eurydice.org), 2007). Technical institutions, also known as polytechnics, were established by charitable endowment to assist people from working class to obtain knowledge and industrial skills. Other higher education institutions were originally established by churches as colleges for training teachers. Both polytechnics and teacher training colleges were later maintained and regulated by local authorities. In 1964 the Council for National Academic Awards (CNAA) was established for the validation of programs at higher education institutions,

such as polytechnics and higher education colleges, which that did not have their own degree-awarding powers (www.eurydice.org, 2007).

Britain reconstructed its academic system in the 1980s in order to deal with growing student enrollment (Altbach, 2007). The 1988 Education Reform Act made considerable changes to the education system. Under this Act, polytechnics and higher education colleges in England were removed from local authority control, and became autonomous institutions, funded by the Polytechnics and Colleges Funding Council in England (www.eurydice.org, 2007). Those changes created a ‘binary divide’ system between the university sector and the public/polytechnic sector which throughout the years became increasingly vague due to vocational programs and training offered by universities.

The Further and Higher Education Act 1992 abolished the binary divide and reformed the structure of higher education in England into a single sector (www.eurydice.org, 2007) and it created a new body to fund all higher education institutions – the Higher Education Funding Council for England (HEFCE). Former polytechnics were given the status of universities under the new law. The CNAU was abolished, leaving most institutions to confer their own degrees (Mackinnon, Statham & Hales, 1995; Maclure, 1992; Williams, 1990; Singh, 1995; Russell, 1990).

#### Current Higher Education System

Although the character of higher education in the United Kingdom has changed significantly over the past 30 years the system maintains the reputation as one of the most highly selective in the world. British universities have traditionally claimed significant autonomy for themselves. Traditionally, the British universities have tried to insulate themselves from direct control by external agencies. However, as universities have



expanded and become more expensive during the last three decades, there has been immense pressure by those providing funding for higher education (government) to expect accountability, high levels of education, and quality assurance (Altbach, 2004).

In the 1990s the British universities' autonomy was limited and new administrative structures have been put into place to ensure accountability and quality of higher education (Altbach, 2001). One of the drastic changes is that the British academics entering the profession after 1989 will no longer have tenure, but will be periodically evaluated (Altbach, 2001). All universities are empowered by a Royal Charter or an Act of Parliament, with the exception of Oxford and Cambridge, and most of them are partly funded by the national government. The only exclusively private university in England is Buckingham University.

The organization chart of the education system, in England, including higher education, is presented in Appendix V. The traditional requirement for entry to higher education degree study requires two or three General Certificate of Education Advanced level (GCE A-level) passes which were introduced in 1951, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes (Eurybase, 2007).

Since September 1987, with the first examinations in summer 1989, a new degree – the AS level (Advanced Supplementary) has been available and could be earned alongside A level degrees (Mackinnon & Statham, 1995). The secondary school diploma, however, does not guarantee admission to higher education institutions in the UK. In addition to the possession of the secondary school leaving certificate, students must take either a national university entrance examination, or examinations conducted

by individual universities. The admission decision may be determined based on the student's performance in the national examination (Eurybase, 2007).

The Universities and Colleges Admissions Service (UCAS) is the single clearing-house for applications for admission to full-time undergraduate (first cycle) programs at all higher education institutions in the UK. UCAS does not set admissions requirements or decide on the admission of individual students, but provides information to prospective students on the choice of course, institution and entry qualifications required. UCAS does not handle applications for part-time or post-graduate programs (second and third cycle). Those programs applicants must apply directly to the institution ([wwwucas.ac.uk](http://wwwucas.ac.uk)).

#### Expansion

The number of students at universities in the UK has increased similarly to other European countries during the last two decades. In 2002 there were over two million students at higher education institutions (HEFCE guide, 2005) compared to 1.1 million students in 1990 (Figure 4).

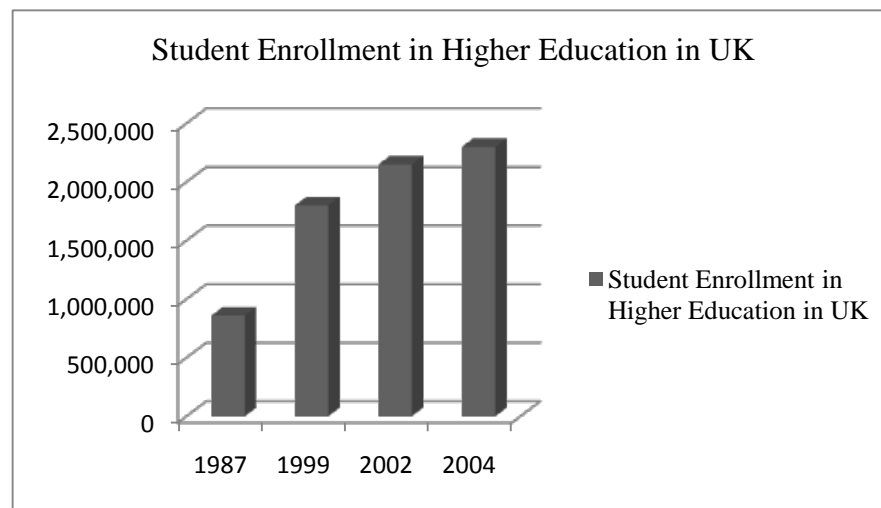


Figure 4: The Growth in Higher Education Students in the UK between 1987 and 2004.

Source: HEFCE Guide 2005/10.

In 2004-05 academic year, the total enrollment of students in the UK reached 1,678,904. The Figure 5 presents the distribution of students in UK's four countries: Wales, England, Scotland, and Northern Ireland.

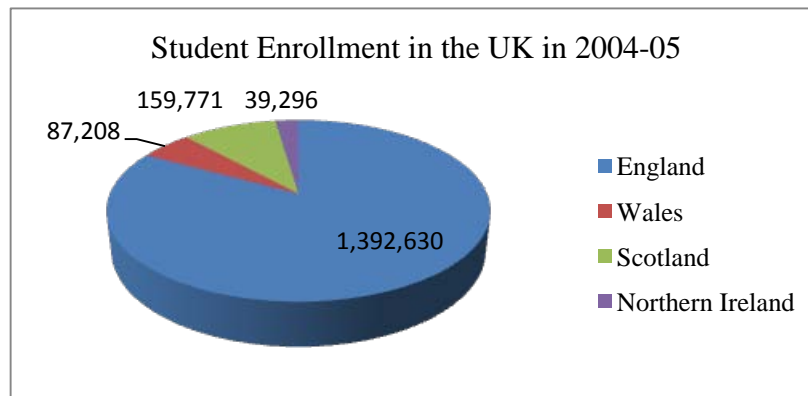


Figure 5: Student Enrollment in the United Kingdom in 2004-05.  
Source: HESA 2004.

A substantial proportion of students attend the institutions of higher education on part-time basis. The Figure 6 shows the proportion of student enrollment in full-time and sandwich courses (sandwich courses incorporate up to one year's work experience), and part-time students in 2004-05 academic year.

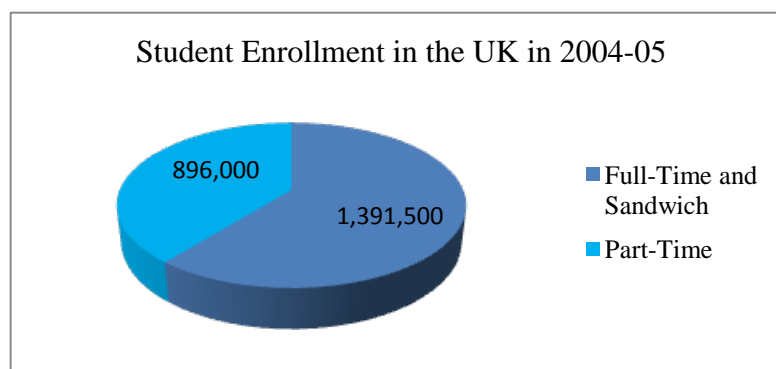


Figure 6: Student Enrollment in the United Kingdom in Full-Time and Sandwich Courses and Part-Time in 2004-05.  
Source: HESA student record 2004-05.

## Types of Higher Education Institutions in the United Kingdom

Higher education in the United Kingdom is provided by three main types of institutions:

University

Open University

College and Institution of Higher Education which include:

Art and Music Colleges

Open College

College of Technology

Teacher Training College, and

Institutes.

In 2006 the United Kingdom had 169 institutions of higher education of which 132 were located in England. The Figure 7 below presents distribution of universities and colleges in the UK.

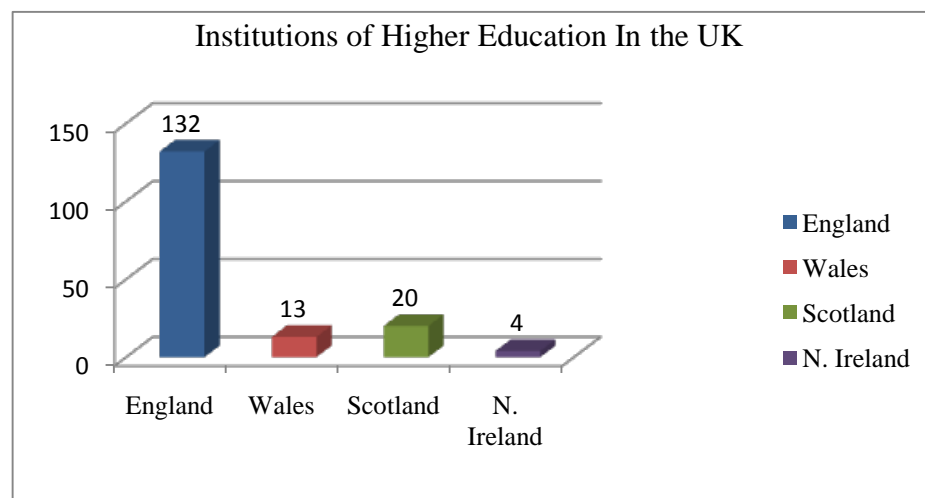


Figure 7: Distribution of universities and colleges in the UK in 2006.  
Source: HESA 2006.

## Organization Structure of Higher Education Authorities in the United Kingdom

The following section outlines the structure of governance for the UK universities and colleges:

Department for Education and Skills (DfES) served administrative and coordinative roles in higher education on national level until 2007. In June 2007 Gordon Brown split this institution into two departments: The Department for Children, Schools and Families, and the Department for Innovation, Universities and Skills (DIUS) ([http://www.dius.gov.uk/higher\\_education](http://www.dius.gov.uk/higher_education) ).

Two years later, in June 2009, the Government made a decision to unite two departments: Department for Education and Skills, and the Department for Trade and Industry into the newly formed Department for Business, Innovation and Skills. This Department is responsible for adult learning, parts of further education, higher education, skills, science and innovation.

Universities UK (UUK) is the representative body for the executives of UK universities. This organization represents the interests of the universities in relation to the government, Parliament, local and national institutions (<http://www.universitiesuk.ac.uk/AboutUs/Pages/About-Us.aspx>).

The Higher Education Funding Council for England (HEFCE) aims to widen access and improve participation in higher education through funds allocation specifically for students from disadvantaged backgrounds, students with disabilities, and to improve retention (Eurybase, 2007, p.11).

Office for Fair Access (OFFA) is an independent public body dedicated to the promotion and safeguard of fair access to higher education for under-privileged groups in

the light of the introduction of variable tuition fees in 2006-07 academic year. The office is supported by the Higher Education Funding Council for England (<http://www.offa.org.uk/>).

The primary responsibility for academic standards and quality in the British higher education rests with individual institutions through their institutional audit (internal). Conducting external reviews of universities and colleges, however, rests with the Quality Assurance Agency's activities ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

The Quality Assurance Agency (QAA) for Higher Education monitors how universities maintain their academic standards and quality, encourages continuous improvement in the management of the quality of higher education, and provides the public with the information on standards of higher education qualifications through its own publication "Higher Quality". The Agency is an independent body and was established in 1997. The QAA is funded by subscriptions from UK universities and colleges of higher education, and through contracts with the main UK higher education funding bodies.

The Agency is governed by a Board which is responsible for the strategic operations, it appoints the Chief Executive, and considers major policy developments. The organization employs 125 staff and uses over 500 reviewers. Review teams are made up of a senior, experienced staff from UK higher education institutions and the professions. The agency carries out external quality assurance of institutions of higher education in a six-year cycle of institutional audit. The Agency reviews over 100 institutions every year ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

The QAA assists higher education institutions to define and publish academic standards and quality requirements. The Agency plays a main role in international developments in standards and quality working closely with the quality assurance international organizations. The Agency is a full member of the European Association for Quality Assurance in Higher Education (ENQA) as of 2008 ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

### The Academic Infrastructure

One of the main responsibilities of the Quality Assurance Agency is strong engagement and cooperation with the higher education sector and other stakeholder regarding higher education programs and qualifications. The Agency participated in the establishment of the nation-wide agreed guidelines and reference points for setting and maintaining quality in higher education, called the Academic Infrastructure ([www.ucu.org.uk](http://www.ucu.org.uk)).

The Academic Infrastructure contains four components: the frameworks for higher education qualifications, subject benchmark statements, academic program specifications, and the Code of Practice. The first three components are concerned with setting standards, and the Code of Practice is mainly concerned with the management of quality ([www.qaa.ac.uk](http://www.qaa.ac.uk)). Since the UK institutions of higher education are independent and fully responsible for their educational programs, it is extremely crucial to establish “clear understanding of the criteria against which they will be judged in reviews” (QAA, 2003, p. 11).

The following is a brief overview of the four components of the Academic Infrastructure:

- National Framework for Higher Education Qualifications explains the levels of achievement and attributes represented by the academic degrees (bachelor's, or master's degree). The framework is compatible with the framework for Qualifications of the European Higher Education Area, giving students guarantee that the achieved degrees will be recognized across Europe (QAA, 2009).

- Subject Benchmark Statements were prepared by academic specialists to describe general expectations about the standards for the academic degree in a particular subject.

- Program Specifications are necessary for institutions of higher education to develop specifications for each program of study. They express the knowledge, understanding, and skills a student would be expected to obtain on completion of the program ([www.ucu.org.uk](http://www.ucu.org.uk)).

- The Code of Practice offers guidelines for universities and colleges on good practice in the management of academic standards and quality (QAA, 2009).

#### Preparing the Background for Bologna-Legislative Initiatives

The European integration process and harmonization of the European higher education require a long term commitment from not only governments which assume the responsibility of restructuring national political, economical, and education systems, but also individual service providers participating in those processes. One of the goals of the European integration process was to prepare future generations of the workforce by harmonizing higher education systems while preserving history, culture, and heritage.

Each country developed and implemented a series of significant changes in national systems, but some countries faced more challenges compared to other European partners, like the United Kingdom which consists of four nations: England, Scotland, Wales and



Northern Ireland. Constitutionally, the UK Parliament is responsible for legislation in England and for specified matters in Wales, Scotland, and Northern Ireland. The UK Parliament also has responsibility for general taxation and allocations of public funds to the four countries. However, education and training, including higher education, are entrusted to the legislature of all four nations. This study concentrates on higher education policy in England where majority of higher education institutions are located.

In 1988 the Education Reform Act made significant changes to the education system. The changes were aimed at creating “a market of education competition” ([http://www.wordiq.com/definition/Education\\_in\\_England](http://www.wordiq.com/definition/Education_in_England)) where schools would compete against each other to attract students. Under the same Act, polytechnics were given independence from local authorities with funding from new Polytechnics and College Funding Council in England.

Three years later, in 1991, the Government White Paper, *Meeting the Challenge*, would stress the necessity for universities to respond to needs of economy and society in general. It announced the abolition of the binary line, the division between polytechnics and colleges with a vocational emphasis from universities with an academic emphasis. This decree also underlined the importance of new quality assurance for teaching in higher education by implementing both audit and assessment of quality in individual subject areas (OECD Report, 2006).

In 1992, former polytechnics were given the status of universities under the Further and Higher Education Act of 1992. The abolition of binary line led to the creation of 30 new universities. The Council for National Academic Awards was abolished, leaving most institutions of higher education to confer their own degrees (Mackinnon & Statham,

1995; Maclure, 1992; Williams, 1990; Singh, 1995; Russell, 1990). New Act established a new Higher Education Funding Council for England (HEFCE). Similar councils were established in Scotland and Wales.

The Further and Higher Education Act of 1992 set out the respective roles of the Governments, the Funding Councils, and individual institutions. “The Government sets the total funding for universities and has the power to set conditions to the Funding Councils covering national developments which it wishes to promote” (OECD Report, 2006, p. 16). The Funding Councils advise the Government on the needs of higher education and allocate, promote, and monitor funds for teaching and research.

Individual institutions of higher education have governing bodies consisting of 15-35 members, of whom the Chairman and about half of the members are drawn from outside the institution. The governing bodies set the mission and strategic plans for the institution; they monitor and support the performance of all institutional constituents. They provide accountability to students, local communities, and society at large (OECD Report, 2006).

In July of 1997 the Dearing Committee issued *Higher Education in a Learning Society* Report of National Committee of Inquiry into Higher Education, known as the Dearing Report. The Dearing Committee presented the following as the purposes of the British tertiary education:

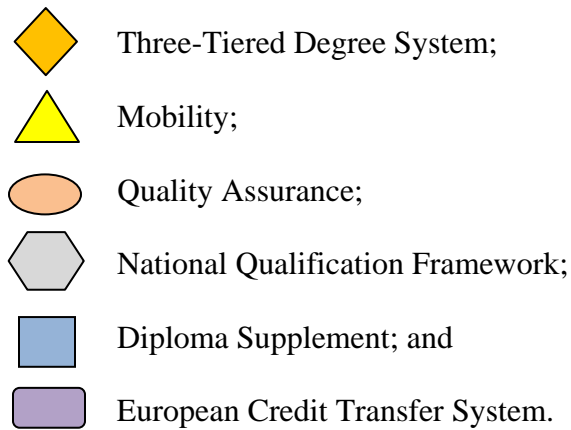
- Enabling people to develop their capabilities and fulfilling their potential, both personal and professional;
- Advancing knowledge and understanding through scholarship and research; and

- Contributing to an economically successful and culturally diverse nation (OECD Report, 2006, p. 11).

In 1998 the British Government announced tuition fees of £1,000 per year for full-time students with support through grants for students according to parental income. The decision of investing in higher education was to ensure financial stability of the institutions, and high standards in the interest of students (UK National Report, 2004). The Dearing Committee report (1997) created the basis for the new Labor Government's review of higher education, resulting in the reforming 2003 White Paper for England which included plans for variable tuition fees up to £3,000 (OECD Report, 2006, p. 15). Even though increased tuition fees made the UK higher education one of the most expensive in the world, the UK degrees are considered a finest product for a premium price (Cemmel & Bekhradnia, 2008).

#### Steps in the Implementation of the Bologna Declaration's Principles in England

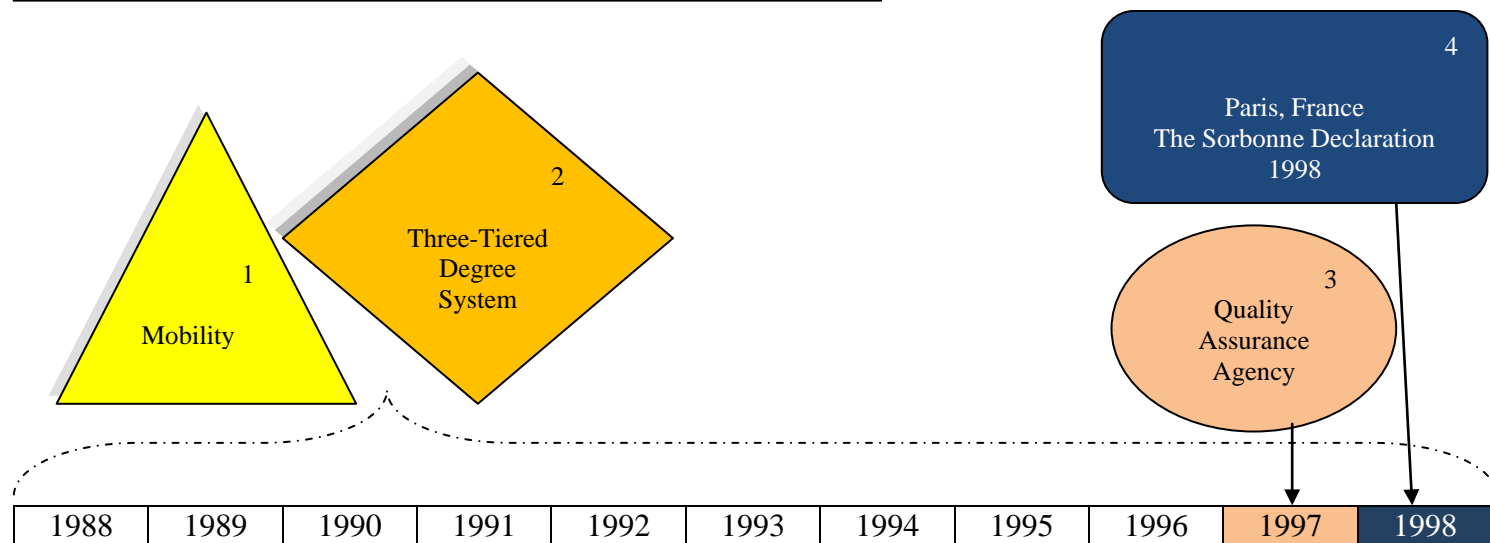
This section of chapter two presents the implementation process of the Bologna Declaration's principles in England. Event mapping is used to demonstrate major events and accomplishments of institutions of higher education and national authorities that went through to develop, and implement the principles set by the Bologna Process. As with the other event mapping presentations, the depiction of events is unfolded gradually to emphasize the significance of activities, and at the same time introduce the process to a reader in a more comprehensive way. The maps present the following symbols of the Bologna Declaration Principles:



The Figure 8A presents the ten year period before the Bologna Declaration, which in the case of the United Kingdom, is not considered the preparation period, but rather, it should be understood as taking leadership among the European countries in regards to higher education system advancement in light of the Bologna Declaration's principles. The remaining three event mappings (Figure 8B, 8C, 8D) show a timeframe from 1999, when the Bologna Declaration was signed by the UK, to 2010, a year when the European Higher Education Area is expected to be achieved. Those remaining event mappings have three, four and five year increments respectively. Each event contains a number in a right upper corner of each silhouette to make the reference process more convenient for a reader. The Figure 8E (p. 81) presents the overview of the whole process of the Bologna Declaration's principles implementation in England.


Figure 8A: Higher Education in England before the Bologna Declaration in 1999


*Main Events*




The Higher Education in England before the Bologna Declaration in 1999 (Figure 8A): significance of the events selected by the researcher.

The United Kingdom is one of the initiators and an active leader of the education reform in the European higher education. The UK had already in place some accords proposed by the Bologna Declaration. For example:

1  *Mobility* of students has always been a crucial part of student life in the United Kingdom due to this country's popularity as an academic destination among international student. The United Kingdom has participated in the ERASMUS exchange programs since 1987. One of the country's biggest sellers and money raisers, were one-year Master degree programs.

2  *Three-tiered degree system* in England does not reflect the exact model designed by the Bologna Declaration. England already had a three-cycle system in place before 1999: the three-year Bachelor degree, and instead of two-year Master degree (2<sup>nd</sup> cycle) proposed by the Bologna Declaration, the institutions of higher education in England continue offering one-year Master program. Doctoral studies represent a third cycle.

3  The *quality assurance* of teaching and academic programs in the UK higher education institutions has always had a good reputation, and been highly regarded in other countries. Since the UK participated in the student exchange programs, there was

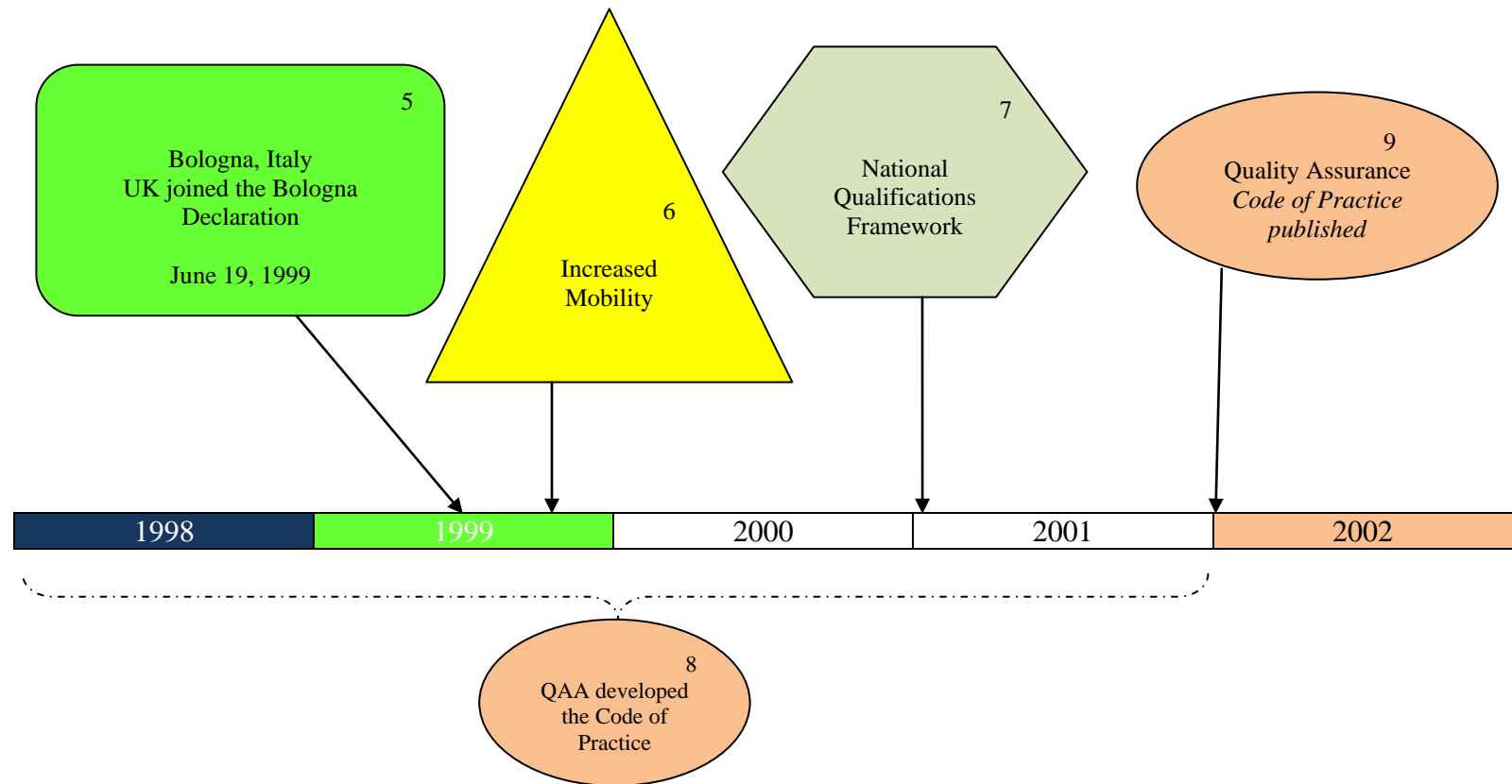
a need for establishing credit and degree recognition system, which would lead to establishing high quality of academic provision among institutions of higher education.

Although quality assurance is required by the UK Government, the external quality assessment process of institutions is organized by the Quality Assurance Agency (QAA) which was established in 1997. The quality assurance process takes place on a six-year cycle.

4           The next important event occurred in 1998, when higher education minister from the United Kingdom joined education ministers from Italy, France, and Germany at the Sorbonne to continue working on credit and degree recognition system. The focus of this meeting was the transferability of credits and academic degrees among institutions of those discussed countries. The representatives signed the Sorbonne Declaration providing for a common set of qualifications in their four countries, based on the two-tiered system (Bachelors and Masters) already existing in the UK.

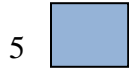
The idea of developing a harmonized higher education system across European continent was left open to all European countries by the Ministers who decided to meet again the following year in Bologna, Italy to continue their project on higher education.

Figure 8B: The Bologna Process Implementation in England  
in 1998-2002  
*Main Events*





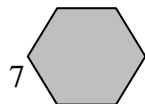
Thematic analysis of the most significant events of the Bologna Process Implementation in England during 1999-2002 (Figure 8B):



The United Kingdom signed the Bologna Declaration on June 19, 1999 along with other 28 European countries. The goal of the Bologna Declaration was to establish a European Higher Education Area by 2010, and the interest revealed by the participating countries reflected a strong opinion throughout Europe that a reform of higher education qualifications was immediately needed.




Since signing the Bologna Declaration on June 19, 1999, the UK institutions have welcomed the proposed increase in funding offered by the European Commission to increase exchange programs for students and faculty members as well.



*National Qualification Framework* for Higher Education in England originally proposed in 1997 (Dearing Report) and introduced in 2001. The framework stated that higher education providers should be able to demonstrate that all students completing programs should obtain qualifications that were awarded in accordance with the Framework for Higher Education Qualifications (FHEQ). The framework was established on the notion that public confidence in academic standards requires public understanding of the achievements represented by higher education qualifications. The FHEQ is a product of a close cooperation of all higher education stakeholders. It has been reviewed by the representatives from the higher education sector and other

stakeholders, and the second edition was published in August 2008 (UK Stocktaking Report 2009, p. 14).

8  The Quality Assurance Agency started working on the developing quality assurance standards for higher education provision in 1998 as a response to the Reports of the National Committee of Inquiry into Higher Education (Dearing Report) and Scottish Committee (Garrick Report). The development process was finished in 2001 by creating the Code of Practice.


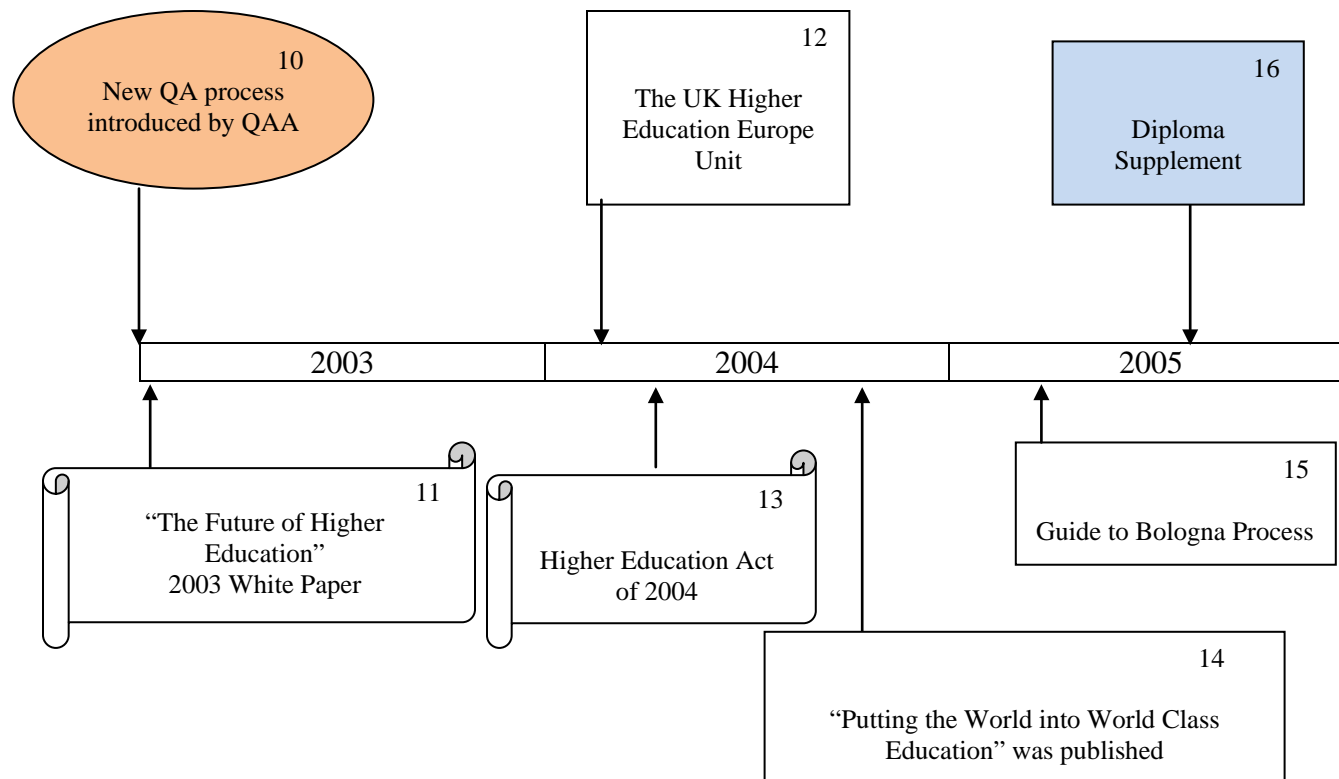
9  The Quality Assurance Agency published the *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education* in 2002 that presents a standard set of guidelines on good practice in management of academic standards and quality in higher education institutions. The Code contains ten sections. Each of sections has been regularly reviewed and revised to maintain its accuracy of the existing higher education systems. The revisions started in 2004 ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

Figure 8C: The Bologna Process Implementation in England  
in 2003-2005  
*Main Events*



Thematic analysis of the most significant events of the Bologna Process Implementation process in England in 2003-2005 (Figure 8C):

10           The QAA introduced new quality assurance processes based on institutional review and audit. The new regulations were developed as a result of a completed review of subjects and programs in institutions of higher education.

11           The Government's white paper of 2003 *The Future of Higher Education* set out the Government's plans for radical reform and investment in universities and HE colleges. The paper includes proposals for changes in the student finance system, and plans for making higher education more accessible to young people.

12           The United Kingdom Higher Education Europe Unit was established as “a sector-wide body to strengthen the position of the UK HE in the European Union and Bologna Process policy-making forums” (Guide to the Bologna Process, 2005, p. 45).

13           Higher Education Act of 2004 introduced several changes to the higher education system in the UK, from which the funding of universities appeared to be the most important issue. The Act introduced variable fees in England for full time undergraduate students beginning 2006-07. Instead of paying up-front tuition fees, students were able to take loans, repayable only when they are earning more than £15,000 a year.

14           “Putting the World into World Class Education” was published in 2004 by the Department of Education and Skills in which the Government emphasized the importance of “the knowledge, skills, and understanding the people need to fulfill in order for them to live in and contribute effectively to a global society and to work in a

competitive, global economy” (p. 1). The paper also stressed “developing a flexible and responsive higher education system in Europe” (p. 10) to “make progress within Europe towards greater comparability of qualifications and more effective arrangements for credit transfer and quality assurance, so as to improve the transparency and recognition of learning outcomes and to promote the mobility of students and faculty” (p.10).

15            In 2005, the Europe Unit produced the first edition of its own *Guide to the Bologna Process* in order to “help the sector to engage with the Bologna Process and to benefit from the opportunities it creates” (Guide to the Bologna Process, 2005, p. 2).


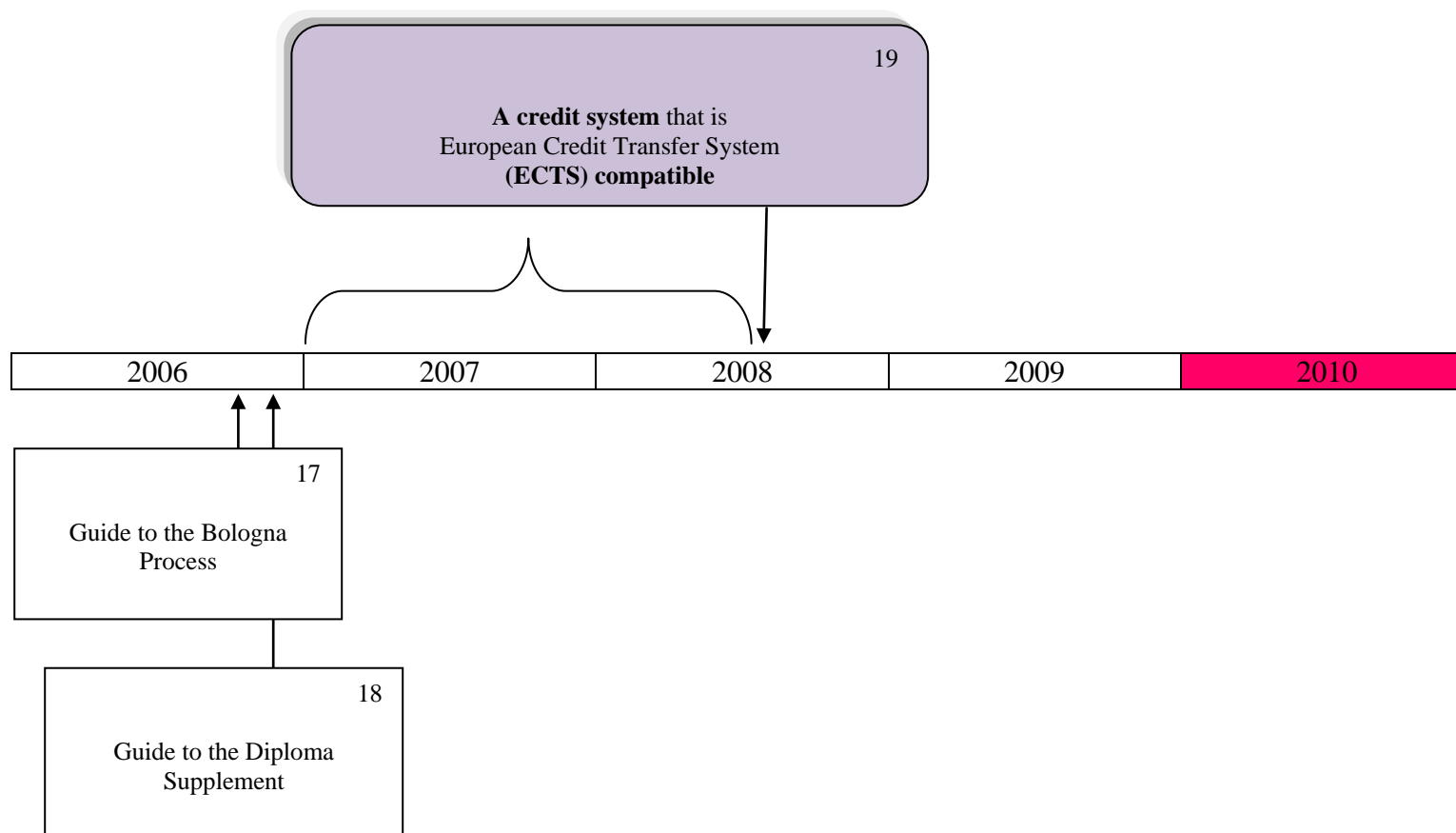
16    Implementation of *the Diploma Supplement* was promoted through the UK Socrates-Erasmus Council through workshops since 2000. A number of the UK institutions of higher education started issuing the Diploma Supplement free of charge since 2003, but as a result of the UK Socrates-Erasmus Council’s support, the institutions of higher education using funds, under the Organization of Mobility, to encourage institutions of higher education to introduce the Diploma Supplement as a mandatory tool. According to the Berlin Communiqué (2003) institutions of higher education should be issuing the Diploma Supplement to every graduating student in 2005 free of charge. In 2005 the Europe Unit conducted a survey which indicated that “around one third of respondent institutions issue the Diploma Supplement, and almost 50% have plans to issue it in 2006 or 2007 academic years” (Guide to the Bologna Process, 2005, p. 35).

Figure 8D: The Bologna Process Implementation  
in England in 2006-2010

*Main Events*



Thematic Analysis of the Significant Events of the Bologna Process Implementation in England in 2006-2010 (Figure 8D):

17            Revised and updated *Guide to the Bologna Process – Second edition* was published at the end of 2006 by the Europe Unit.

18            *Guide to the Diploma Supplement* was published in 2006 by the Europe Unit in the United Kingdom as reference document for all participating stakeholders of the UK higher education. The Diploma Supplement was designed “to increase the transparency and recognition of qualifications across Europe and is important principle of the Bologna Declaration” (p. 3).


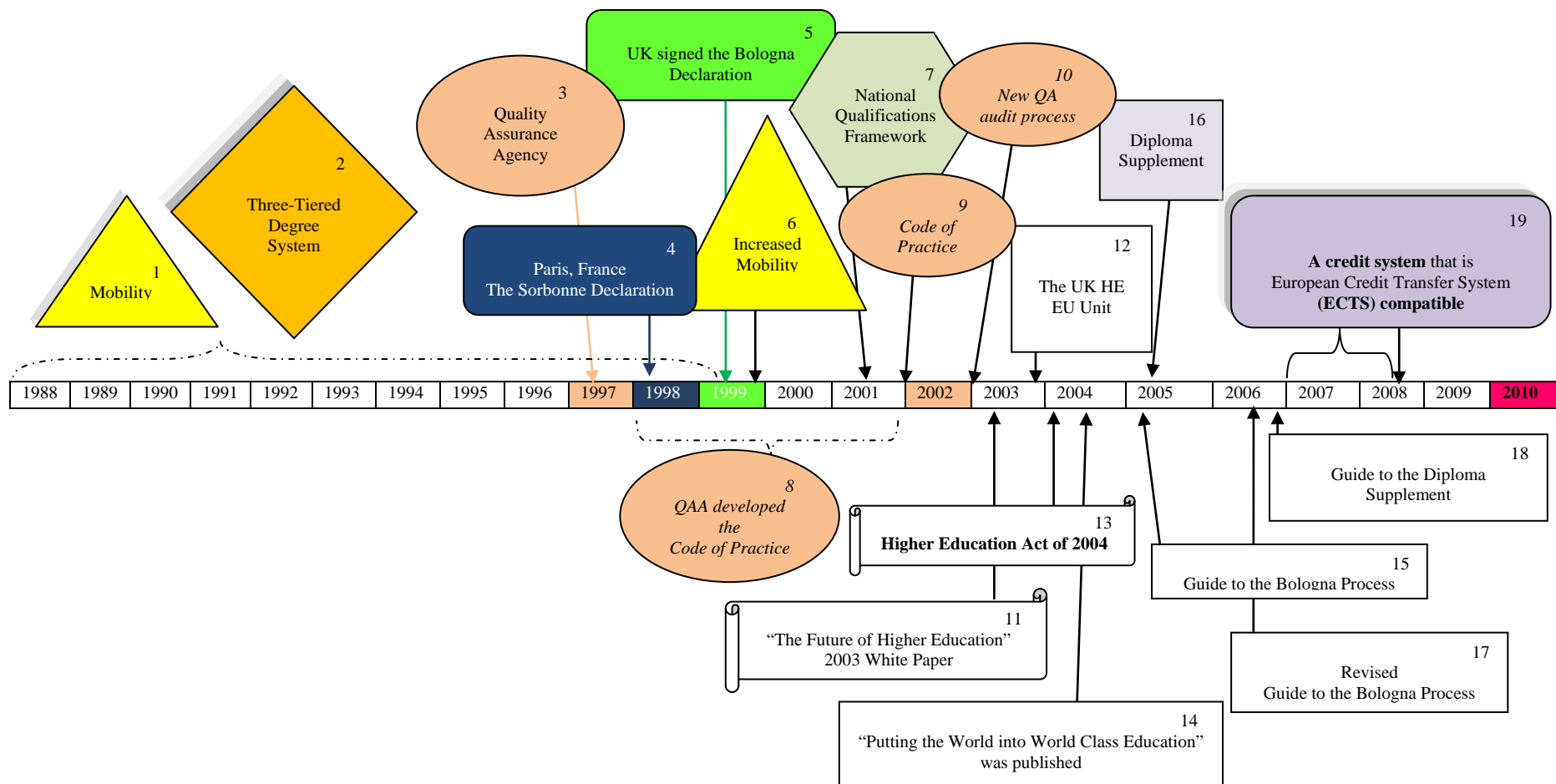
19  *European Credit Transfer System (ECTS)* is not implemented in English institutions of higher education same way like in other European countries. The institutions use a credit system that is ECTS compatible instead. Many institutions use credit points for students transferring between programs and institutions, and use ECTS for transfers within the European area. In 2008 the Higher Education Credit Framework for England was published. It provides advice about credit interpretation for English and ECTS within the higher education qualifications (Stocktaking Report, 2009).

Figure 8E (p. 87) represents the overview of all significant events and activities of the implementation process of the Bologna Declaration’s principles in England.

Figure 8E: Overview: The Bologna Declaration's Principles Implementation in England





## University of Cambridge

### History

The University of Cambridge is the second oldest university in the English-speaking world and has a reputation as one of the world's most prestigious universities ([http://www.webometrics.info/top100\\_continent.asp?cont=europe](http://www.webometrics.info/top100_continent.asp?cont=europe)). Early records indicate that university was formed in 1209 by scholars escaping from Oxford after a fight with local townsmen. In 1290 Cambridge was recognized as a *studium general* (from Latin term – general education) by Pope Nicholas IV, and it became common for researchers from other European medieval universities to visit Cambridge to study or to lecture. In 1511 Erasmus of Rotherdam, one of the most famous Cambridge scholars, encouraged the 'new learning' in Greek and Hebrew (Leedham-Green, 1996).

When in 1536, King Henry VIII ordered the university to stop teaching scholastic philosophy the school changed the curricula moving toward the classics, the Bible, and mathematics. Throughout centuries, Cambridge has maintained its strength in mathematics. In the 17<sup>th</sup> century the university experienced a rapid growth caused by the development of mathematical works by Isaac Newton and his followers. New colleges were established by private donors: Mathematics; chemistry; astronomy; anatomy; botany; geology; geometry; and experimental philosophy. This is also the time when the Botanic Garden was founded and an Observatory was set up. Since the 17<sup>th</sup> century mathematics came to dominate studies in Cambridge (Leedham-Green, 1996).

One of the greatest university achievements is the Cambridge University Press. It was founded in the 1520s, and from 1584 regular publication began under the University's privilege and continued more or less steadily throughout the centuries. The

press continues to this day as one of the oldest and largest academic publishers in the world.

The historical and political developments of the 19<sup>th</sup> and 20<sup>th</sup> centuries have impacted the University's life tremendously. During the inter-war period, teaching has stopped and severe financial difficulties began. After 1945 the university has shown an accelerated rate of development in every direction, including innovative partnerships. In 1948 women were accepted as full members of the university ([www.cam.ac.uk](http://www.cam.ac.uk)).

#### University of Cambridge Today

The University of Cambridge's mission is "to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence" ([www.admin.cam.ac.uk/univ/mission.html](http://www.admin.cam.ac.uk/univ/mission.html)). Since its origins in the thirteenth century, the university has made 800 years of exceptional contributions to the society, in Britain and outside its borders, through achievements in education and research, uniqueness in its organizational structure and scholastic traditions.

The University today is a complex, collegiate institution, with 31 self-governing and independent colleges, of which three admit only women. The remaining 28 colleges accept both men and women. Two colleges admit only graduate students. And the colleges make the university's organizational structure very unique. They are autonomous institutions with their own property and income, where students and faculty members spend most of their time together. Colleges could be compared to American dorms with one distinctive difference; additionally to living and entertaining, Cambridge colleges are the place where supervisions are held. Supervisions are small group teaching sessions which are proved to be effective teaching/learning process ([www.cam.ac.uk](http://www.cam.ac.uk)).

The colleges' heads and senior academics have primary responsibility for:

- the academic direction of undergraduate students;
- their individual teaching;
- the provision of accommodation and personal student support; and
- the undergraduate admissions process ([www.cam.ac.uk](http://www.cam.ac.uk)).

The institutional structure consists of over 150 departments, faculties, schools, syndicates, and other institutions. The academic structure is organized into six schools (Appendix VI), which each of them covers a number of faculties, some of which, especially in the sciences, are subdivided into departments, also referred to as 'institutions'.

Undergraduate teaching, offered only on a full-time basis, is primarily through Triposes (another unique characteristic) taught by the faculties or their constituent departments in collaboration with the colleges. The Tripos system provides flexibility and academic choice by permitting students to build their own degree program within a broad academic area (<http://www.cam.ac.uk/about/natscitripus/>).

At graduate level, the MPhil is a research program that takes one or two years to complete on a full-time basis only. Students who wish to study part-time may register for the Master of Studies (MSt) degree, a two-year, part-time program available in certain subjects. At postgraduate level, all faculties offer PhD programs, available on a full-time and part-time basis.

In 2007-08 the University of Cambridge enrolled 22,745 students ([www.hesa.ac.uk](http://www.hesa.ac.uk)), and employed 8,416 faculty and staff members ([www.cam.ac.uk](http://www.cam.ac.uk)). The University is considered one of the best in the world; consequently, admission to Cambridge is highly

competitive and involves stringent admission requirements, including face-to-face interviews.

## Research

Cambridge is one of the world's leading research universities. It has more than 80 Nobel Prize winners to its credit, more than any other single university in the world. The major part of the University of Cambridge's income comes from research grants from the British Government. In 1990s Cambridge added a substantial number of new specialist research laboratories on several University sites around the city (<http://www.cam.ac.uk/research/>). In 2009 the University celebrates its 800<sup>th</sup> anniversary, marking the legacy of excellence in teaching, learning, and research. The University of Cambridge is a member of the following research organizations:

Russell Group;

Coimbra Group;

LERU (League of European Research University); and

IARU (International Alliance of Research Universities).

## Higher Education in Poland

### History

Polish higher education began in the thirteenth century. The Cracow Academy, later called Jagiellonian University, was founded in 1364. It was the first university in Poland and one of the first in Central Europe (Wulff, 1992) and is considered the most outstanding university in Poland ([http://www.webometrics.info/top100\\_continent.asp?cont=europe](http://www.webometrics.info/top100_continent.asp?cont=europe)). International teacher and student mobility were well developed in Poland even in the Middle Ages. Many

Polish students studied abroad since the fourteenth century, particularly in Italy and France (Filipkowski, 2003). One of the most interesting facts about the Polish education system is the establishment of the Commission on National Education (Komisja Edukacji Narodowej) in 1773 by King Stanislaw August Poniatowski ([www.men.waw.pl](http://www.men.waw.pl)). This commission is considered the world first national ministry of education.

In Central and Eastern Europe, including Poland, until 1945, the Humboldtian concept of higher education was prevalent ([http://www.leeds.ac.uk/educol/ncihe/r11\\_065.htm](http://www.leeds.ac.uk/educol/ncihe/r11_065.htm)). The Humboldtian academic model is named after Wilhelm von Humboldt who founded the University of Berlin in 1809. He created a research university which was characterized by the well-established rights of professors and students to freedom of teaching and study, and in which independent research became the main principle of the student's university program (Perkin, 1997, p. 17).

Many Polish public higher education institutions were established after World War II. The system of university education has changed many times in Poland. From 1919-39, the one-tier, four year degree program dominated. In 1948, after the World War II, the new two-tiered system was introduced (3+2) to earn a first degree and a master's degree. This system lasted only five years. In 1953, the one-tier five-year system was introduced, leading to the degree of *Magister*, corresponding to the master's degree (Wulff, 1992).

It is important to keep in mind that when higher education was reformed, the other sections of national education were restructured as well. In 1953, elementary schools, for example, were standardized into eight-years, and secondary schools into

four-years. At the same time in order to prepare citizens to become skilled workers, the authorities initiated a large scale campaign to build hundreds of new schools in rural villages, and inner city areas. To meet the increased enrollment, teacher training was changed accordingly. The number of teachers increased from 80,000 in 1948-49, to 157,000 in 1962-63 (Kraśniewski, 2002).

The history of Polish higher education mirrored the golden and tragic times of the history of Poland. Communism kept Poland behind the Iron Curtain for forty years (1948-1989). The communist authorities started to limit the liberty of Polish citizens when the period of Stalinism began in 1948. The Urząd Bezpieczeństwa (Secret Police) arrested many professors, censored and altered books, and ideological criteria in lectures were introduced. It is important to mention, however, that communism in Poland brought one great benefit to students: public education free of charge.

The situation in Poland changed drastically in 1989 as the nation regained freedom from communism. Before 1989, there were only 80 public institutions of higher education (Kraśniewski, 2002). After 1989, when Poland returned to the free market economy, the country experienced a real explosion in the development of new institutions of higher education. In 2002-2003 there were 125 public institutions of higher education and a large number of private institutions (221) had been opened in 2001-2002, mainly for the study of business and management (Filipkowski, 2003).

Since 1990, Poland has reformed its higher education system again by combining elements, “but not following exactly” (Filipkowski, 2003, p. 242) of the Anglo-Saxon model of three academic degrees. The diversity of different styles of education became quite large, as it should be in a country dominated by a market economy and open

competition. It should be noted that the three-tiered education system (bachelor's, master's and doctorate degrees) had started in Poland well before the Bologna Declaration suggested it in 1999 (Filipkowski, 2003).

### Current Tertiary Education System in Poland

The period of political transformation started in 1989 after Poland regained long awaited freedom from communism. The new era has brought changes in every aspect of life, including education. The new the Higher Education Act of September 12, 1990 introduced the development of non-public schools and changes in the structure of enrollment of students attending higher education institutions. Below are the main changes in education system in Poland since 1989:

- The end of rigid ideological control and orientation of the system (of compulsory and omnipresent courses on Marxism-Leninism; of altering history; of prohibition of subjects; and teaching deemed not compatible with the prevailing political ideology, etc);
- The breaking down of the State monopoly in education by allowing private and denominational schools to be established;
- The recognition of the student right (or their parents) to choose their educational path according to their abilities and interests;
- The decentralization in the management and administration of the education system, including of decision-making powers previously reserved exclusively for the center (Zgaga, 2004).

These above mentioned changes are the beginning of a series of more specific educational reforms: reforms of institutional structures; of curriculum; of management,

governance and financing of educational systems; and of teacher status and training.

Under the changes, teachers should all possess a higher education degree. The basic formulated principles of the system of education are included in the first chapter of the Higher Education Act of September 12, 1990 and included here in Appendix VII.

Since the early 1990s, new degree programs have been developed and the Polish tertiary system been transformed to reflect more closely the Anglo-European structure of higher education, as promoted subsequently by the Bologna process (Hedberg, 2002). The legal framework of 1990 enabled to establish and run private institutions on all levels of education system including secondary schools and universities, creating a phenomenon of private higher education institutions' boom.

#### Expansion

Before 1989 there were only 80 public institutions of higher education in Poland. “A real explosion in creating new higher education institutions occurred after 1989 in the free market economy” (Filipkowski, 2003, p. 237) when during three years of political freedom, over 200 private institutions were opened. It is noted that from seven private universities/colleges in 1990-91 academic year, 221 new institutions of higher education were established and operational by 2001-2002 (Figure 9), and the number continued to grow since then (Figure 10).

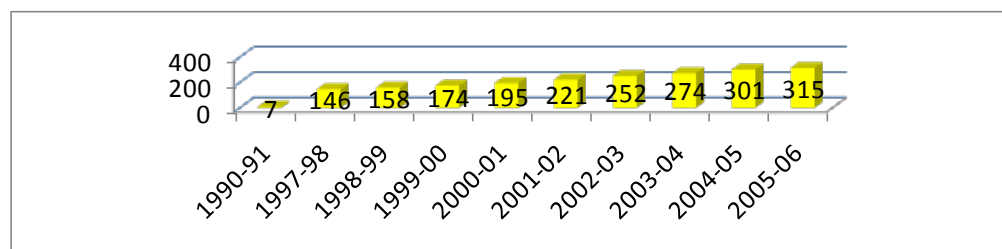


Figure 9: Number of private institutions of higher education in Poland in 1990-01 and 2005-06.

Source: Główny Urząd Statystyczny (Polish National Statistical Bureau).



In 2006 Poland had 130 public and 315 private institutions of higher education (Figure 10).

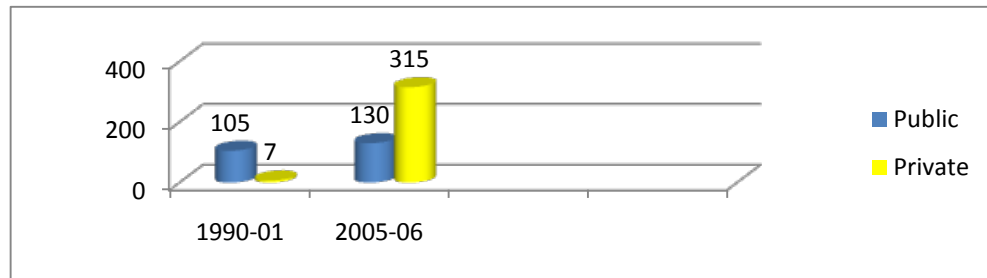


Figure 10: The Increase in Number of Public and Private Institutions of Higher Education in Poland between 1990-01 and 2005-06.

Source: Główny Urząd Statystyczny (Polish National Statistical Bureau).

Polish higher education experienced expansion, as the most European countries, in not only increased numbers of institutions, but also increased number of students and academic programs offered. Access to Polish public higher education institutions has always been competitive. Admission to first cycle programs - leading to *Licencjat* or *Inżynier* (bachelor's degree) and long cycle programs – leading to *Magister* (master's degree) is open to holders of *Matura* diploma (equivalent to US high school diploma – high school proficiency exam), and the results of an entrance examination.

The free market economy and legislative framework encouraging expansion of institutions of higher education have caused the drastic increase of enrollment in Polish universities and colleges. The enrollment increase, between the academic years of 1990-01, 2004-05, and 2005-06, is presented in Table 2 and Figure 11.

Table 2: Student Enrollment in Higher Education.

Academic Year	Public HEIs	Private HEIs
1990-91	403,800	6,700
2004-05	1,290,000	10,000
2005-06	1,953,800	620,800

Source: Główny Urząd Statystyczny (Polish National Statistical Bureau).

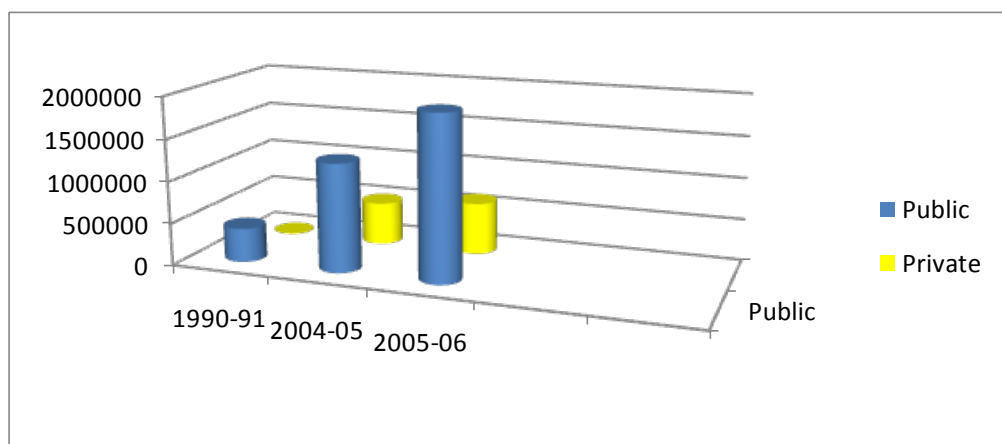


Figure 11: Student Enrollment in Higher Education.

Source: Główny Urząd Statystyczny (Polish National Statistical Bureau).

The expansion of higher education, both vertically and horizontally, has led to an enlargement of university academic programs and flexibility of course structure. As a result, more students decided to choose part-time university programs to be able to work and continue going to school at the same time. Figure 12 presents the changes in student enrollment in full-time and part-time programs.

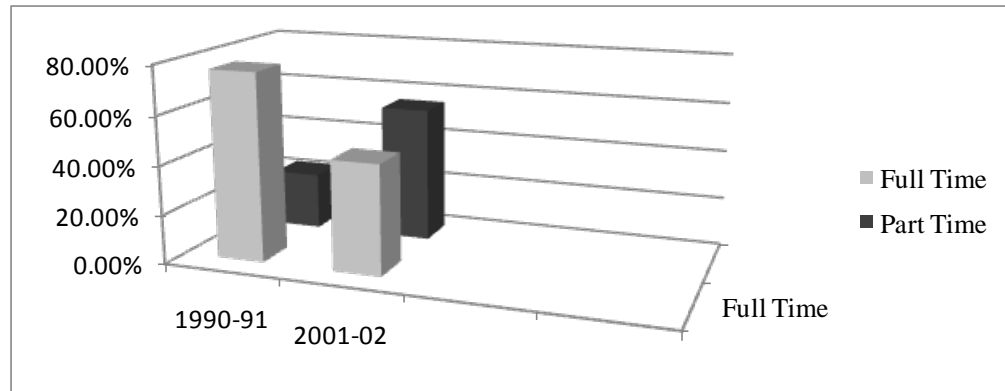


Figure 12: Changes in Student Enrollment in Full-Time and Part-Time Programs.

### Preparing the Background for Bologna-Legislative Initiatives

The changes in higher education in Poland did not start with joining the Bologna Process. Poland, after the fall of communism in 1989, underwent vast reforms in every aspect of life, including higher education. The educational system was reformed on the basis of the Law on Higher Professional Education of June 26, 1997. The structure of the educational system in Poland is shown in Appendix VIII. Many changes were introduced concerning administration, financing, inspection, supervision, guidance, teachers' rights and responsibilities. Filipkowski (2003) notes that "The following factors had the most important effects in this respect:

- opening the borders for free mobility;
- autonomy of universities curricula, management, etc.;
- new law concerning higher education;
- convertible Polish currency;
- easy communication: telephones, the Internet, etc.; and
- access to European education and research programs" (p. 238).

Along with the fall of communism and the beginning of free market economy, there has been a rapid growth in the number of commercially run private higher education establishments in many Central and Eastern European countries, including Poland. This has taken place in response to a high level of demand for access to higher education in general, or for higher education of a particular type (Figure 10).

In order to implement Bologna's principles and transform institutions of higher education, Poland had to undergo another transformation in 1999 (Law on Higher Education of January 8, 1999). This time educational reforms involved mainly primary and secondary schools in order to shape future generations for tertiary education. The developments in Europe caused by the Bologna Declaration forced Polish authorities to restructure education system again, especially the higher education system, to make it fully aligned with the requirements of the Bologna Process. The new law on higher education was signed on July 27, 2005. Due to the fact that the international context and, in case of Poland, the European context (including the Bologna Process) in particular, is becoming increasingly important in higher education. The Law of Higher Education of July 27, 2005 introduces:

- Three-cycle study system (bachelor, master, and doctoral degrees);
- Possibilities of transferring credits in accordance with the ECTS standards;
- Issuance of diplomas other than typical ones and the issuance of the Diploma Supplement;
- The law sets forth the principles for educational quality assurance and enforced quality standards comparable on a European scale. This shows the necessity for a controlling role of the state, such as in the process of establishing higher

education institutions (licensing), and assuring the required educational quality (state diplomas);

- The law introduces mechanisms that assure the educational quality based on the generally binding educational standards, laid down by the minister, and the measures taken by the State Accreditation Committee ([www.nauka.gov.pl](http://www.nauka.gov.pl)).

The current tertiary education system in Poland is based on the following legislation:

*Act of July 27, 2005 – The Law on Higher Education*

*The Act of March 14, 2003 on Academic Degrees and Titles in the Area of Art, and*

*Act of October 8, 2004 on the Rules of Financing Research.*

In line with what has been implemented in Europe, the Law lays down regulations on the Conference of Rectors of Academic Schools in Poland; and the Conference of Rectors of Private Higher Education Institutions; and the Conference of Vocational Schools in Poland, which are the national conferences of rectors from the respective types of schools, and on the Students' Parliament of the Republic of Poland which unites student unions' representatives.

The Ministry of National Education plays a main role in initiating and exercising control over current and long-term educational policy with respect to school education, and by the Ministry of Science and Higher Education with respect to higher education (since May 5, 2006) ([www.nauka.gov.pl](http://www.nauka.gov.pl)).

The reform of the State administration system including the education reform state that only the national educational policy will be developed and carried out centrally, while the administration of education and the running of schools below higher education institutions are decentralized.

## Types of higher education institutions in Poland

Students in Poland have the following types of higher education institutions to choose from:

Uniwersytety (Universities)

Politechniki (Universities of Technology/Polytechnics)

Uniwersytety Pedagogiczne (Pedagogical Universities)

Akademie Rolnicze (Agricultural Academies)

Wyższe Szkoły Ekonomiczne (Universities of Economics)

Akademie Medyczne (Medical Academies)

Akademie Muzyczne/Konserwatoria (Academies of Music)

Akademie Wychowania Fizycznego (Colleges of Physical Education)

Uczelnie Artystyczne (Art Colleges)

Akademie Teologiczne (Theological Universities)

Wyższe Szkoły Morskie (Maritime Universities)

Akademie Wojskowe (Military Universities) ([www.nauka.gov.pl](http://www.nauka.gov.pl)).

## Organization Structure of Higher Education Authorities

Administration of Education in Poland is in the hands of Ministerstwo Edukacji Narodowej (the Ministry of National Education) that sets policy and core curricula. The position supervises partially the work of education superintendents (*kuratoria*) and cooperates with other organizational bodies and units in the field of education. Local and District authorities (*gminas, powiats*) administer and run schools. The provinces (*voivodships*) have the coordinating function, supervising the implementation of the

policy of the Ministry and being responsible for pedagogical supervision ([www.men.gov.pl](http://www.men.gov.pl)).

Ministerstwo Nauki i Szkolnictwa Wyższego (The Ministry of Science and Higher Education) supervises the higher education system and higher education institutions, both state and private. It also oversees development of scientific research, as well as formulating educational policy with respect to higher education with the support by the General Council for Higher Education. This position supervises studies for students and PhD students, and functioning of higher education institutions ([www.nauka.gov.pl](http://www.nauka.gov.pl)).

Rada Główna Szkolnictwa Wyższego (The General Council for Higher Education) is an elected representative body, operating since 1982. The Council cooperates with the Ministry of Science and Higher Education in formulating educational policies. The Council provides reviews of legal instruments concerning higher education, science and culture, opinions on budget that relates to higher education, as well as the principles for granting state subsidies to the institutions of higher educations. The Council is responsible for the definition of fields of study and the development of standards in education. The Council published teaching standards for 118 academic programs fully aligned with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (Resolution of the Ministry of Science and Higher Education of July 12, 2007 on teaching standards). The Council also reviews the higher educations' requests for the right to award academic degrees and degrees within the scope of art ([www.grsw.edu.pl](http://www.grsw.edu.pl)).

The quality assurance system at Poland's higher education institutions includes state accreditation and environmental accreditation modeled on the American system. The

main reason for developing and implementing the accreditation system in Poland was to maintain quality of education, which was threatened by the fact that higher education in Poland became accessible to everyone (Chmielecka, 2003).

There are two fundamental accreditation types in Poland:

National (state-owned) – represented by the State Accreditation Committee (Państwowa Komisja Akredytacyjna – PKA) in operation since January 2002, and

"Environmental" – represented by accreditation committees formed by the academic communities willing to accredit certain groups of programs (fields of study) delivered by higher education institutions (usually of a certain type). The environmental committees of the universities represented in the Conference of Rectors of Polish Universities (KRASP) cooperate within the framework of the Accreditation Committee by KRASP. The above committees had been created usually earlier than PKA.

The following are the organizations in charge of Polish quality assurance in higher education institutions:

Państwowa Komisja Akredytacyjna (PKA), (The State Accreditation Committee) is responsible for the state (external) accreditation. The Committee was established in January 2002 on the basis of the amended 1990 Higher Education Act and currently operating on the basis of Law on Higher Education of July 27, 2005. The Agency is responsible for evaluating the quality of education in fields of study, including compliance with the requirements for the provision of degree programs, reviewing applications for the establishment of higher education institutions, and reviewing applications of higher education institutions for authorization to provide degree programs in a given field and at a given level of study.



Members of Państwowa Komisja Akredytacyjna are appointed by the Minister of Science and Higher Education from among: the General Council for Higher Education; the Conference of Rectors of Academic Schools in Poland; the Conference of Rectors of Vocational Higher Education Institutions in Poland; senates of higher education institutions; the Students' Parliament of the Republic of Poland; national academic societies; and employers' organizations.

Committee members work in eleven sections, representing the following groups of fields of study: humanities; fine arts; natural sciences; engineering and technology; mathematics, physics and chemistry; economics; agricultural, forestry and veterinary sciences; social sciences and law; medical sciences; physical education; and military ([www.pka.edu.pl](http://www.pka.edu.pl)).

Since November 2003, Poland was granted provisional membership status by the ENQA Association (European Association for Quality Assurance in Higher Education). As of January 2009, Państwowa Komisja Akredytacyjna was awarded ENQA full membership for a period of five years ([www.pka.edu.pl](http://www.pka.edu.pl)). PKA is the only statutory organ that covers the entire higher education area and operates for the benefit of the education quality evaluation, whose opinions and resolutions have a legal effect.

Konferencja Rektorów Akademickich Szkół Polskich-(KRASP). The Conference of Rectors of Academic Schools in Poland) was established in 1997 and it is a voluntary association of rectors (presidents) representing Polish higher education institutions that have a right to award a doctor's degree. This organization is in charge of peer accreditation in Poland. This type of accreditation is voluntary, and is carried out by eight accreditation commissions:

- The Accreditation Commission of Higher Vocational Education as of July 1997
- Accreditation committee for Medical Academies (KAUM) as of October 1997
- University Accreditation Committee (UKA) as of March 1998
- Pedagogical Universities as of May 1998
- Schools for Physical Training as of April 1999
- Schools of Agriculture as of January 2001
- Accreditation Committee for Technical Universities (KAUT) as of February 2001
- Foundation for Promotion and Accreditation of Economic (FPAKE) Studies as of June 2001.

Accreditation granted by KRASP commission is considered as an indicator of high quality of teaching in a given institution/faculty ([www.krasp.org.pl](http://www.krasp.org.pl)).

Parlament Studentów Rzeczypospolitej Polskiej (PSRP) (The Students' Parliament of the Republic of Poland) is a nationwide representative body of all student self-governments ([www.psrp.org.pl](http://www.psrp.org.pl)).

Biuro Uznawalności Wykształcenia i Wymiany Międzynarodowej (BUWWM) (The Bureau for Academic Recognition and International Exchange) reports to the Minister of National Education and fulfills the role of a national ENIC/NARIC center. The Bureau acts as a Polish contact point regarding directives on the general system of recognizing professional qualifications acquired in the European Union. The following are some of the main responsibilities of the Bureau:

- Supply information and provide opinions on foreign higher education diplomas; implement international contracts or other agreements with foreign partners with

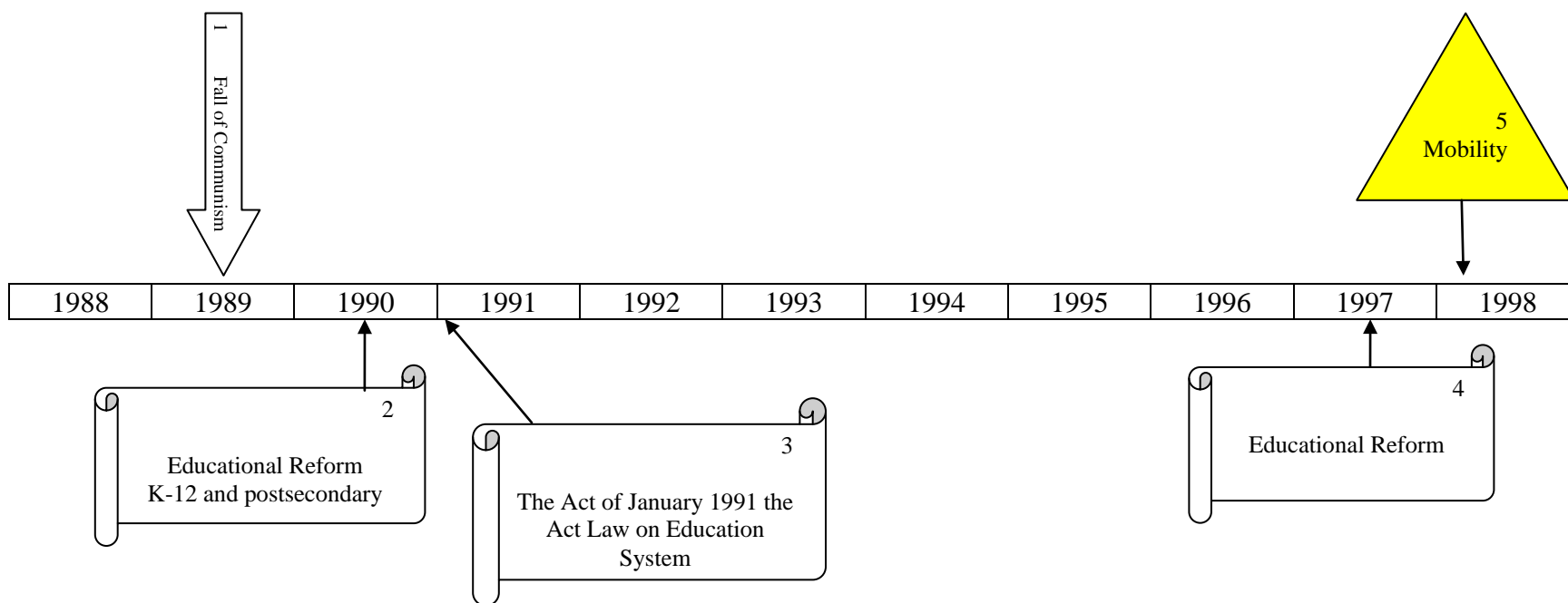
respect to academic recognition as well as education of Polish citizens abroad and foreign citizens in Poland;

- Provide information on the principles for recognition qualifications awarded in the European Union member states to practice regulated professions, or undertake or practice regulated activities;
- Exchange and disseminate information on educational systems and opportunities in Poland;
- Cooperate with Polish and foreign diplomatic and consular posts, departments competent for matters of academic education of Polish citizens abroad and foreign citizens in Poland, including reimbursing higher education institutions and other foreigner-educating units for student grants ([www.buwiwm.edu.pl](http://www.buwiwm.edu.pl)).

#### Steps in the Implementation of the Bologna Declaration's Principles in Poland

The process of implementation of the Bologna Declaration's principles in Poland is illustrated by utilizing the event mapping method, a step-by-step presentation of the events, and significant undertakings is shown in this section. Event mapping describes the important legal initiatives, establishment of new organizations, and accomplishments, which reflect the implementation of the Bologna Declaration principles in Poland. Since 1999, when Poland signed the Bologna Declaration, Polish higher education authorities, as well as government representatives, spontaneously agreed to adopt and implement the Bologna's principles in Poland. The Figures 13A, 13B, 13C, and 13D are followed by the thematic analysis of the most important events of the Bologna Declaration's principles implementation process in Poland. Figure 13E (p. 111) illustrates the overview of the whole implementation process of the Bologna Declaration principles in Poland.

Figure 13A: The Bologna Declaration's Principles Implementation in Poland in 1988-1998



Thematic analysis of the most significant events of the Bologna Declaration's implementation process in Poland in 1988-1998 (Figure 13A):

1           The downfall of the communist regime in 1989 caused Polish system to go, not only through transformations in the political and economic area, but also in the social sectors including health care and education.

2           New educational changes were introduced in 1990 with the passing of a new education reform policy, the 1990 Act on Higher Education, which emphasized the increased participation in secondary schools, equal opportunities in access to education, possibility of establishing private secondary and post-secondary institutions. The same Act introduced institutional autonomy, academic freedom, and competition in gaining budgetary funds for research and recruiting the best faculty members.

3           In January 1991, two years after the new government had been established; the new Act on Establishing the Committee for Scientific Research was passed. The Committee reformed education system by regulating policies in the field of science and research. According to the Act, the Committee is the major central governmental source of funds for research.

4           In 1997 the Act on the Education System regulated the responsibility of educational provisions. Many changes were introduced concerning administration, financing, inspection, supervision, guidance, and teacher responsibilities and rights.


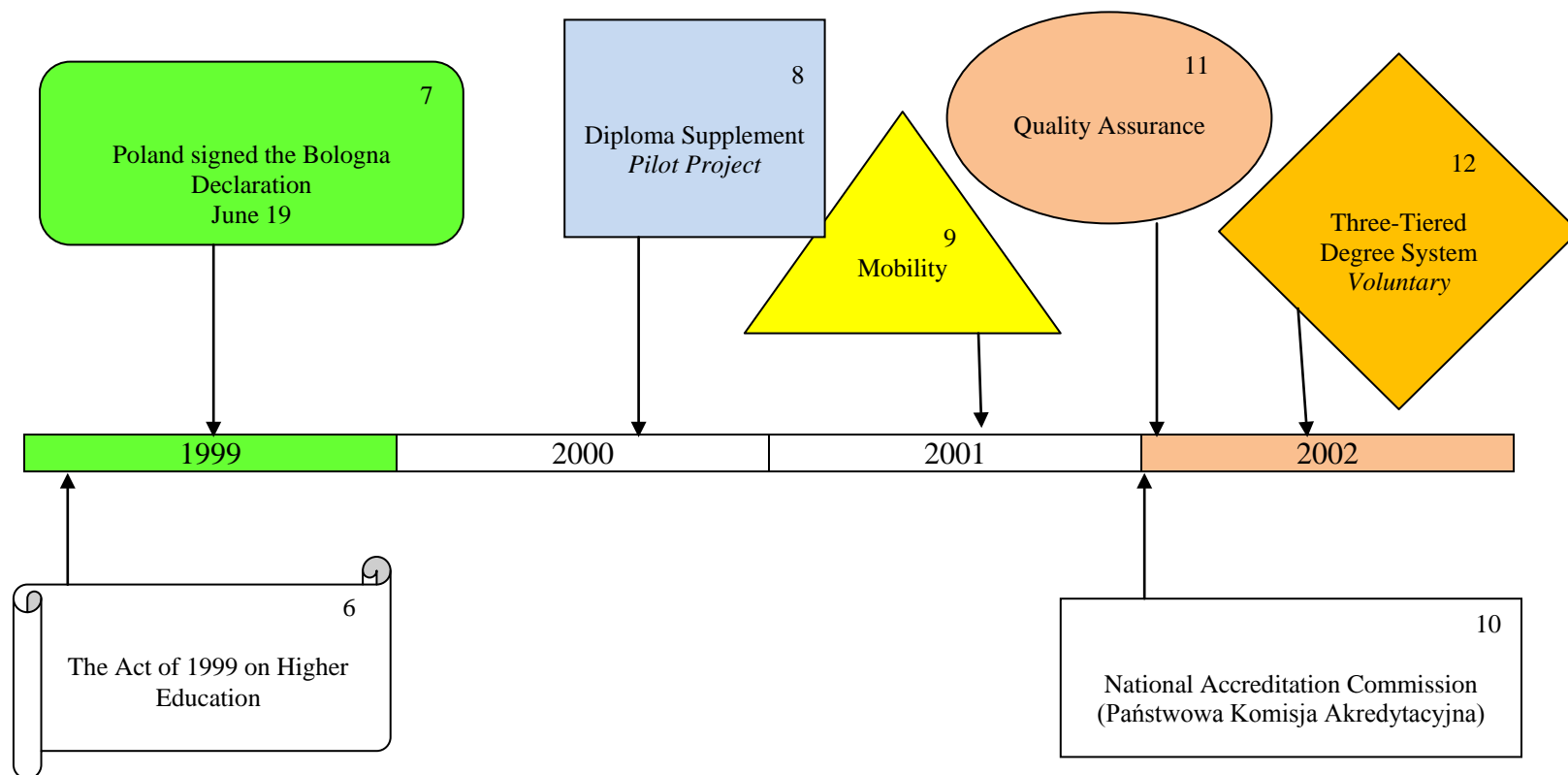
5    In Poland 46 higher education institutions participated in the exchange program ERASMUS which is a component of the SOCRATES program in 1998 (700 faculty members, and 1,500 students).


Figure 13B: The Bologna Declaration's Principles Implementation in Poland in 1999-2002




Thematic analysis of the most significant events of the Bologna Declaration's implementation process in Poland in 1999-2002 (Figure 13B):


6 In order to prepare the education system for the implementation of the Bologna Declaration's principles, Poland reformed its system again in 1999. This time the education reforms involved mainly elementary and secondary education.

7 Poland signed the Bologna Declaration on June 19, 1999 and joined the process of education reform in Europe with other 28 European countries.

8  Diploma Supplement, a document similar to transcript, was introduced in 69 institutions of higher education as a pilot project.


9  *Mobility* of students and staff before the Bologna Declaration of 1999 had been limited by difficulties in legalizing the stay in the country and mainly concentrated on medical degrees and PhD programs. After 1999 student and staff mobility has increased. Mobility from Poland is very popular due to appreciated international experience. However, the number of departures is still limited due to financial factors.

10 The State Accreditation Committee in Poland is responsible for the state accreditation. It is the only statutory organ that covers the entire higher education area and operates for the benefit of the education quality evaluation, whose opinions and resolutions have a legal effect. Accreditation is directly connected to state funding.

11  *Quality Assurance* in higher education is coordinated by the following

Polish institutions:

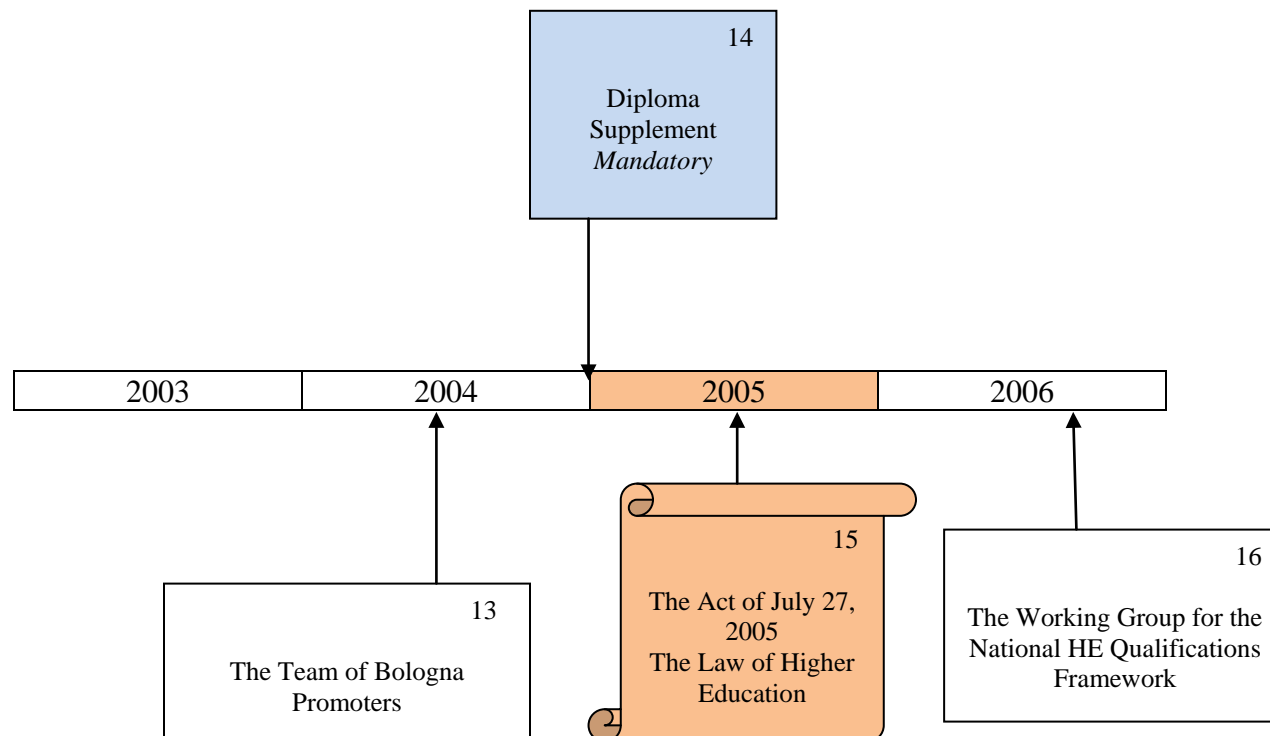
- Ministerstwo Nauki i Szkolnictwa Wyższego (The Ministry of Science and Higher Education) (see p. 102),
- Państwowa Komisja Akredytacyjna, PKA (The State Accreditation Committee) (see p. 103),
- Rada Główna Szkolnictwa Wyższego, RGSzW (The General Council for Higher Education) (see p. 102),
- Konferencja Rektorów Akademickich Szkół Polskich KRASP (The Conference of Rectors of the Academic Higher Education Schools) (see p. 104).

12  *Three-tiered degree system* (according to the Bologna Declaration's requirements) of Bachelor's and Master's degrees (3+2) was established in Poland at the beginning of the 2004-05 academic year.

*The third cycle, doctoral studies*, in accordance with the adopted regulations prepare for obtaining a doctor's degree within four years. Doctoral studies are provided in the form of full-time or part-time studies. The full-time studies are free of charge.




Figure 13C: The Bologna Declaration's Principles  
Implementation in Poland in 2003-2006



The significance of the events of the Bologna Declaration's implementation process in Poland in 2003-2006 (Figure 13C):

13      The Team of Bologna Promoters was established in Poland in 2004 to assist with the implementation of the Bologna Declaration's principles. The team includes representatives from all academic staff, administrative staff, and students. Experts are in direct contact with the academic community and are actively involved in the promotion and implementation of the goals of the Bologna Process. The experts organize seminars, workshops, conferences, and publish materials on the subject of the Bologna Process.

14       *Diploma Supplement* seeks to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. As of January 1, 2005, it is compulsory for all higher education institutions to issue the Diploma Supplement. It is available free of charge and issued automatically in Polish and on request in one of the five languages, English, French, German, Spanish or Russian. This results from a July 2004 Regulation by the Minister of National Education and Sport on the types of diplomas and professional titles as well as the models of diplomas issued by institutions.

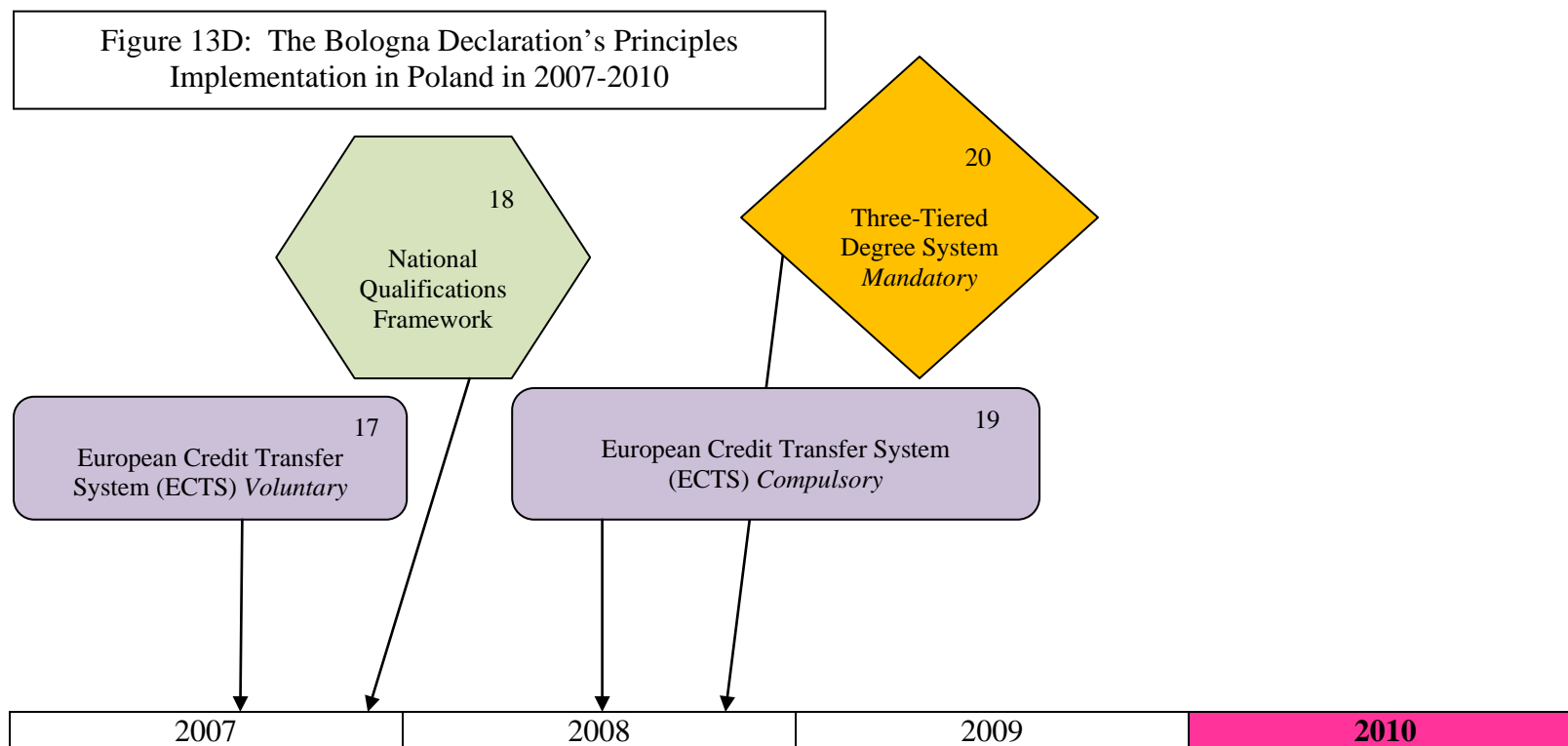
15      The law of Higher Education was approved by the Council of Ministers on July 27, 2005 which provided legal basis for:

- The establishment of a three-tiered degree system on a mandatory basis in all higher education;


- The issue of the Diploma Supplement;
- The introduction of a credit transfer and accumulation system;
- The principles of joint study programs and the award of corresponding diplomas;
- The principles of degree programs in macro-fields of study and interdisciplinary programs;
- The establishment of associations of higher education institutions.


#### 16            The Working Group for the National Higher Education Qualifications

Framework was established in October in 2006. The purpose of this group was to develop a proposal concerning the National Higher Education Qualification Framework.



Thematic analysis of the most significant events of the Bologna Declaration's implementation process in Poland in 2007-2010 (Figure 13D):

17 & 19  *European Credit Transfer System* (ECTS) has been gradually implemented in the absence of any legislative basis by the end of the academic year 2004-05, and became mandatory in all institutions of higher education in 2008.

18  National Qualifications Framework was developed and introduced to the academic community in line with the Framework for Qualifications of the European Higher Education Area.


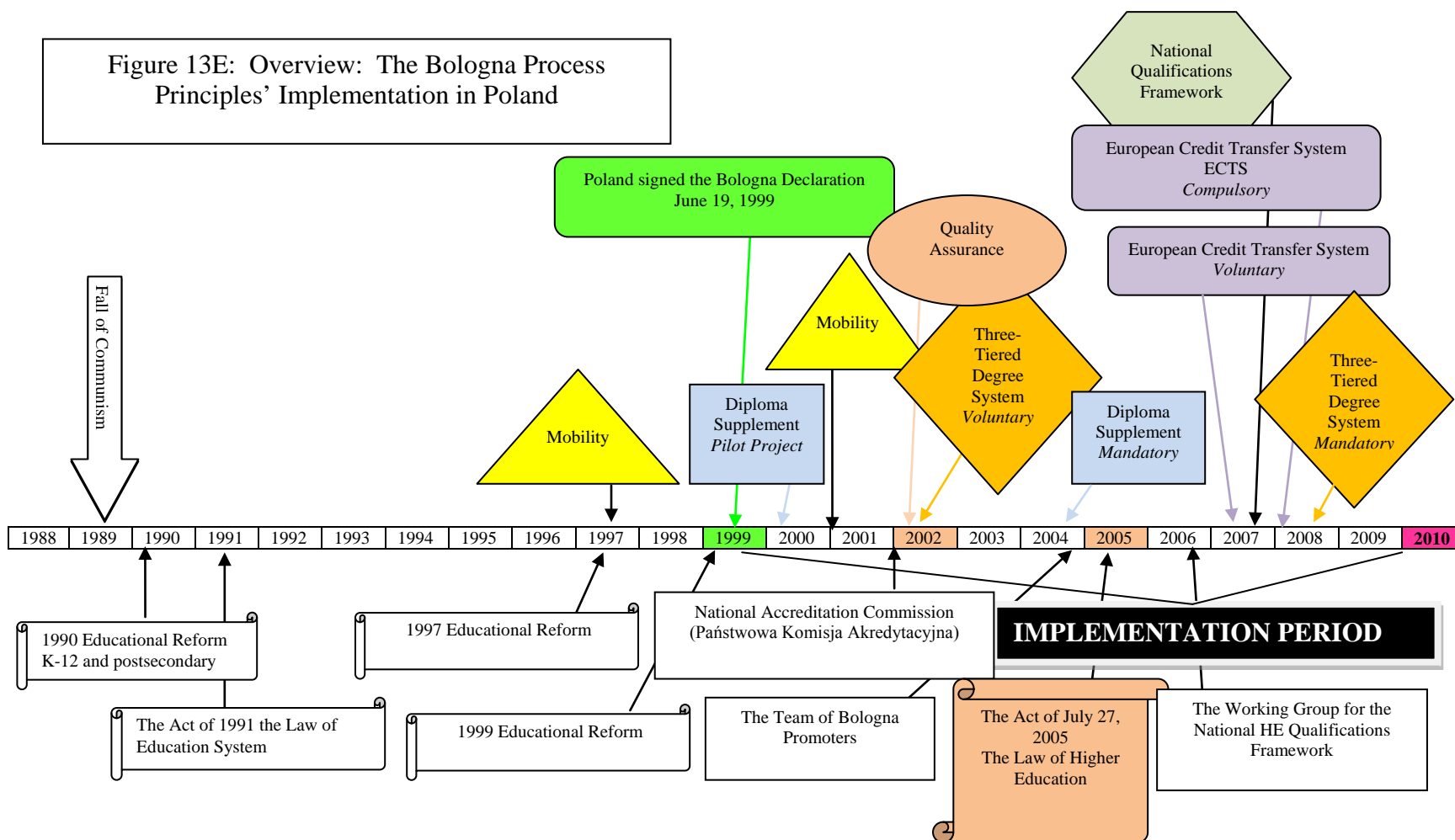
20  Three-Tiered Degree System became mandatory in all institutions of higher education in Poland.

Figure 13E (p. 111) illustrates the overview of all important events and undertakings of the Bologna Declaration's principles implementation process in Poland.

Figure 13E: Overview: The Bologna Process Principles' Implementation in Poland



## Uniwersytet Jagielloński

### History

Uniwersytet Jagielloński (the Jagiellonian University) was established in Cracow in 1364 ([www.uj.edu.pl](http://www.uj.edu.pl)). It was founded by King Casimir III, and it became one of Europe's greatest early universities (Estreicher, 1973). In 1817 the University was renamed the Jagiellonian, in honor of the Polish Jagiellon dynasty that ruled from 1386 until 1572 (Davies, 1982). As early as in the mid 15<sup>th</sup> century, the Cracow University became Europe's leading academic centre of mathematics, astronomy, astrology, geography and legal studies. Over the past centuries it has educated many historical figures Nicolaus Copernicus (1491-95) and Pope John Paul II (1938-39, 1942-46) among them (Weigel, 2001). The high academic status of the University was reflected in the fact that in the years 1433-1510 as many as 44 % of the student came from countries other than Poland.

Unfortunately, the history of the Jagiellonian University shared the same destiny as the history of Poland. In the early 16<sup>th</sup> century the University was the first in Europe to teach Greek, and soon after the first to teach Hebrew. In the 17<sup>th</sup> century the University lost international academic status due to a violent conflict with the Jesuits. The Jesuits, supported by the King Sigismund III, tried to control the school, which was increasingly conservative and scholastic. In the 18<sup>th</sup> century the status of the school continued to decline, yet some symptoms of change became gradually noticeable ([www.uj.edu.pl](http://www.uj.edu.pl)). The systematic teaching of German and French was introduced, although all lectures were in Polish. The school introduced a new organizational structure and a number of

academic facilities were founded, such as botanical gardens, the astronomical laboratory, clinics, and science laboratories.

The University continued its battle for survival, especially during the third and final Partition of Poland (1795). The partition posed a serious threat to the very existence of the university, but luckily it was saved by the intervention of two famous professors: Jan Sniadecki and Jozef Bogucki in Vienna. The University, after long years of being regarded by the government in Vienna as a 'hotbed of revolution and anti-government political activities' (<http://www.europaeum.org/content/view/694/71>), gradually became a self-governing body and regained the right to teach in Polish. It was the beginning of another golden age for the Jagiellonian University, and once again the school became a major academic centre.

After Poland's independence in 1918, Uniwersytet Jagielloński was considerably expanded but unfortunately the years between World Wars One and Two affected the University tremendously, especially the political divides and economic depression. The misfortune continued throughout the German occupation of Poland. The years 1939-1945 had a devastating effect on the University. The University's libraries, laboratories and teaching facilities had been destroyed or taken away to Germany, research ceased and academic studies had been cancelled ([www.europaeum.org/content/view/694/71](http://www.europaeum.org/content/view/694/71)).

The year 1948 marked the beginning of the worst period in the University post-war history. Stalinism was in full control of every aspect of University life (<http://www.europaeum.org/content/view/694/71/>). The Jagiellonian University was stripped of all autonomy and research was repressed. The next change came with the end of Stalinism in 1956, when professors who had been previously dismissed were allowed



to resume their positions and the school's autonomy was restored. The government, however, reserved the right to control the University, especially in regard to academic promotion and admissions criteria.

In 1968 the Jagiellonian University's students, as well as those from other Polish higher education institutions, were involved in political protests against the regime, which resulted in repressive measures against the most active protesters and some of the staff, particularly of those of Jewish origin ([www.uj.edu.pl](http://www.uj.edu.pl)). In years that followed, the University took actions to defend academic freedom and human rights and strongly maintained academic standards. The Jagiellonian University is considered the best and the most prestigious institution of higher education in Poland ([http://www.webometrics.info/rank\\_by\\_country.asp?country=pl&zoom\\_highlight=jagiellonian+university](http://www.webometrics.info/rank_by_country.asp?country=pl&zoom_highlight=jagiellonian+university)), and in 2006 The Times Higher Education Supplement ranked Jagiellonian University the best Polish university (THES, 2006).

#### Current University

Modern Uniwersytet Jagielloński is the second largest and most prestigious in Poland. Like every other institution of higher education in Poland, it went through a transformation after the fall of communism in 1989. The University, although mostly government funded, enjoys wide autonomy within management, finances, internal organization, scientific research, education, and student enrollment. The University is accredited by the State Accreditation Committee and the University Accreditation Committee. The Uniwersytet Jagielloński also has accreditation from the US Department of Education.

## Education and Types of Study at the Uniwersytet Jagielloński

The University houses 15 faculties (Appendix VI), each governed by its own board and a dean it appoints. Faculties are divided into departments that offer 93 specializations/majors (The Jagiellonian University Statute of the Jagiellonian University, including amendments introduced with the resolution no 42/VI/2007 of 27.06.2007 of the Senate of the Jagiellonian University). With its growing curriculum, outstanding level of teaching, and course lists offered in foreign languages, the university occupies top position in various rankings as the best university in Poland and is highly regarded worldwide (<http://www.studyinpoland.pl>). Additionally, by implementing the European Credit Transfer System (ECTS) the Uniwersytet Jagielloński enabled cooperation with a number of universities worldwide, and increased student mobility. As a result of expanded international cooperation, the University opened the International Program Office to better coordinate programs supported by the European Union funds.

The teaching of foreign languages has been reformed with the creation of the Centrum Językowe Uniwersytetu Jagiellońskiego (the Jagiellonian Language Centre). All students must complete their studies with knowledge of two foreign languages at intermediate level at least (<http://www.jcj.uj.edu.pl/>). English language is also offered to Blind and Visually Impaired students.

Among the fifteen faculties, the Faculty of Medicine and Dentistry, the Faculty of Pharmacy and Medical Analysis, and the Faculty of Health Care form so called Collegium Medicum (Medical Academy) which is granted considerable independence within the university. The Collegium Medicum was separated in 1950 from the university by the communist authorities, following the Soviet model. In 1993 the above mentioned medical faculties were integrated again into the university.

The University employs 6,847 staff members, including almost 500 distinguished professors, and educates 52,445 students, together with 1,612 international students (www.uj.edu.pl). The prestigious level of the University is achieved by the fact that almost every faculty member has received the highest category in the official rankings of the Ministry of Science and Higher Education. Annually, the faculty receives over 10 percent of the prestigious grants awarded by the Foundation for Polish Science in recognition of the level of their scientific research. They are also effective in their competition for grants from European research programs that helped to establish several European Centers of Excellence within the university (Waltos, 2008). The high level of studies at the Uniwersytet Jagielloński is not only reflected by the faculty's achievements. The University students, in the annual all-Poland completion, win over ten percent of ministerial grants, in addition to winning international competitions (Waltos, 2008).

The Uniwersytet Jagielloński offers three levels of higher education according to the Bologna Declaration principles: Licencjat (bachelor), Magister (master), and Doktorat (doctoral). Licencjat (discipline based bachelor) takes usually three years of study, and requires 180-240 ECTS credits. The master level programs (discipline based master) last two years, and they require 60-120 credits. This applies to all courses of study with the exception of those which may be taken as one-stage master's programs in accordance with *the Ordinance of the Minister of Science and Higher Education of June 13, 2006 on Titles of Courses of Study* and in accordance with article 11 section 3 of *the Law on Higher Education of July 27, 2005* (see Chapter 4, p. 16). The doctoral studies take three to four years to complete. Studies at the Uniwersytet Jagielloński demand a good deal of independent work, and master theses, for example, are based on students' own research

finalized with an oral defense. Additionally, the University offers postgraduate non-degree programs in all 15 faculties for Master's and Doctor's degree holders who wish to extend their professional knowledge and skills. Postgraduate non-degree programs last one academic year (two semesters).

In spite of a rich and dramatic history, Uniwersytet Jagielloński has continued to preserve its mission 'to educate, foster culture in society and carry out scientific research' ([www.uj.edu.pl](http://www.uj.edu.pl)) throughout the centuries.

#### Research

Currently, the Uniwersytet Jagielloński pursues international collaboration with 170 institutions of higher education from 40 countries involving staff and students (UJ Newsletter 35, 2008). The collaboration includes joint research projects, participation in international conferences, networks, university programs and projects and cooperation with international organizations worldwide. During years of research activity the Jagiellonian University has achieved national and international recognition in respect of teaching and research.

Most of the projects have been granted by the Polish Ministry of Science and Higher Education, and by the European Union. The last ten years brought about profound changes in political system, organization of industry, local administration and self-government in Poland. Numerous local authorities, like town councils, have received considerable autonomy but also bigger share of responsibility for the development of regions. The centralized distribution of funds for research and development has been limited and should be replaced by a direct support from the industry.

The Uniwersytet Jagielloński has the following Centers of Excellence:

- Molecular Biotechnology

- Center for Nanometer-scale Science and Advanced Materials
- Computer Physics-Interdisciplinary Research and Application
- Integrating Basic and Applied Environmental Sciences for the benefit of Local communities
- Stem Cell Therapeutic-Excellence Center
- MDS Center of Excellence

## Summary

Chapter Two presented an overview of events and facts that led to establishment of accreditation system in the European higher education. A comprehensible portrait of changes that occurred in Europe was achieved by discussing driving forces that brought Europe and European higher education together followed by the discussion on the phenomenon of educational reforms – the Bologna process. The presentation of the higher education systems including the leading universities in the United Kingdom and Poland concluded chapter two.

## CHAPTER THREE

### METHOD AND ANALYTIC PROCESS

#### Introduction

European higher education is currently undergoing a major transformation process involving more than 5600 institutions and 31 million students on the Continent (EUA Bologna Brochure, 2006). The process that is changing the architecture of European higher education is called the Bologna Declaration. It is considered the most intense education reform and one of the great successes in higher education worldwide in this century (Colet & Durand, 2004). Aimed at supporting mobility within Europe and with the rest of the world, the Bologna Process will create by 2010 a vast area where common principles apply everywhere, making it easier and more transparent for outside partners to cooperate with European universities. This ambitious reform process also attempts to answer some of Europe's social and economic challenges by enhancing the quality of its education, research capacity and graduate employability.

This study was intended to introduce, describe, and analyze how higher education leaders in Poland and England dealt with the complex issue of quality assurance of academic programs as the provisions of Declaration were implemented.

Chapter three is divided in two parts. Part one is a presentation of a detailed description of the research methods adopted for this study including the Fischer's (1999) theoretical framework, an overview of a case study method with detailed description of case selection, data collection techniques, and the data analysis used in this study. Part two presents analytic process that a researcher went through while conducting this research study.

## Part One - Method

### Theoretical Framework

The framework is designed to place the central empirical concept of policy analysis within the structure of a more comprehensive theory of evaluation. Policy evaluation is defined as the activity of policy analysis in a broad perspective with components of a larger, multi-methodological evaluation (Fischer, 1999). Adapted as a framework for the evaluation of public policy, Fischer's model tests the reasons given concerning a policy's technical efficiency, its relevance to the circumstances of the situation, its instrumental implications for the social system as a whole, and its relation to the ideological principles that justify the societal system (Fischer, 1980). The goal of Fischer's theory is not to 'plug in' answers to specific questions or to fulfill pre-specified methodological requirements but it is to engage in an open and flexible exploration of the kinds of concerns raised in the various discursive phases of the query.

Fischer's model (1999) allows for the use of gradual assessment of policy implementation by using four steps of inquiry, beginning with program verification; situational validation; societal vindication; and social choice. The steps provide a deep insight into the understanding of the policy objectives, their implementation process, the "instrumental consequences of a policy goal in terms of the system as a whole" (p. 21), and social choice that concerns with "ideological and value questions" (p. 22).

Each step participates and interacts with another and applies first and second order evaluations. The first and second order evaluations are designed to reveal answers to specific empirical questions up through abstract normative issues. First order evaluation concentrates on concerns "with a program, its participants, and the specific problem

situation to which the problem is applied” (Fischer, 1999, p. 19). Second order evaluation focuses more on the abstract societal system in which the program(s) takes place.

The questions do not constitute a complete set of rules or fixed requirements that must be answered in any formal way. Rather, they are designed to orient evaluation to a particular set of concerns. The goal is clarification and mutual understanding among the parties engaged in deliberation (Fischer, 1999). For example, a policy that introduces higher education quality assurance principles in Europe to make higher education systems increasingly comparable and compatible, would indicate specific standards and requirements, but also would address the larger requirements of the European communities, such as a voluntary participation of European countries driven by a common need of achieving harmonized education system through the European Higher Education Area.

Fischer’s framework allows for open and flexible policy evaluation rather than following strictly structured protocol. The four separated but interrelated steps participate and interact with each other; they do not exist in isolation, and more they complement each other. The research objective overall is one of clarification and understanding pursued and initiated through reasoned dialogue as portrayed by all four discursive phases (Fischer, 1999, p. 24). First- and second-order levels of discourse can further be interconnected through an alternative conception of practice defined as “participatory policy analysis” (Fischer, 1994, 1995; Cancian & Armstead, 1992).

Participatory policy analysis is designed to facilitate the exchange between the everyday or commonsense perspectives of the social actors in the situational action context (first-order discourse) and the available theoretical knowledge (empirical and



normative) about the larger social system in which the action context is situated, that is, knowledge about both existing societal conditions and alternative possibilities (second-order discourse). Figure 14 (p. 123) presents the interconnection process of inquiry steps according to theoretical framework by Fischer.

Discursive framework for the organization and pursuit of a policy evaluation grounded in a transformational perspective will be utilized in this study research. Table 3 (p. 124) presents the information obtained from Fischer's framework outline for policy evaluation adapted to the objectives of this study.

Extensive description and purposeful sampling of the breadth and wealth of the information is paramount to explicating the rich thematic context within any policy implementation process with this framework of policy analysis. The abstract dimensions of the themes, or issues, are complexities that connect ordinary practice in natural habitats to the abstractions and concerns of diverse academic disciplines. The dimensions are also "problematic circumstances that draw upon the common disciplines of knowledge" (Denzin, 1984, p. 92). The complexity of this study lies in the international approach of quality assurance policies implementation process in Europe. In a study of this complexity is important to understanding policy implementation since it analyzes the theoretical framework through practical application, and this kind of analysis is needed and desired.

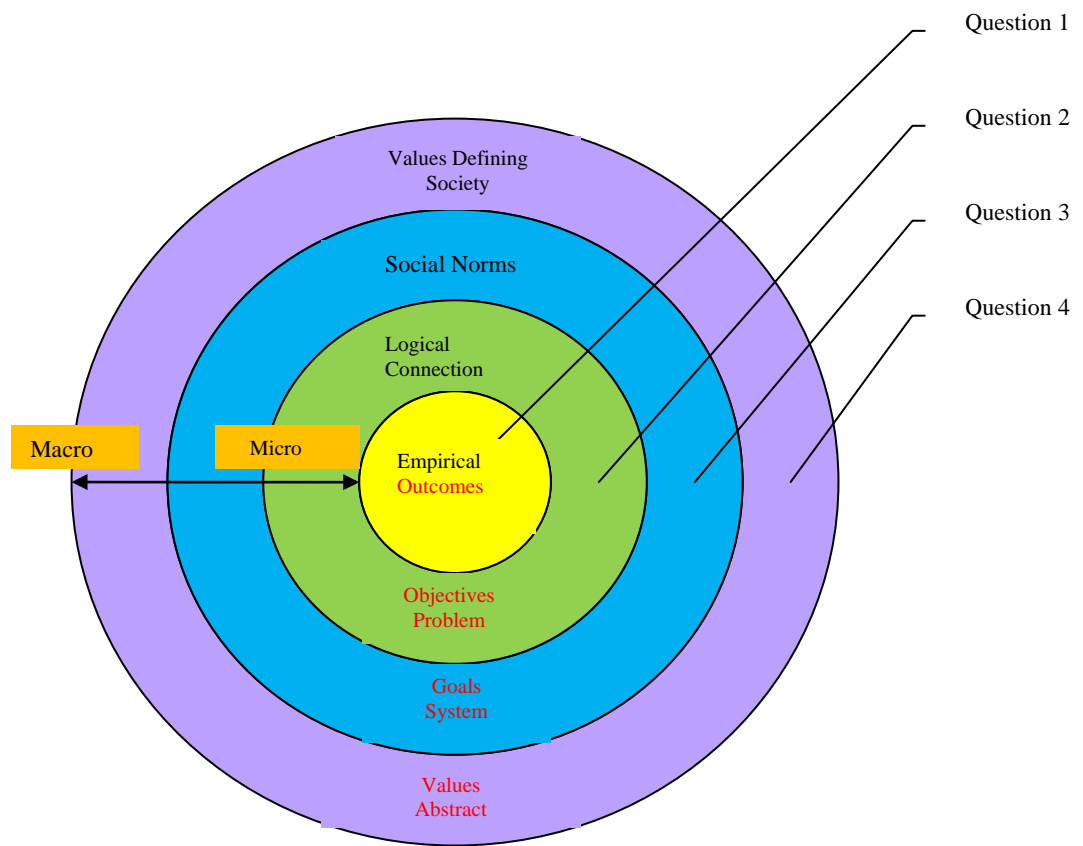


Figure 14: Fischer's Steps of Inquiry in Micro/Macro Scale.

Table 3: Fischer's Framework Application to Research Questions

<b>Level: First Order Evaluation</b>	
A. Technical-Analytic Discourse	<b>Program Verification (Outcomes)</b> Organizing question: Does the program empirically fulfill its stated objectives? Research question: How does the quality assurance policy "Standards and Guidelines for Quality Assurance in the European Higher Education Area" meet objectives of the Bologna Declaration?
B. Contextual Discourse	<b>Situational Validation (Objectives)</b> Organizing question: Is the program objective(s) relevant to the problem situation? Research question: What changes have been made to implement the quality assurance policy requirements on European, national, and institutional level?
<b>Level: Second Order Evaluation</b>	
C. Systems Discourse	<b>Societal Vindication (Goals)</b> Organizing question: Does the policy have instrumental or contributive value for the society as a whole? Research question: What are the challenges of the European quality assurance policy implementation in examined countries?
D. Ideological Discourse	<b>Social Choice (Values)</b> Organizing question: Do the fundamental ideals that organize the accepted social order provide a basis for a legitimate resolution of conflicting judgments? Research question: What are the national and institutional benefits of the European quality assurance policy?

### Research Questions

Based on the statement of the problem and Fischer's theoretical framework, the following questions were studied:

1. How does the quality assurance policy "Standards and Guidelines for Quality Assurance in the European Higher Education Area" meet objectives of the Bologna Declaration?

2. What changes have been made to national education systems of England and Poland to implement the quality assurance policy requirements on European, national, and institutional levels?
3. What are the challenges of the European quality assurance policy implementation in the examined countries?
4. What are the national and institutional benefits of the European quality assurance policy?

### Research Design

Research is the "production of a publicly scrutinizable analysis of a phenomenon with the intent of clarification" (Reinharz, 1992, p. 9). This research design study will follow a single comparative case study protocol (Yin, 2003) with embedded multiple units of analysis (Yin, 1989) using document analysis (Creswell, 2007) guided by Fischer's (1999) theoretical framework for policy evaluation. The unit of analysis is a critical factor in the case study. It is typically a system of action rather than an individual or group of individuals. Case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined. Within this design primarily qualitative data collection and analysis techniques were used.

Case study research methodology relies on multiple sources of evidence to add breadth and depth to data collection, to assist in bringing a richness of data together in an apex of understanding through triangulation, and to contribute to the validity of the research (Yin, 2003). Merriam (1998) stated, "A case study might be selected for its uniqueness, for what it can reveal about a phenomenon, knowledge we would not otherwise have access to" (p. 33). Merriam (1998), Patton (1990), and Yin (2003)

regarded the case study approach as particularly useful to understand a complex social phenomenon. Part of the justification for such a research strategy is its suitability for increasing the understanding of international education systems, and their influence on American higher education and its institutions. A case study method was adopted therefore, because it was a highly appropriate method for the research questions addressed.

Case study research is not sampling research, which is a fact asserted by all the major researchers in the field, including Yin (2003), Stake (1995), Feagin (1991), and others. However, selecting cases must be done so as to maximize what can be learned in the period of time available for the study. Educational researchers have called for diverse data collection approaches (Tinto, 1993). Therefore, the documents (Appendix III) were collected from 1999 to 2008. The decision to use a five or more years' mark is based on concept that for implementation of a program or system to be institutionalized it takes five or more years (Fullan, 2001).

The first step of this research involved the selection of sources for data collection. The primary objective was to obtain a list of doctorate degree awarding public institutions of higher education in Poland, and the United Kingdom which have been involved in the Bologna Process. Multiple sources of data were considered and evaluated including the Integrated Postsecondary Education Data Survey; studies conducted by the Higher Education Research Institute; the International Association of Universities (IAU); and the European Universities Association (EUA). University websites also served as a primary source of the data collection. According to Yin (2003) the use of many different

sources of information provides depth to the case, and is one of aspects that characterize a good case study research.

The next step included a selection of the top university involved in the Bologna Process in each examined country, by using the "Webometrics Ranking of World Universities" which is an initiative of the Cybermetrics Lab, a research group of the Consejo Superior de Investigaciones Científicas (CSIC), the largest public research body in Spain. The criteria included: quality of education (alumni/Nobel Prize recipient & field of expertise); internationalization (student exchange programs); size, research output (innovations, patents, and research recognition); prestige (staff/ Nobel Prize recipient & field of expertise). This type of sampling is considered purposeful. Purposeful sampling is a non-probability sampling in which the researcher determines the sample size based on what is deemed most representative of the population as a whole (Babbie, 2007).

The third step of this process involved document analysis. The data was collected by searching the websites of all represented bodies in this study. The study presented a detailed analysis of quality assurance policies implementation in Poland and England by utilizing event mapping (Spradley, 1980; Putney, 1997, 2008), content analysis (Miles & Huberman, 1994), and the Critical Action Research Matrix Application (CARMA) as data analysis instruments (Putney, Wink, & Perkins, 2006).

The data was gathered through studying policies of the Bologna Declaration and Quality Assurance, and systematically transformed into units of information using thematic analysis (Miles & Huberman, 1994). By using the constant comparative analysis method, these units of information were then placed into categories based on similar content and meaning. This method consisted of the simultaneous coding and data analysis

so that a researcher could make comparisons in and between categories and look for similarities, differences, and consistencies of meaning. The final step in data analysis involved the interpretation of the themes in the context of the four questions guiding this study.

### Case Study Method

In order to conduct data analysis of the studied topic of the quality assurance policy implementation in the European Higher Education Area, a case study method was selected. According to Yin (2003), Babbie (2007), and Creswell (2007) case study research provides rich and thick exploration into a single social phenomenon or situation, and a case study research excels at producing an understanding of a complex issue, and can extend experience or add strength to what is already known through previous research (Mitchell, 1983). Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p. 23). Due to varieties of types and levels of analysis utilized in this study, including mapping of events, CARMA, and content analysis, the use of a single, embedded case study was selected for this research study (Yin, 1994, 2003).

#### Embedded case study

According to Yin (2003) an embedded case study is a case study containing more than one sub-unit of analysis, and the identification of sub-units allows for a more detailed level of inquiry. The embedded case study design is an empirical form of inquiry appropriate for descriptive studies, where the goal is to describe the features, context, and process of a studied phenomenon.

## Identification of Cases

### Selection of Institutions

The first step included a selection of the top universities involved in the Bologna Process in each examined country, by using the "Webometrics Ranking of World Universities" (<http://www.webometrics.info/>). Universities' websites also served as the primary source of the data collection.

According to Yin (2003) the use of many different sources of information provides depth to the case, and is one aspect that characterizes good case study research. The sample consisted of one top doctorate degree awarding public university in the United Kingdom and Poland. The following universities were selected:

Cambridge University – UK

<http://www.cam.ac.uk/>

Jagiellonian University – Poland

<http://www.uj.edu.pl/index.html>

Table 4: Universities ranking according to the Webometrics Ranking of World Universities

University	National Ranking	European Ranking	World Ranking	Total # of Universities By country
University of Cambridge in England	1	1	26	233
Uniwersytet Jagielloński in Poland	1	163	383	465



### Data Sources and Collection Procedures

The second step of this research involved official document analysis. Since the data collection in case study research is typically extensive drawing on multiple resources (Creswell, 2007), a multiple sources of data were utilized in this study. A key requirement for conducting comparative policy research is reliable national information, documentation, and statistics. The Organization for Economic Cooperation and Development website ([www.oecd.org](http://www.oecd.org)) and publications provided necessary statistical data for this study. This organization has been one of the world's largest and most reliable sources of comparable statistics, economic and social data for more than 40 years.

Stake (1995) and Yin (1994) identified at least six sources of evidence in case study research. The following two have been utilized here:

- Documents
- Archival records

Documents are letters, memoranda, agendas, administrative documents, newspaper articles, or any document that is germane to the investigation. In the interest of triangulating evidence, the documents served to corroborate the evidence from other sources, such as official publications of the organizations (UNESCO, AUP, IAUP, etc.) involved in the Bologna Process. Documents were also useful for making inferences about events and served as communications between parties in the study.

Archival documents can be service records, organizational records, and lists of names, survey data, and other such records. It is important to keep in mind that not all sources are relevant for all case studies (Yin, 1994). The data was collected from the

following documents: European policies; national government policies and records; official school records; policies; reports; publications; regulations; and institutional statistical data (Appendix III).

### Data Analysis

For the purpose of this study the author used the following three instruments for data analysis: the event mapping approach (Spradley, 1980; Putney, 1997 and 2008) an evaluative tool called the Complementary Analysis Research Method Application (CARMA) (Putney, Wink & Perkins, 2006); and content analysis (Miles & Huberman, 1994; Putney, 2008).

#### The Event Mapping

The event mapping illustrated:

(A) The sequencing of the most important events of the Bologna Process that occurred in the European countries during the implementation of its principles. It also helped the author with the presentation of the European countries' membership in the Bologna process; and

(B) The sequence of the main events and accomplishments (establishment of national agencies, legal initiatives, etc.) of the quality assurance implementation in selected countries. The event mapping consists of two steps:

1. Timeline – Chart, and
2. Timeline with thematic analysis of the major events and accomplishments of the Bologna Process and Quality Assurance implementation.

## Complementary Analysis Research Method Application (CARMA)

The Complementary Analysis Research Method Application (CARMA), a qualitative tool for organizing and synthesizing evaluative data, has already been utilized successfully in various projects (DeVito, 2006). CARMA was originally designed as an evaluative tool for teachers to facilitate the research process and program implementation in the classroom through action research, thus the title of Critical Action Research Application Matrix (Putney, Wink & Perkins, 2006). For purposes of this study, and in collaboration with the principal author, Putney, the acronym CARMA is being adapted as Complementary Analysis Research Method Application to better articulate how it is being used to examine the implementation of a program on a rather large scale – the European continent. This application was possible only because CARMA represents flexibility and universal character of utility.

Data display is a key element in qualitative methodology, because all displays are designed to assemble and organize information in a immediately accessible, compact form so that the researcher and readers can see what is happening, understand the sequence of the events, and either draw justified conclusions or move on to the next-step analysis which the display suggests may be useful. CARMA is a flexible, natural way of expending analysis process, with a special attention to intricacies of the implementation of the Bologna Declaration. It helps the reader to understand the implementation process by discussing the actors, locations, interactions, modifications of the key principles (if any), and discusses the changes that were made in education systems of the countries involved. CARMA enables the author to look for similarities and differences as well as benefits and challenges in implementing the Bologna Declaration, and Quality Assurance

policies (Appendix IX) and procedures in participating European countries. CARMA is also aligned with the Fischer's model on public policy evaluation.

### Content Analysis

Content analysis of documents as a research technique, and the use of analytic induction method of coding and analysis process (Patton, 1987) allowed comparing and contrasting documents in detail. Berg (2001) described content analysis as an objective coding scheme that is applied to the notes or data. Patton (1987) indicated that "the evaluator typically begins by reading through case studies while writing comments in the margins" (p. 149) in the documents in order to identify the dimensions or themes that seem meaningful to the examined topic.

### Part Two - Analytic Process

The purpose of the second part of chapter three is to present the process of data analysis that was used to conduct this research study. The author not only presented the process of implementation of the quality assurance policy through event mappings, but also provided detailed analysis of documents by utilizing the Complementary Analysis Research Method Application (CARMA) and content analysis of the studied documents, in this case the quality assurance policies.

### Event Mapping

The first method of data analysis is event mapping (Crawford, Castanheira, Green and Dixon, 2000; Putney, 1996; Putney & Frank, 2008). In this study the event mapping illustrates the European quality assurance policy implementation, one of the Bologna Declaration's principles that required comprehensive participation from all stakeholders on the European, national, and institutional levels. The mapping of events followed


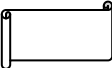

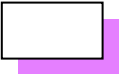
proceedings of the Bologna Declaration, showing how the concept of quality assurance was developed, when the quality assurance policy was implemented, and how it evolved through the years. In a process like Bologna, where the implementation of the program involves the whole continent, it is vital to understand how the nations' governments and higher education authorities worked together to assure compatibility and comparability by exchanging knowledge, sharing experiences, discussing obstacles, and in general helping each other. Since the event mapping portrays the activities of multiple players within a group across time (Putney, 1997) this approach is well suited for the qualitative study research data analysis. It helped the researcher to construct a running record of the main events lead to quality assurance implementation across all member countries.

The utility of event mapping to this study was two-fold. First, it illustrated the sequence of the most important activities including legal initiatives, establishment of new organizations related to quality implementation that occurred in all participating in the Bologna Process European countries, with the emphasis on Poland and the United Kingdom, with each country's top university: Uniwersytet Jagielloński and the University of Cambridge. Second, it provided information on additional significant undertakings achieved in each arena.





Due to a complexity of the quality assurance implementation process, the graphic depiction of events was broken down into smaller timeframes showing gradual progression of the process. Each silhouette is also numbered to assist a reader with easier reference of the discussed events. Short description of the presented events' significance follows each event mapping presentation.

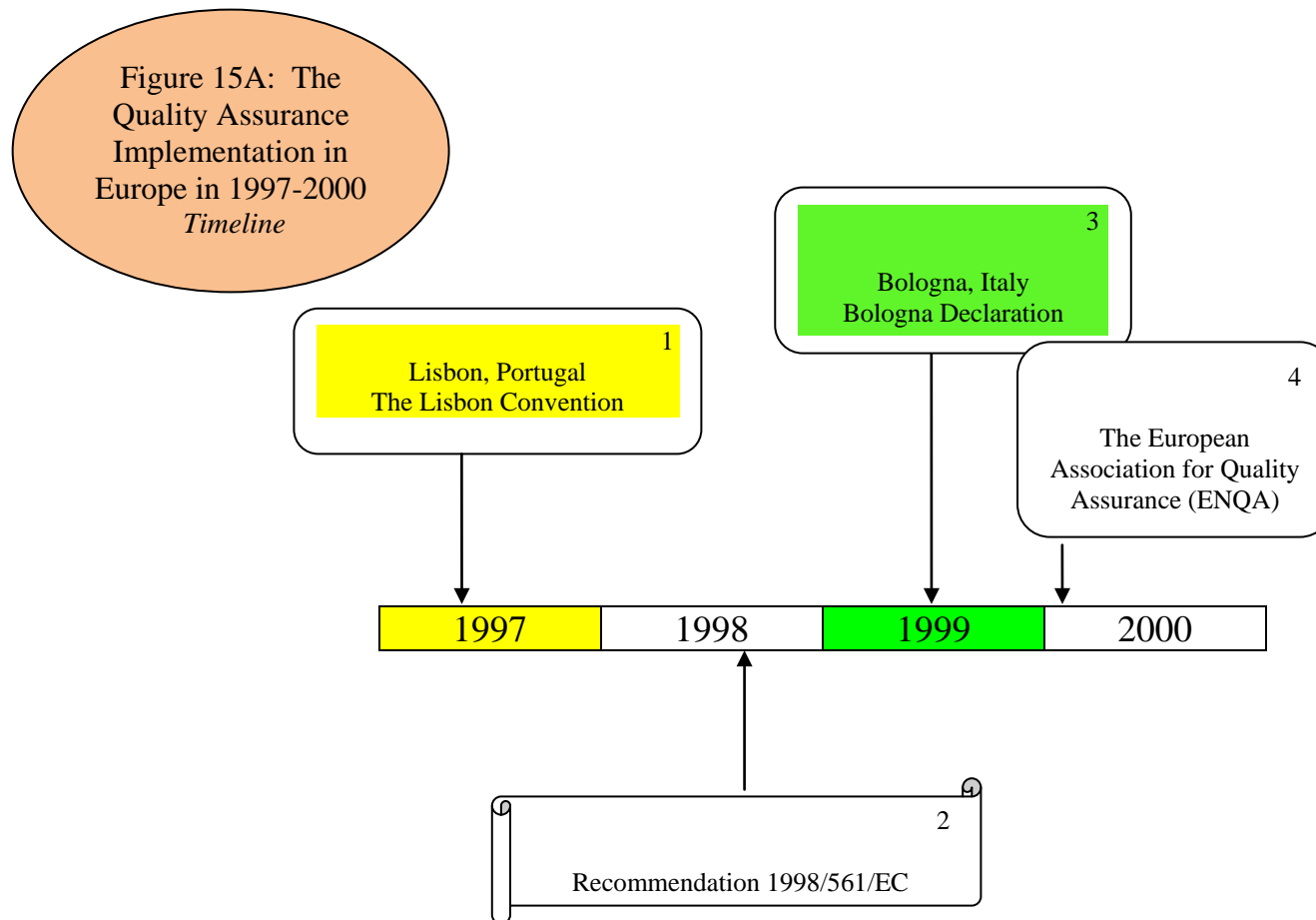
Additionally, as a result of the intricacies of the research design, it is imperative to communicate an understanding of the symbols and color scheme used in the event mapping presented on the pages to follow. The following is a legend for the Figures: 15, 16, 17, 18, and 19.

Symbols:

	Events
	Legal initiatives
	New established organizations, conducted projects, and accomplishments
	The UK Academic Infrastructure's Components

Color scheme:

	The Lisbon Convention
	The Bologna Declaration of 1999
	2010 the European Higher Education Area – the goal of the Bologna Declaration
	The quality assurance process implementation.



Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 1997-2000 (Figure 15A):

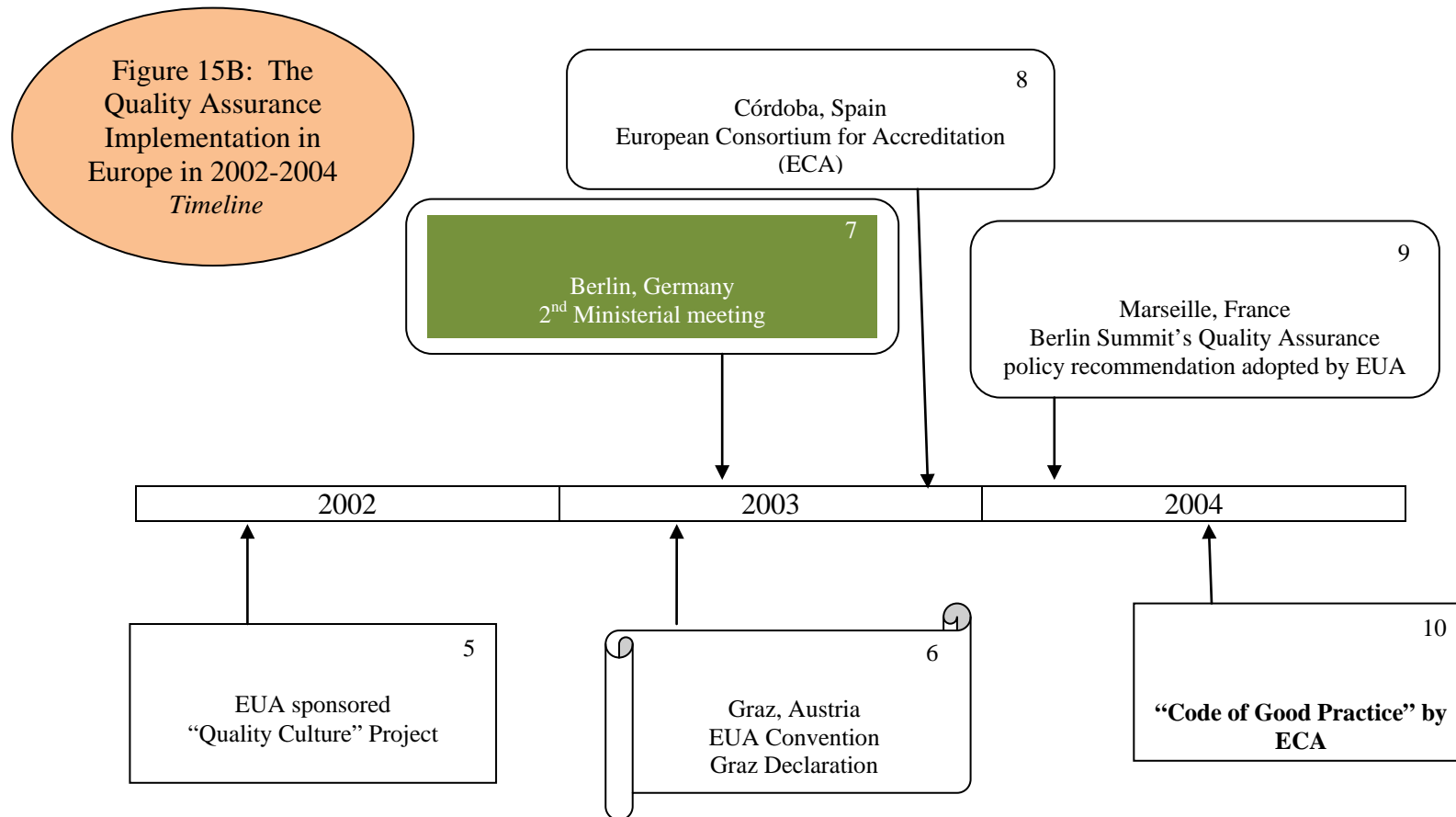
1            UNESCO and the Council of Europe drafted the Lisbon Convention on the Recognition of Qualifications, concerning Higher Education in the European Region. The convention defined the framework for mutual recognition of studies, certificates, diplomas and degrees. This framework is directly connected to implementing and maintaining appropriate quality assurance of higher education programs in European institutions of higher education in order to harmonize all higher education systems across the European continent.

2            The cooperation in developing European quality assurance process in higher education was supported by the European Council by passing a Recommendation in 1998 on European cooperation in quality assurance in higher education.

3            Further developments in developing and implementing European quality assurance in higher education were introduced in the Bologna Declaration of 1999. The Declaration emphasized the transparency and comparability of degrees awarded by European universities, including a commitment to cooperate to cooperate in the field of quality assurance.

4            The European Network of Quality Assessment Agencies (ENQA) was established in 2000. The ENQA plays a vital role in promoting higher education standards and cooperation among European quality assurance agencies ([www.enqa.eu](http://www.enqa.eu)).





Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 2002-2004 (Figure 15 B):

5           The European University Association sponsored and the Socrates Program funded the “Quality Culture” project to enhance internal quality assurance on the institutional level. The project lasted four years (2002-2006) and included three rounds. The project was carried out by 134 higher education institutions ([www.eua.be](http://www.eua.be)).

6           The European University Association (EUA) held in Graz, Austria a convention to support the Bologna Process’ principles. The Convention resulted in publishing the Graz Declaration *Forward from Berlin: the Role of Universities* that called for a European quality assurance code of principles:

(...) “Quality assurance: a policy framework for Europe

23. Quality assurance is a major issue in the Bologna process, and its importance is increasing. The EUA proposes a coherent QA policy for Europe, based on the belief: that institutional autonomy creates and requires responsibility that universities are responsible for developing internal quality cultures and that progress at European level involving all stakeholders is a necessary next step.

24. An internal quality culture and effective procedures foster vibrant intellectual and educational attainment. Effective leadership, management and governance also do this. With the active contribution of students, universities must monitor and evaluate all their activities, including study programs and service departments. External quality assurance procedures should focus on checking through institutional audit that internal monitoring has been effectively done.

25. The purpose of a European dimension to quality assurance is to promote mutual trust and improve transparency while respecting the diversity of national contexts and subject areas.

26. QA procedures for Europe must: promote academic and organizational quality, respect institutional autonomy, develop internal quality cultures, be cost effective, include evaluation of the QA agencies, minimize bureaucracy and cost, and avoid over regulation.

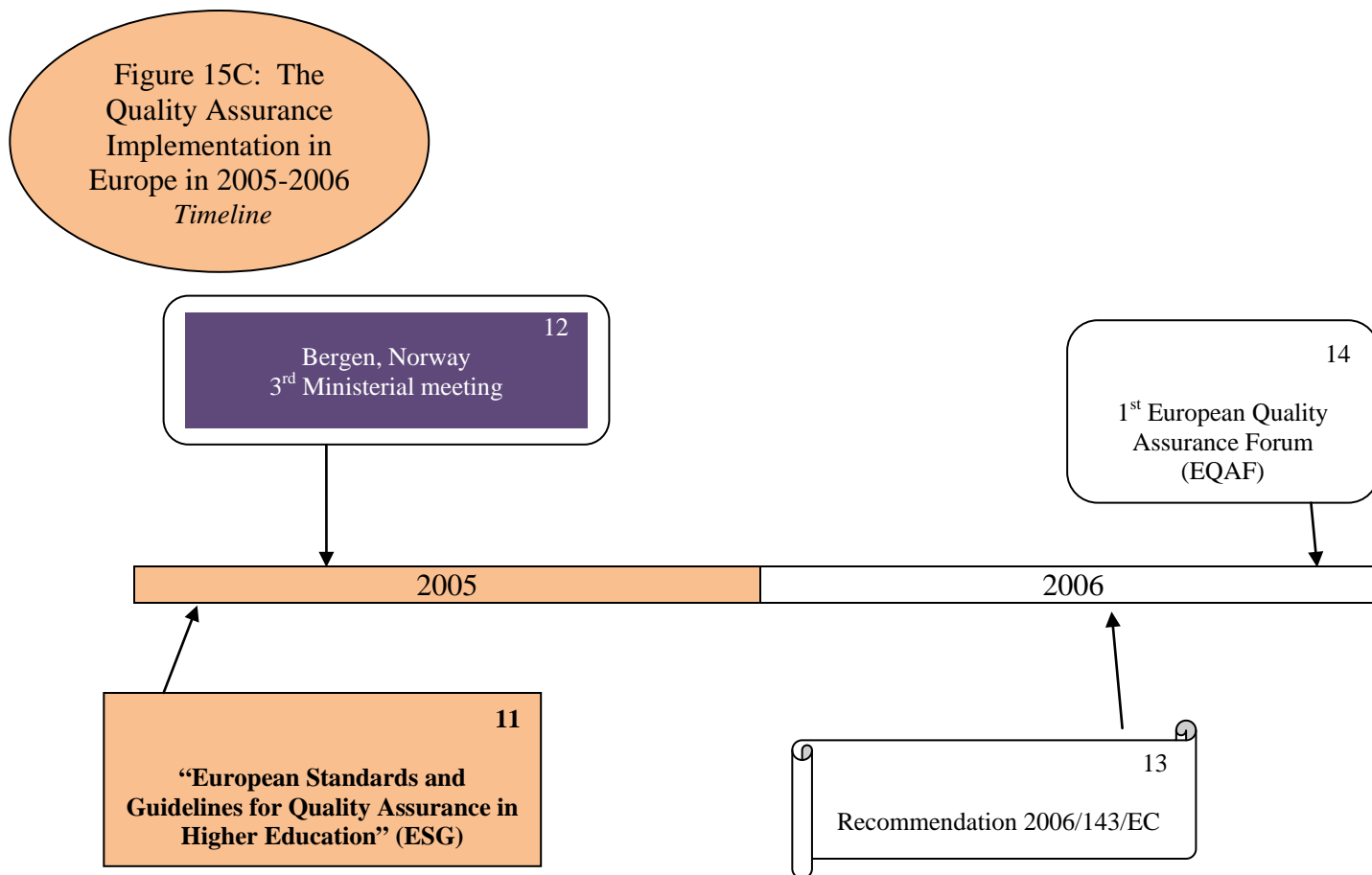
27. EUA therefore proposes that stakeholders, and in particular universities, should collaborate to establish a provisional ‘Higher Education Quality Committee for Europe’. This should be independent, respect the responsibility of institutions for quality and demonstrate responsiveness to public concerns. It would provide a forum for discussion and, through the appointment of a small board; monitor the application of a proposed code of principles, developing a true European dimension in quality assurance” (Graz Declaration, 2003, p. 4).

7           The second follow-up ministerial meeting of the representatives responsible for higher education from 40 European countries met in Berlin to charge the Follow-up Group with organizing a stocktaking process in time for the summit in 2005 and to undertake to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years. One of the priorities was the quality assurance implementation (Berlin Communiqué, 2003). The ministers charged ENQA with a responsibility of establishing a group of stakeholders to develop standards and guidelines for quality assurance in higher education in Europe, and present them at the next Ministerial Summit in 2005.

8           The European Consortium for Accreditation was officially established in Cordoba, Spain on November 8-11, 2003. The Quality Assurance Agency from the UK and the National Accreditation Committee from Poland were represented at this meeting but only as observers (<http://www.eaconsortium.net/index.php?section=content&id=14>).

9           In light of the Ministerial Summit in Berlin, the European University Association's quality assurance policy position was adopted by the EUA Council on April 1, 2004 in Marseille, France. This policy position further develops quality assurance position included in Graz Declaration in the context of the quality assurance action lines of the Berlin Communiqué ([www.eua.be](http://www.eua.be)).

10           “*Code of Good Practice for the Members of the European Consortium for Accreditation in Higher Education (ECA)*” developed and published by the European Consortium for Accreditation was signed into force on December 3, 2004 in Zürich, Switzerland.



Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 2005-2006 (Figure 15C):

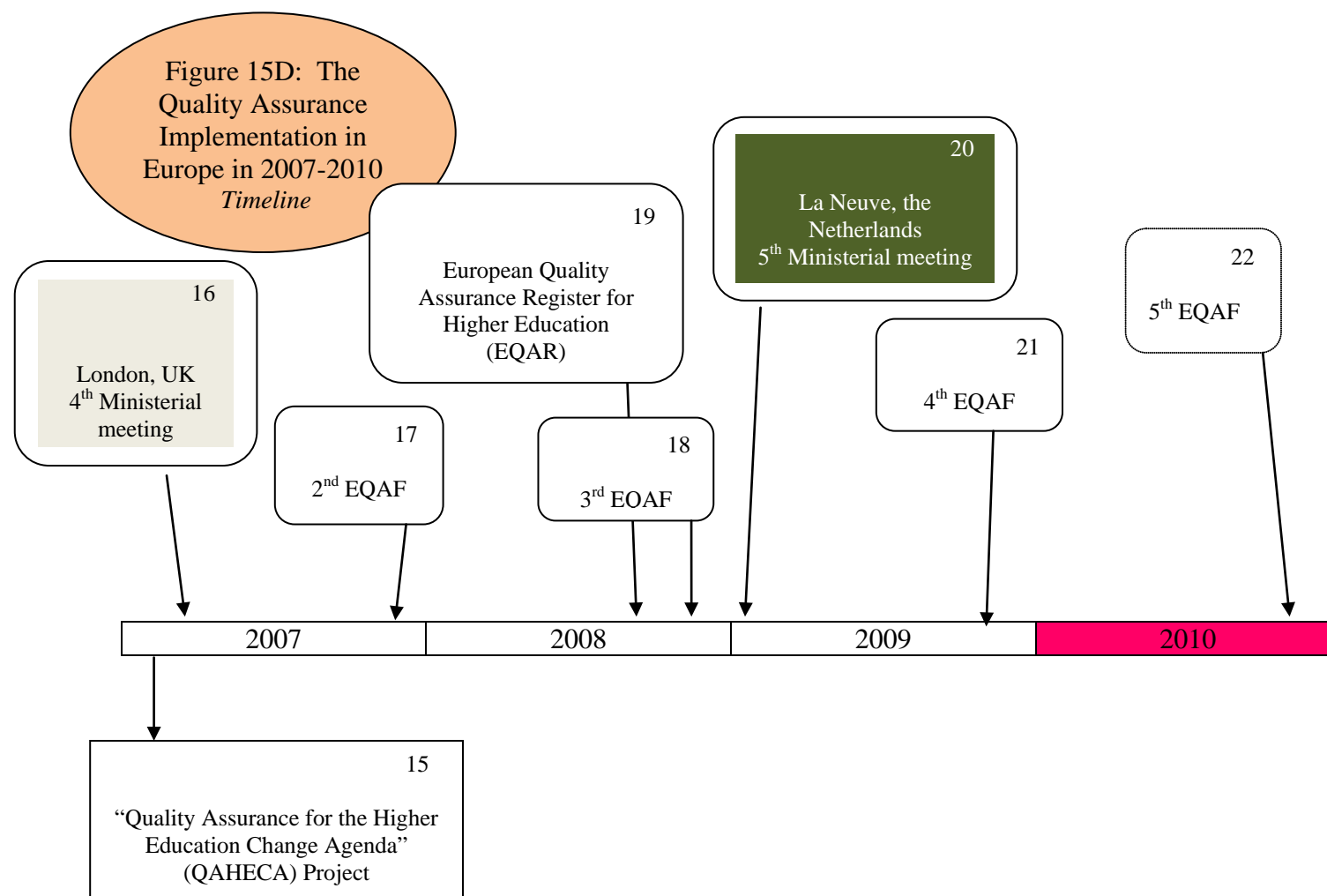
11           The year 2005 was the milestone of the quality assurance implementation in European higher education. “*European Standards and Guidelines for Quality Assurance in Higher Education*” policy was developed as a result of the partnership of the E4 Group (ENQA, ESIB, EURASHE, EUA).

12           In May 2005 the ministers held the 3<sup>rd</sup> follow-up meeting. The ministers took stock of the progress of the Bologna Declaration and set directions for the further development towards the European Higher Education Area to be realized by 2010. One of the main topics discussed at that meeting was the progress in quality assurance. The standards and guidelines were adopted by the European Ministers for Education in Bergen in 2005. European Ministers of Education adopted an overarching framework for qualifications. At the request of the Ministers, the group was also exploring the possibility of setting up a European Register for quality assurance agencies (Bergen Communiqué, 2005).

13           Another important development is the Recommendation of the European Parliament and of the European Council of February 15, 2006 on further European cooperation in quality assurance in higher education (European Parliament and Council, 2006) that includes the recommendation to Member States that higher education

institutions are able to turn to any agency listed in the European Register, provided it is allowed by their governmental authorities ([www.europarl.europa.eu](http://www.europarl.europa.eu)).

14           The last significant event of that period was the establishment of the European Quality Assurance Forum. The E4 Group, at the European University Association's initiative, organized the first annual European Quality Assurance Forum (EQAF). The Forum was held in November 2006 in Munich, Germany. This event gathered together the key stakeholders in the field of the quality assurance, from faculty of higher education institutions, quality assurance agencies, and students to bring forward a European quality assurance agenda based on a broad understanding of what constitutes best quality assurance practices in the context of European higher education trends ([www.eua.be](http://www.eua.be)).



Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 2007-2010 (Figure 15D):

15            The European University Association at the beginning of 2007 coordinated a project called “Quality Assurance for the Higher Education Change Agenda” (QAHECA), which offered higher education institutions and agencies the opportunity for active involvement in developing collectively and testing institutional quality mechanisms for teaching and learning. Project participants benefited from the joint expertise of the consortium and the institutions and agencies involved in terms of internal quality mechanisms (institutions) and external quality processes (agencies) ([www.eua.be](http://www.eua.be)).

16            The UK hosted the ministerial summit in London in 2007. The European countries’ representatives discussed progress that had occurred in the areas of undergraduate access to the next educational cycle and in the external quality assurance systems. The Ministers agreed to create a Register of European Higher Education Quality Assurance Agencies (REHEQA). The Ministers stressed that the quality assurance at European Level would contribute to constructive quality assurance developments in the European higher education systems. The UK representatives, on the other hand, debated about the issue of a single, intrusive or bureaucratic quality assurance agency at European level. Since the quality assurance is carried out by the institutions of higher education in the UK, the idea of an agency of quality assurance-led process does not look desirable.



17           The second annual European Quality Assurance Forum (EQAF) was held in November 2007 in Rome, Italy ([www.eua.be](http://www.eua.be)). The participants explored how to implement external and internal quality assurance processes and how to utilize the outcomes of that process. They focused on perspectives and frameworks for action, and they exchanged experiences of how to undertake evaluations (<http://www.eua.be>).

18           The third European Quality Assurance Forum (EQAF) was held in Budapest, Hungary in November 2008. The participants examined the implications of various developments for quality assurance in European higher education and internationally. They specifically inquired if these developments increased quality levels in higher education ([www.eua.be](http://www.eua.be)).

19           The European Quality Assurance Registry for Higher Education (EQAR) was created in 2008 in Brussels, Belgium by the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Universities Association (EUA) and the European Association of Institutions in Higher Education (EURASHE).

20           The 5<sup>th</sup> follow-up meeting took place in the Netherlands. The last ministerial meeting was hosted by the Benelux countries.

21           The fourth European Quality Assurance Forum (EQAF) will be held in Copenhagen, Denmark on November 19-21 in 2009. The main goal of this event is to

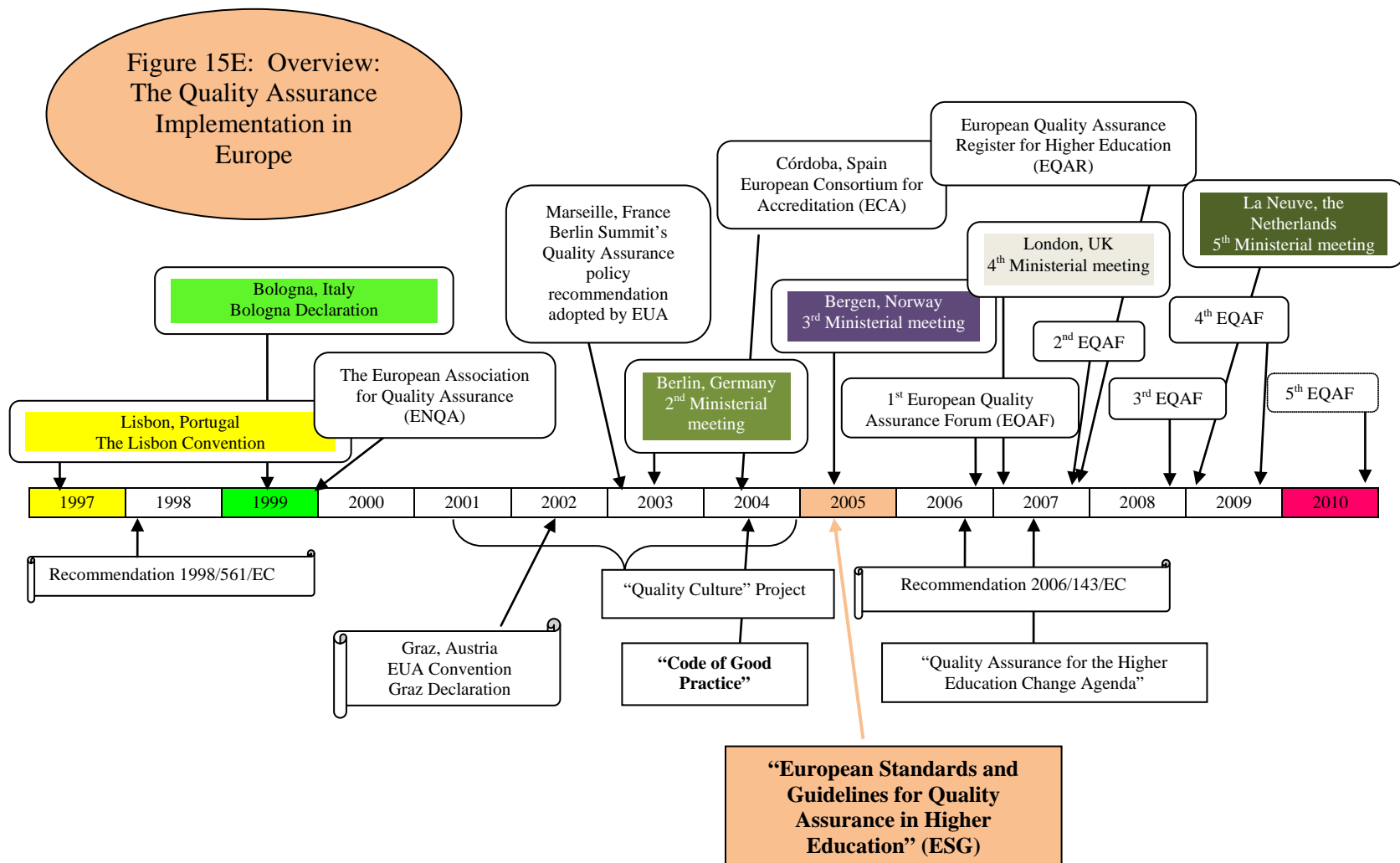
provide a discussion forum centered on how current internal and external quality assurance approaches take account of institutional diversity and support creativity and innovative practices in higher education ([www.eua.be](http://www.eua.be)).

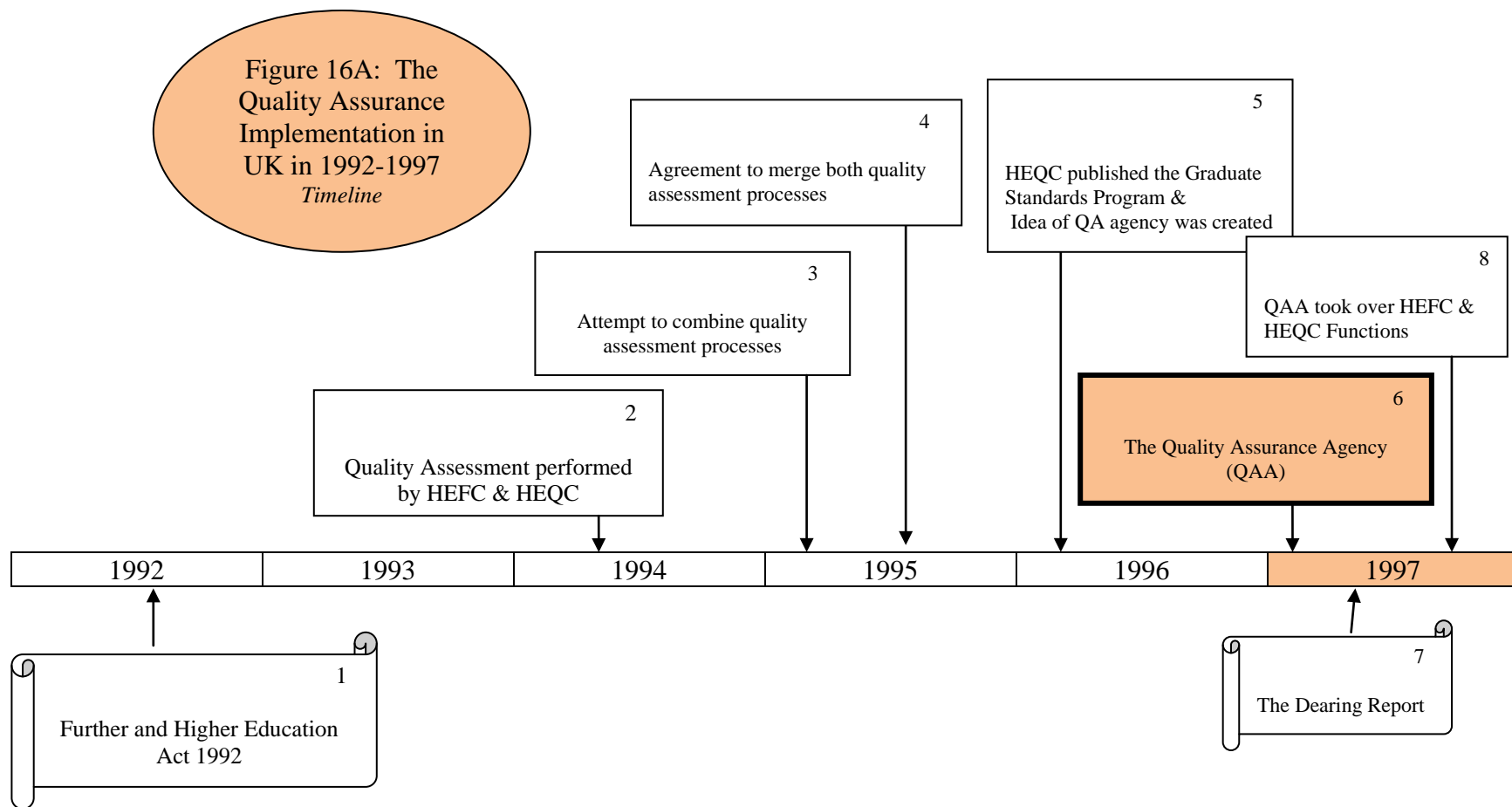
22           The European University Association will organize the fifth the European Quality Assurance Forum meeting in 2010 ([www.eua.be](http://www.eua.be)).

Figure 15E (p. 148) presents a graphic depiction of all combined events and undertakings of the quality assurance implementation process in Europe.

The section beginning on page 149 presents mapping of events of quality assurance implementation process in the United Kingdom (Figures: 16A - E) with the University of Cambridge (Figures 17A - C).

Similar to the previous section, the graphic depiction of events was broken down into smaller timeframes showing gradual progression of the process. Each silhouette is also numbered to assist a reader with easier reference of the discussed events. Thematic analysis of the most significant events follows presentation of each event mapping.





The significance of the events of the quality assurance process implementation in Europe in 1992-1997 (Figure 16A):

1            *The Further and Higher Education Act 1992* allowed thirty-five polytechnics to become universities; introduced a new type of funding organization (funding councils) for further and higher education; and created background for quality assessment arrangements (Brown, 2000) in the UK higher education.

2            Educational quality assurance assessment was first introduced and was performed separately by the Higher Education Funding Council (HEFC), and the Higher Education Quality Council (HEQC) in each country of the United Kingdom (Brown, 2000). HEFC would perform assessment of teaching, and HEQC would take care of the audit of institutional quality standards.

3            In December, Chief Executive of the HEFC and the Secretary of State for Education and Employment attempted to combine the two quality assessment processes.

4            In July an agreement was reached on a new framework which would merge both the assessment of teaching and the audit of institutional quality standards.

5            In December two events took place:

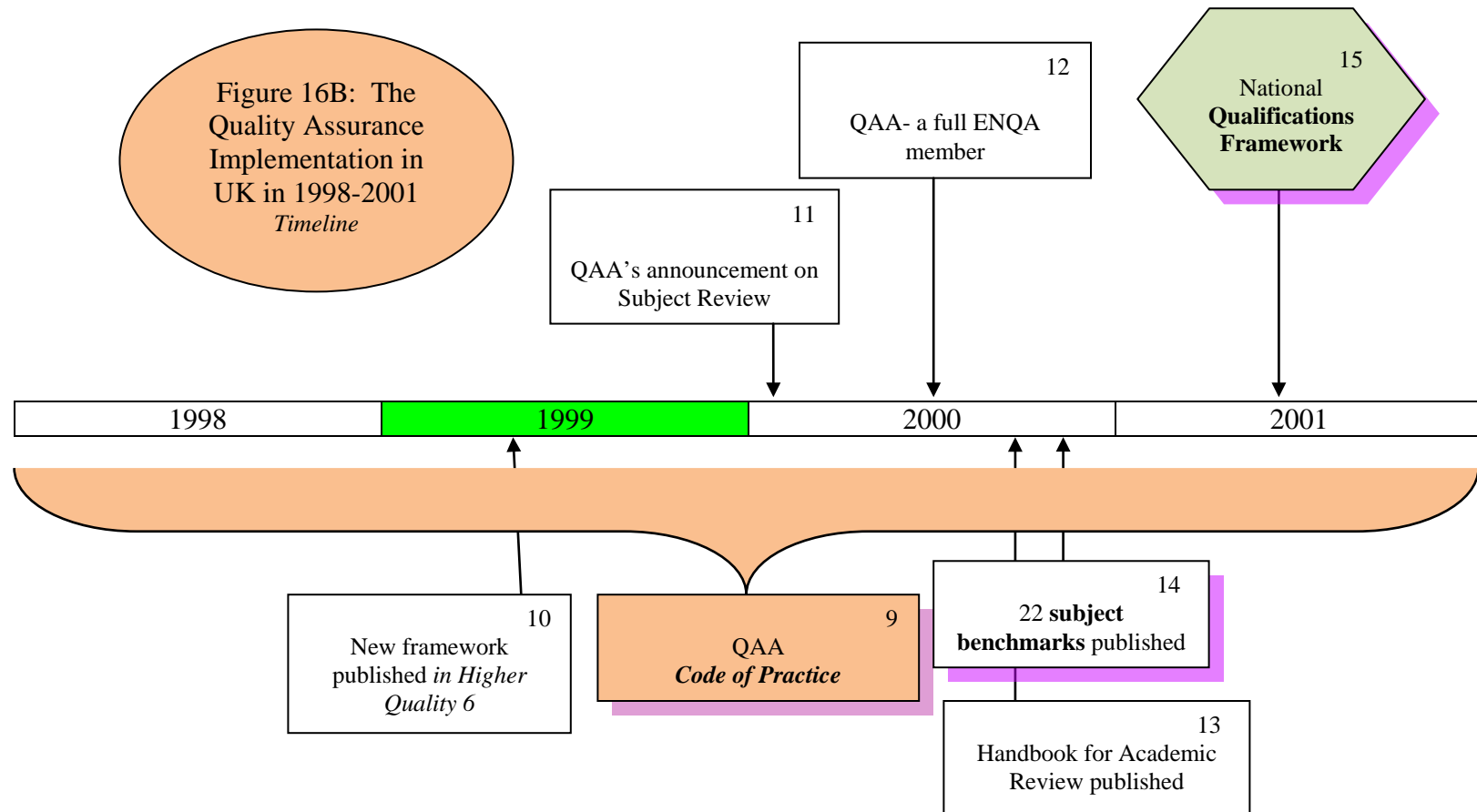
- the Higher Education Quality Council published a report “The Graduate Standards Program” on how institutions defined academic standards, and;

- an idea of a new quality assessment agency was suggested by a Joint Planning Group (JPG).

6           The *Quality Assurance Agency* was established in March 1997 to provide an integrated quality assurance service for UK institutions of higher education. The Agency's responsibilities are to protect the public interest in standards of higher education qualifications, and to encourage continuous improvement in the management of the quality of higher education ([www.qaa.ac.uk](http://www.qaa.ac.uk)). The Agency performs its responsibilities mainly through a peer review process of audits and reviews. QAA is a member of ENQA and has been active participants in the Working Group that originated at the Ministerial Summit in Berlin in 2003.

7           In July, the Dearing Report made recommendations about the ways in which external quality assessment of academic standards should be subsumed within the new framework (Brown, 2000).

8           In August, 1997 the Quality Assurance Agency took over the HEFC's and HEQC's quality functions: Teaching Quality Assessment became 'Subject Review', and Audit became '*Continuation Audit*'.



Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 1998-2002 (Figure 16B):

9           The period between 1998 and 2002 should be considered as the most significant time for the development of the UK quality assurance system in higher education. The Quality Assurance Agency developed *The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education* in response to the National Committee of Inquiry into Higher Education (the Dearing Report). The Code is intended to assist higher education institutions to meet their responsibilities for the assurance of academic standards and quality.

10          In November the Quality Assurance Agency published a detailed new quality assurance framework in *Higher Quality 6* (QAA, 1999).

11          The Quality Assurance Agency announced in January the way in which the outcomes of Subject Review will be reported in future.

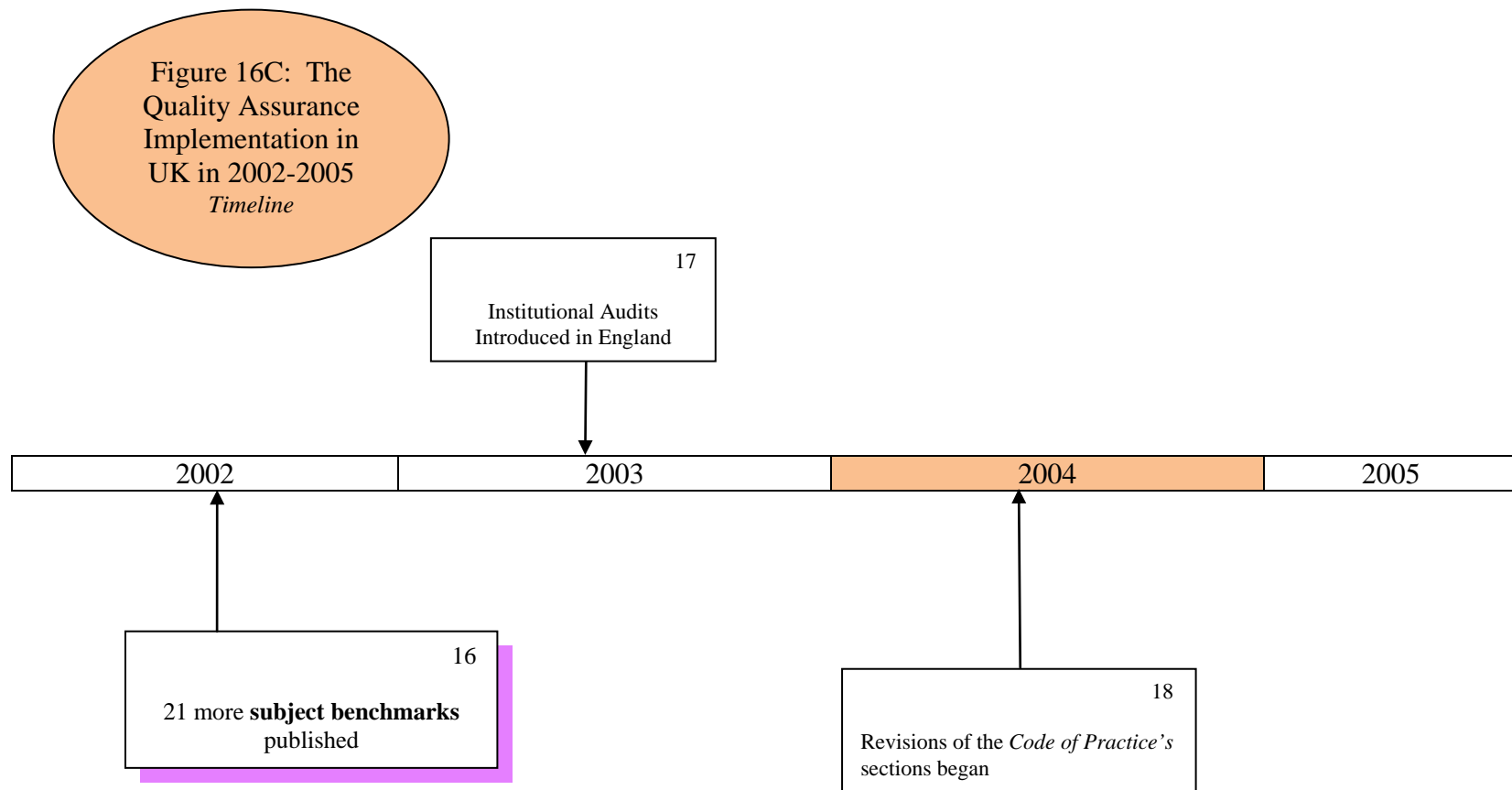
12          The Quality Assurance Agency became a full member of the European Association for Quality Assurance in Higher Education since its establishment in 2000.

13          In April of the same year, the Quality Assurance Agency published the Handbook for Academic Review, in which the new method of quality assessment was explained in details.

14          In May, the Quality Assurance Agency published 22 subject benchmarks (Copeland, 2001).

15          *National Qualification Framework* for Higher Education in England was introduced. It had been reviewed by the representatives from the higher education sector and other stakeholders.



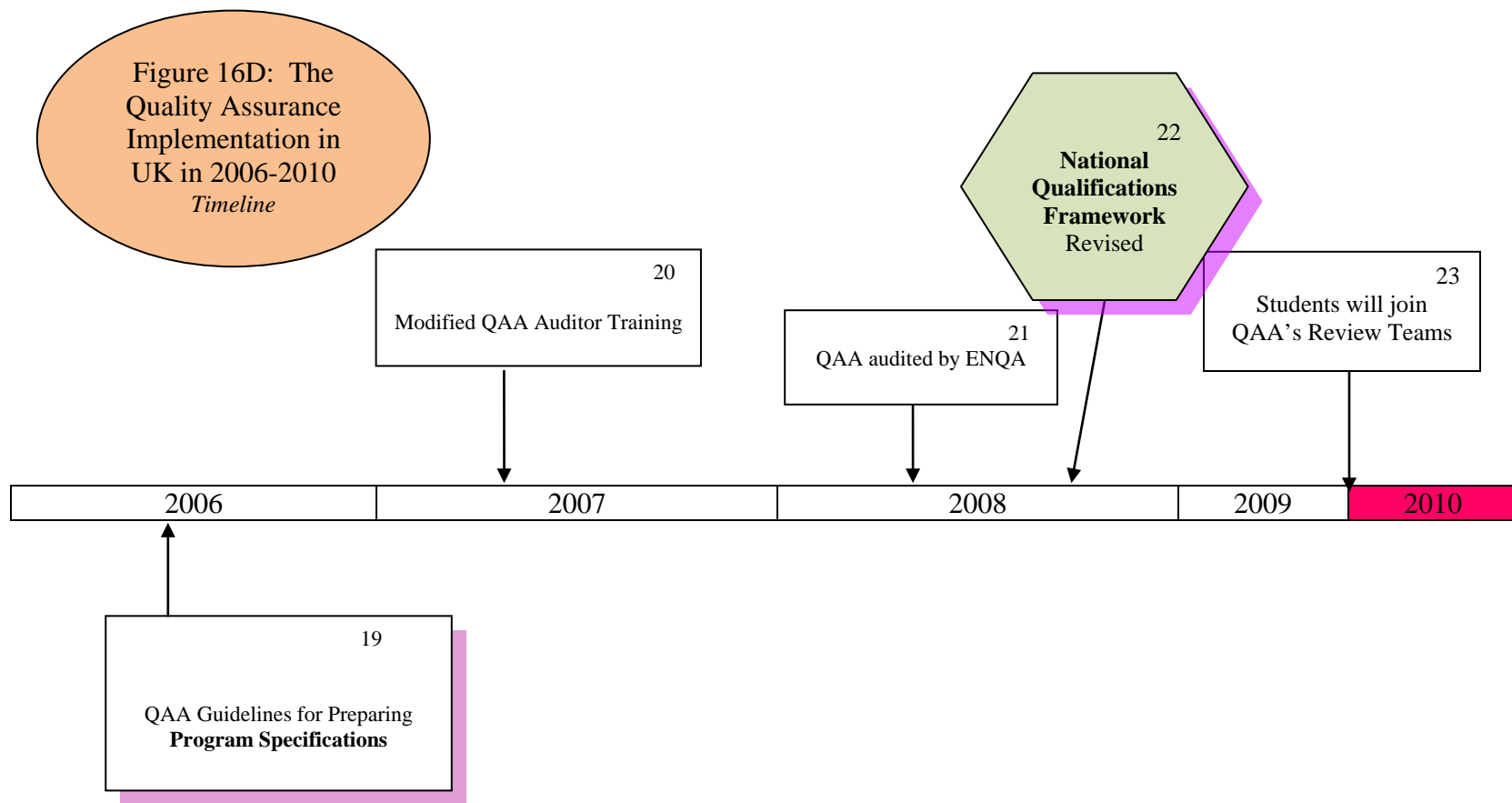


Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 2002-2005 (Figure 16C):

16            In 2002, twenty two more subject benchmarks for higher education were published.

17            Within the UK, the Quality Assurance Agency operates a number of review methods which differ between countries. In England, institutional audits have been introduced in 2003 to replace previous programs of institutional and subject based assessments (Berlin Ministerial Summit, 2003).

18            The revisions of the individual sections of the *Code of Practice* began in 2004. The revisions are carried out by the academic staff in the UK institutions of higher education who take into account the institutions' practical experience from their educational settings, as well as the guidance contained in its predecessor. The Agency's goal is to continue revisions of the Code to ensure its currency and compatibility with the European standards and guidelines ([www.qaa.ac.uk](http://www.qaa.ac.uk)).



Thematic analysis of the most significant events of the quality assurance process implementation in Europe in 2006-2010 (Figure 16D):

19           The Quality Assurance Agency published in June the Guidelines for Preparing Program Specifications.

20           Due to expected international participation in the development and implementation of the quality assurance system according to the ESG, the QAA auditor training course planned in 2007 included international participants from Europe and QAA cooperation partners (UK National Report 2005-2007).

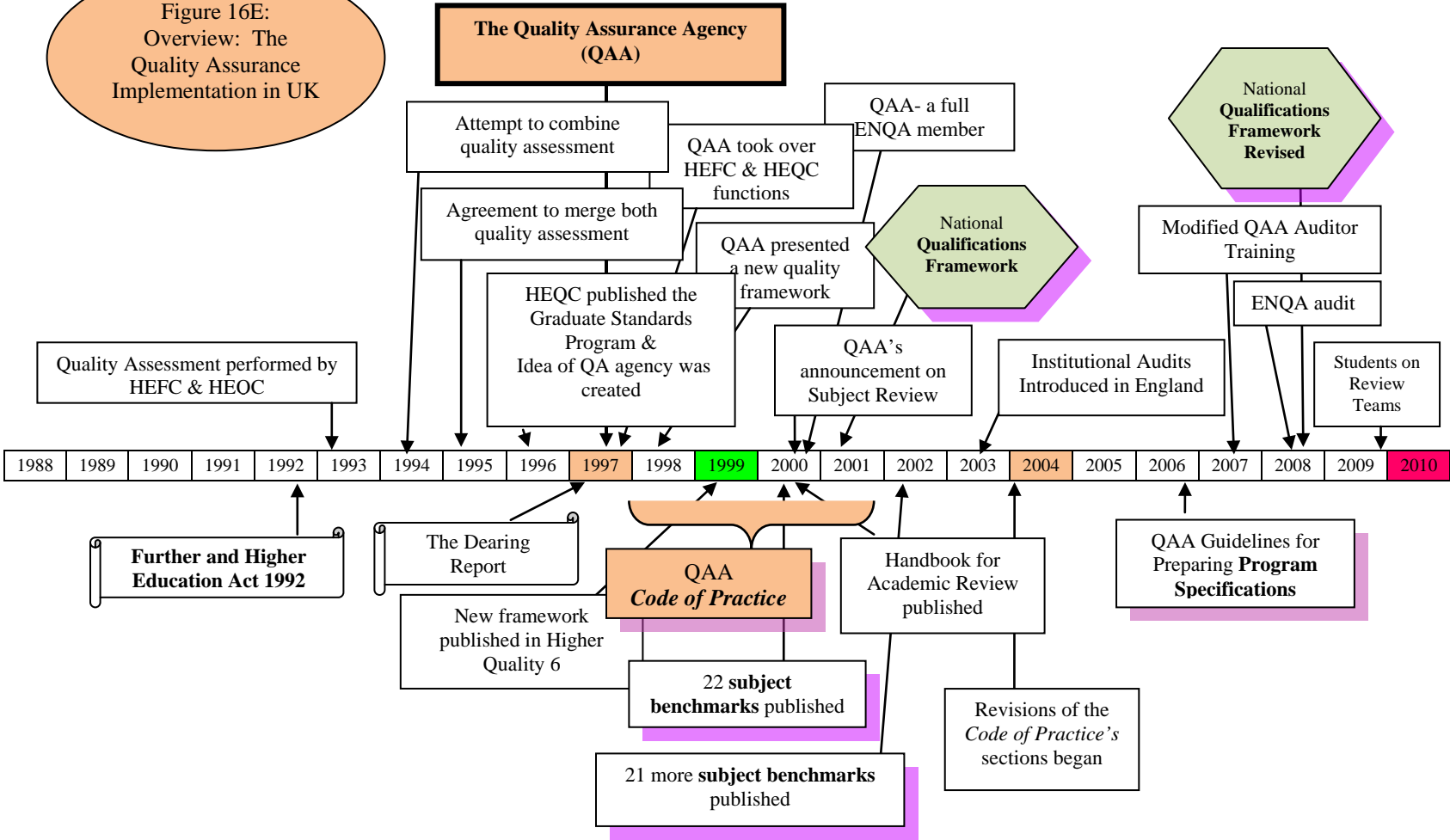
21           The ENQA conducted the external audit of the Quality Assurance Agency in April 2008, and re-confirmed full membership of the Agency ([www.enqa.eu](http://www.enqa.eu)).

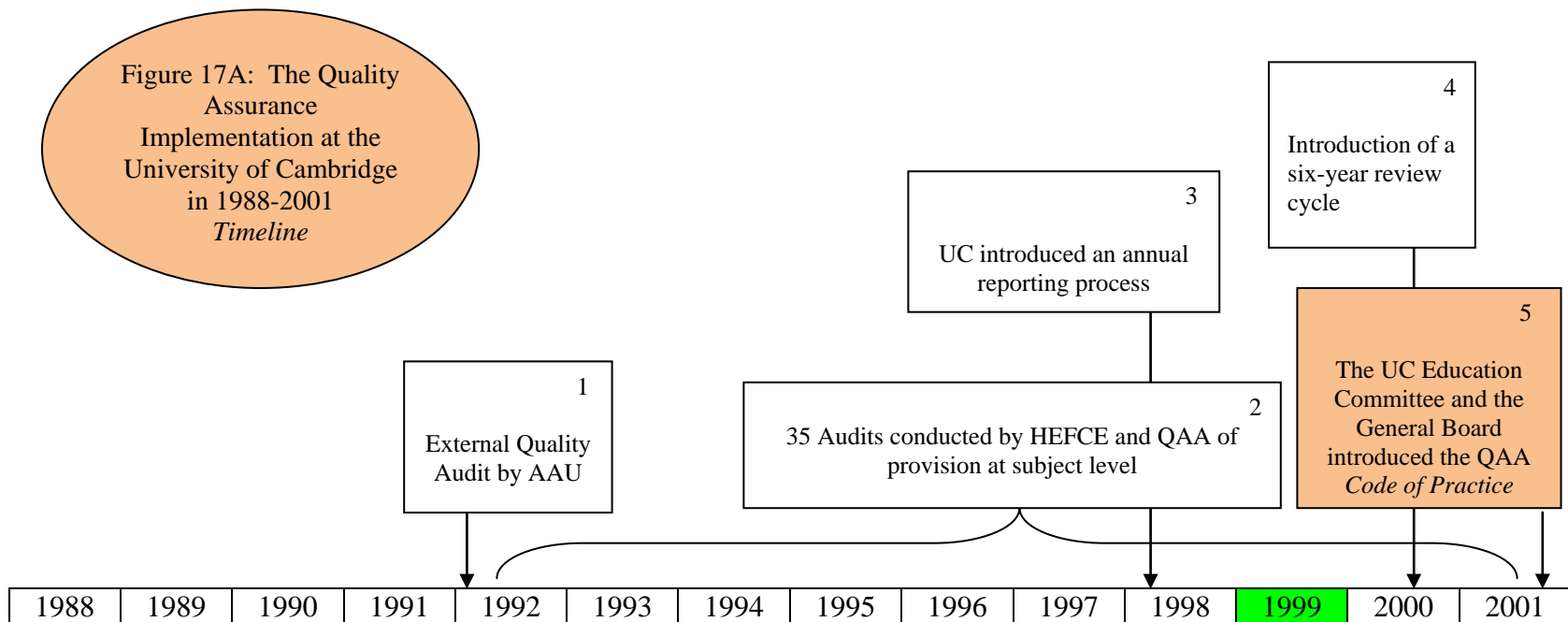
22           The Framework for Higher Education Qualifications in England was reviewed and revised. The new updated edition was published in 2008. This framework is a vital part of quality assurance in higher education and its goal is to support consistency of approach and transparency in expectations for stakeholders (mainly students and employers) (UK Stocktaking Report, 2009).

23           The QAA's review teams consist of experienced members of institutions of higher education and the professions. As of 2009-10 the Agency will include student representative on Review Teams ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

Figure 16E (p. 158) presents overview of the main events and activities of the implementation process of the quality assurance in the United Kingdom.

Figure 16E:  
Overview: The  
Quality Assurance  
Implementation in UK





Thematic analysis of the most significant events of the quality assurance process implementation at the University of Cambridge in 1988-2001 (Figure 17A):

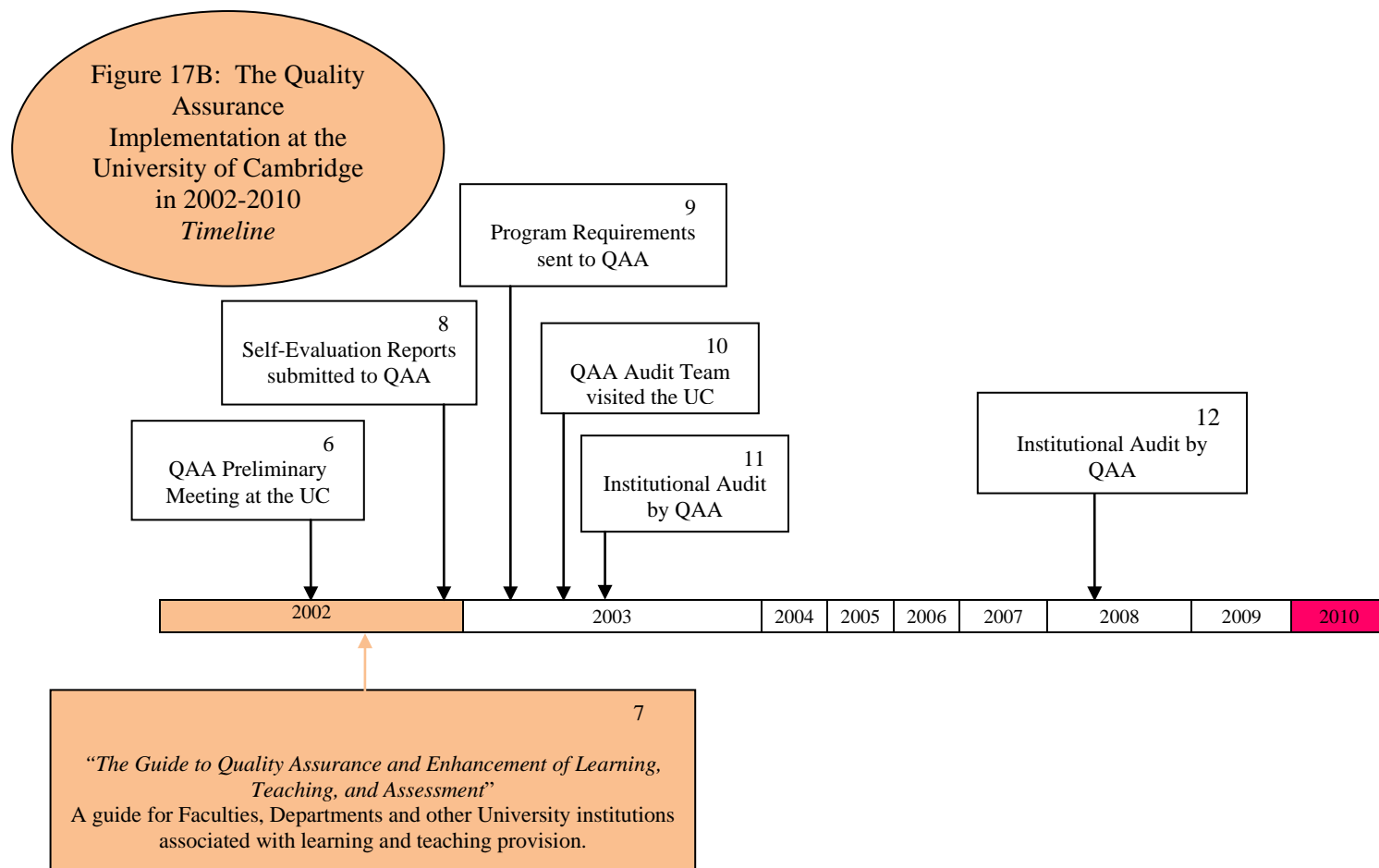
1            In July, the Committee of Vice Chancellors and Principals of the United Kingdom Universities (UUK) Academic Audit Unit (AAU) conducted a quality audit of the University (AQQ Report, 2003). The final report recommended that the University consider providing “more precise definition to quality assurance policies and responsibilities, and developing mechanisms for central oversight of the quality of teaching, particularly in colleges, and consider the publication of guidelines on procedures...” (QAA Report, 2003, p. 6).

2            During 1992 and 2001 period the University of Cambridge participated in 35 audits of provisions at subject level conducted by the Higher Education Funding Council for England (HEFCE) and the Quality Assurance Agency since its establishment in 1997 (QAA report, 2003).

3            The University introduced an annual reporting process that proved to be unsatisfactory as a mechanism for reporting on the outcome of self-evaluation reports submitted by departments (QAA Report, 2003).

4            The University introduced a six-year review cycle in 2000, instead of the 10-year cycle previously used (QAA report, 2003).

5            The introduction of the *Code of Practice* was initiated by the University’s Education Committee and the General Board by publishing the Code in the Education Section in 2001 (QAA Report, 2003).





Thematic analysis of the most significant events of the quality assurance process implementation at the University of Cambridge in 2002-2010 (Figure 17B):

During this eight year period, the University of Cambridge experienced two very intensive years (2002-2003) in regards to quality assurance issue. The Quality Assurance Agency conducted an institutional audit of the University.

6           The University had not been subject to external audit since 1992. The Quality Assurance Agency visited the University in July of 2002 to discuss an institutional audit and to choose six academic disciplines for this upcoming review. The following disciplines were selected: The Institute of Astronomy; the Computer Laboratory; the Department of Experimental Psychology; the Faculty of History; the Centre of International Studies; and the Faculty of Law.

7           In 2002, the University of Cambridge developed and published “*The Guide to Quality Assurance and Enhancement of Learning, Teaching, and Assessment*”, A guide for Faculties, Departments and other University institutions associated with learning and teaching provision, known as “The Quality Guide”, as a response to recommendations made following the last external audit in 1992. The guide also provided an explanation that the goal of the University’s General Board was to develop “centrally-generated processes which strike a balance between certain minimum expectations across the University, and recognition of the local responsibility for determining how those expectations are to be met” (QAA, 2003, p. 8). Developing, publishing, and

implementation of this guide was the first step to establishing appropriate framework for managing quality and standards.

8           The self-evaluation reports were submitted to the QAA for revision in December.

9           The program requirements for the six selected disciplines were received by the QAA in February for review by the members of the audit committee.

10          A short visit was paid to the University by the QAA audit team to explore matters relating to the management of quality standards raised by the self-evaluating reports and other documents provided by the University. This visit took place on March 6-7.

11          The Quality Assurance Agency (QAA) conducted an institutional audit of the University of Cambridge from April 28 to May 2. The audit provided the public with information on quality of teaching, learning, and research opportunities available to students, faculty, and general public. The audit consisted of interviews with staff members and students, and an analysis of documents relating to the way the University performs its academic provisions (AQQ Report, 2003). This audit resulted in a judgment of broad confidence in the University's current and future capacity to manage the quality of its academic programs and standards of its degrees. One of the QAA's audit team was

to establish procedures for the management of research programs that would be in compliance with the Code of Practice.

12           The next institutional audit of the University of Cambridge by the Quality Assurance Agency was conducted in February 2008. The institutional audit and the institution's management of both academic standards and the quality of learning opportunities were reviewed. The audit found that the University was committed to enhancing the learning opportunities of its students through a range of formal and informal processes (QAA Report, 2008).

The audit team recommended that the University consider further action in the following areas: Develop further the annual quality statements by incorporating an analysis of the outcomes of the procedures described in this report; to introduce a template for external examiners' reports; and, to utilize student-related data regularly to inform the development and implementation of strategy and policy relating to the management of academic standards ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

The next section of this study, beginning on page 166, presents mapping the events of quality assurance implementation process in Poland (Figures 18 A - F), including Uniwersytet Jagielloński (Figures 19 A - E).

Similar to the previous sections, the graphic depiction of events was broken down into smaller timeframes showing gradual progression of the process. Each silhouette is also numbered to assist a reader with easier reference of the discussed events. Thematic analysis of the most important events follows presentation of each event mapping.

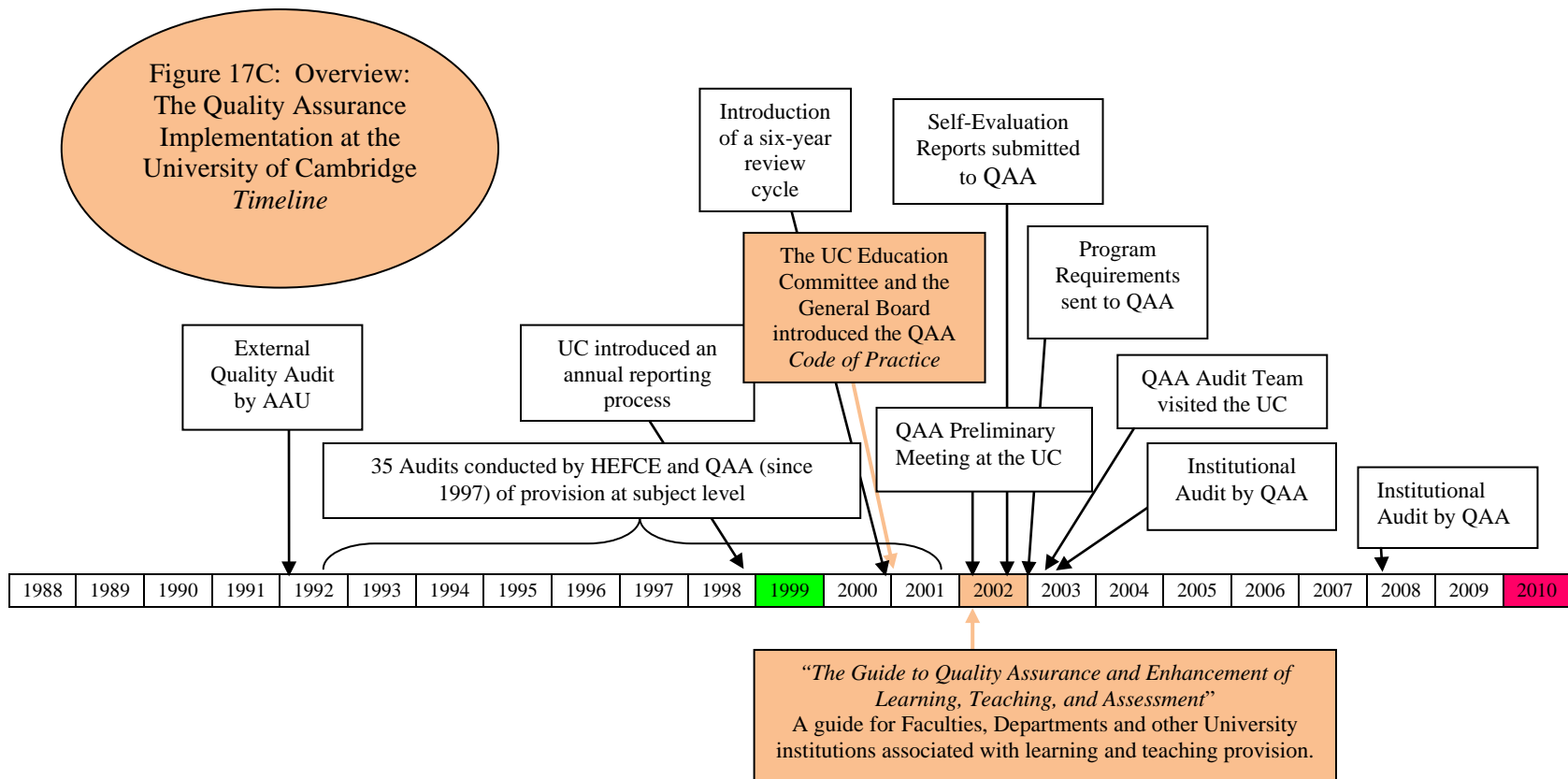
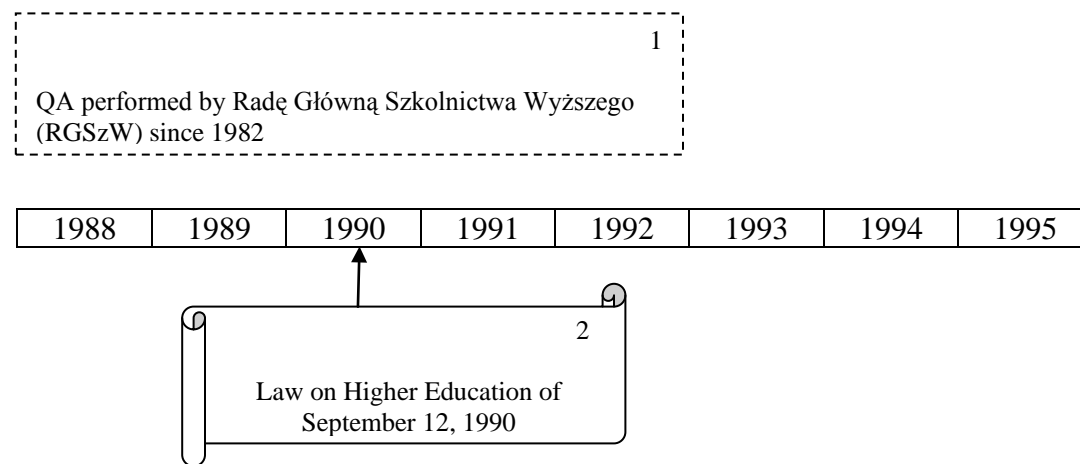


Figure 18A: The Quality Assurance Policy Implementation in Poland in 1988-1995  
*Timeline*

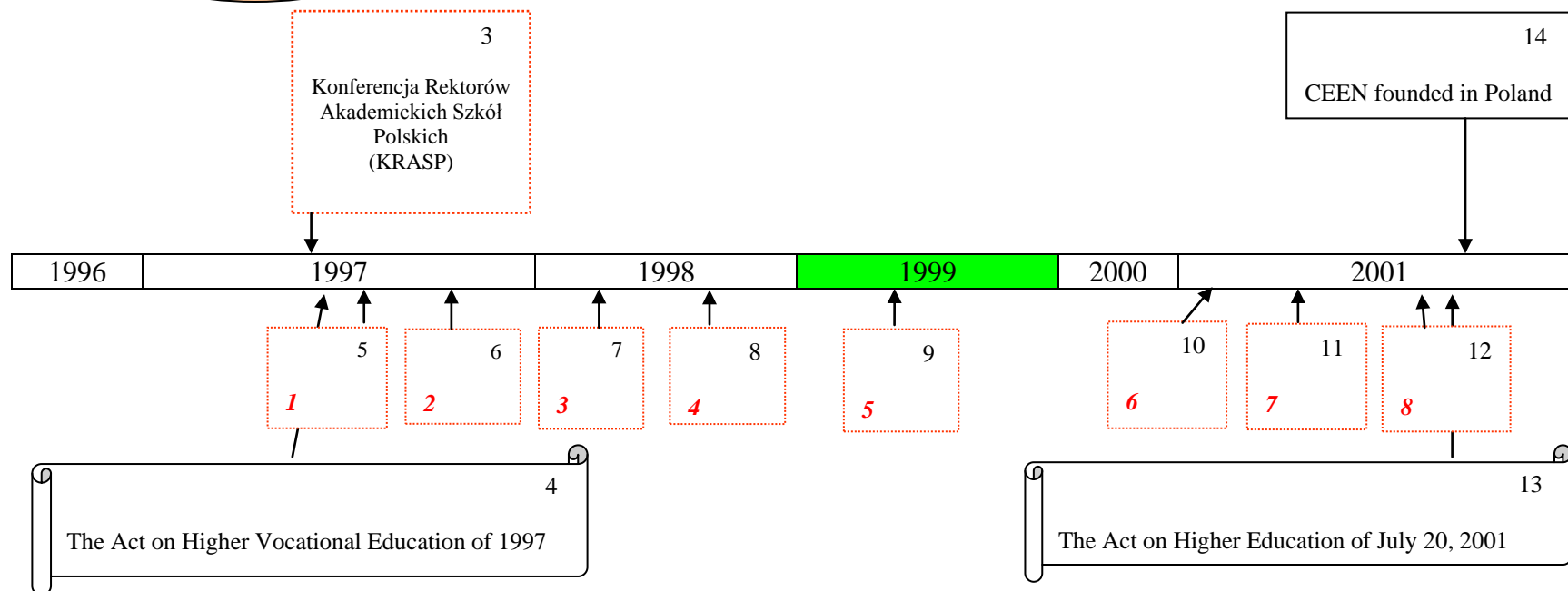


Thematic analysis of the most significant events of the quality assurance process implementation in Poland in 1988-1995 (Figure 18A):

1            Rada Główna Szkolnictwa Wyższego (RGSzW) - The General Council of Higher Education was established in 1982. The Council cooperated with the Minister of National Education in formulating educational policies, especially in the fields of study and the development of standards in education ([www.grsw.edu.pl](http://www.grsw.edu.pl)).

2            After 1989, when Poland became a free country after the fall of communism, the country experienced an avalanche of new higher education institutions. There was an urgent need to restructure Polish education organization and introduce new quality assurance system to ensure high level of academic provision. Prawo o Szkolnictwie Wyższym (The Law of Higher Education) of September 12, 1990 provided the background of tertiary education in Poland as it is today. The Law introduced academic freedom, granted autonomy to institutions of higher education and allowed them to offer tuition-based programs, thus stimulating the development of part-time programs in public institutions, and provided a basis for the establishments of private institutions ([www.mnisw.gov.pl](http://www.mnisw.gov.pl)).

Figure 18B: The Quality Assurance Policy Implementation in Poland in 1996-2001  
*Timeline*




Thematic analysis of the most significant events of the quality assurance process implementation in Poland in 1996-2001(Figure 18B):

The period of 1996-2001 years marked very intensive effort in the field of quality assurance system implementation in Polish higher education.

3            The Conference of Rectors of Academic Schools in Poland was established in 1997. This organization is in charge of peer accreditation in Poland which is carried out by eight accreditation commissions:

- The Accreditation Commission of Higher Vocational Education as of July 1997
- Accreditation committee for Medical Academies (KAUM) as of October 1997
- University Accreditation Committee (UKA) as of March 1998
- Pedagogical Universities as of May 1998
- Schools for Physical Training as of April 1999
- Schools of Agriculture as of January 2001
- Accreditation Committee for Technical Universities (KAUT) as of February 2001
- Foundation for Promotion and Accreditation of Economic (FPAKE) Studies as of June 2001. Accreditation granted by KRASP commission is considered as an indicator of high quality of teaching in a given institution/faculty ([www.krasp.org.pl](http://www.krasp.org.pl)).

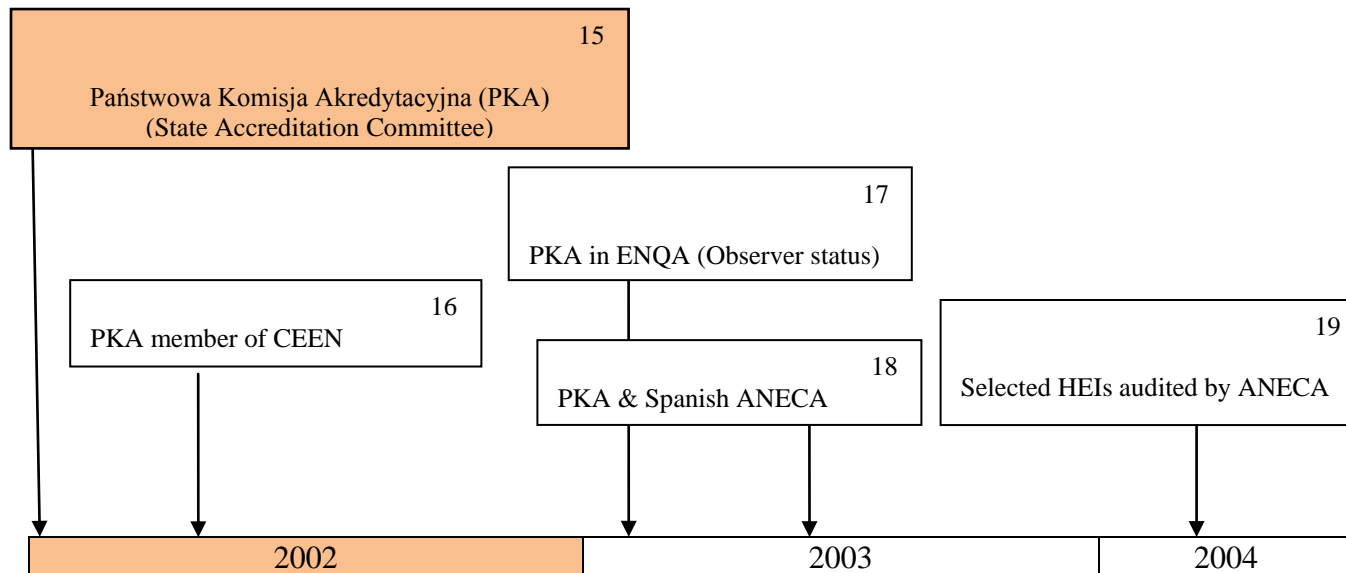
4            The Act on Higher Vocational Education of June 26 presented the first attempt to regulate the “wild” expansion of new higher education institutions. The following is the sequence of establishment of specialized accreditation commissions.

To make a distinction between the events and established accreditation commissions, the following symbol  with numbers marked in red and italics indicates commissions.



- 5 1 The Accreditation Commission of Higher Vocational Education was established in Poland.
- 6 2 The Accreditation Commission for Medical Universities was established.
- 7 3 The University Accreditation Commission was established on January 31, 1998 by the Konferencję Rektorów Uniwersytetów Polskich.
- 8 4 The Accreditation Commission for Pedagogical Universities was established.
- 9 5 The Accreditation Commission Schools for Physical Education was established.
- 10 6 The Accreditation Commission for Agricultural Universities was established in Poland.
- 11 7 The Accreditation Commission for Technical Universities started its operation.
- 12 8 The Accreditation Commission of the Foundation for Promotion and Economic Studies.
- 13       Amendment to the Act on Higher Education of July 20<sup>th</sup>, 2001 encloses the fundamental competencies of Państwowa Komisja Akredytacyjna ([www.mnisw.edu.pl](http://www.mnisw.edu.pl)) as the national agency responsible for the quality assurance in Polish institutions of higher education.
- 14       The Central and East European Network of Quality Assurance Agencies in Higher Education (CEEN) was founded on October 13, 2001 in Cracow, Poland.

Figure 18C: The Quality Assurance Policy Implementation in Poland in 2002-2004  
*Timeline*



Thematic analysis of the most significant events of the quality assurance process implementation in Poland in 2002-2004 (Figure 18C):

15            Państwowa Komisja Akredytacyjna (PKA) - State Accreditation

Committee was established on January 1, 2002 on the basis of an amendment to the Law on Higher Education of September 12, 1990, and by the Decision No. 54 of the Minister of National Education and Sport of December 28, 2001([www.pka.edu.pl](http://www.pka.edu.pl)).

16            The Central and East European Network of Quality Assurance Agencies in

Higher Education (CEEN) was officially registered on October 19, in Vienna, Austria.

Państwowa Komisja Akredytacyjna became a member of CEEN.

17            Państwowa Komisja Akredytacyjna applied for membership of the

European Network for Quality Assurance Agencies in 2003 and was granted observer status ([www.pka.edu.pl](http://www.pka.edu.pl)).

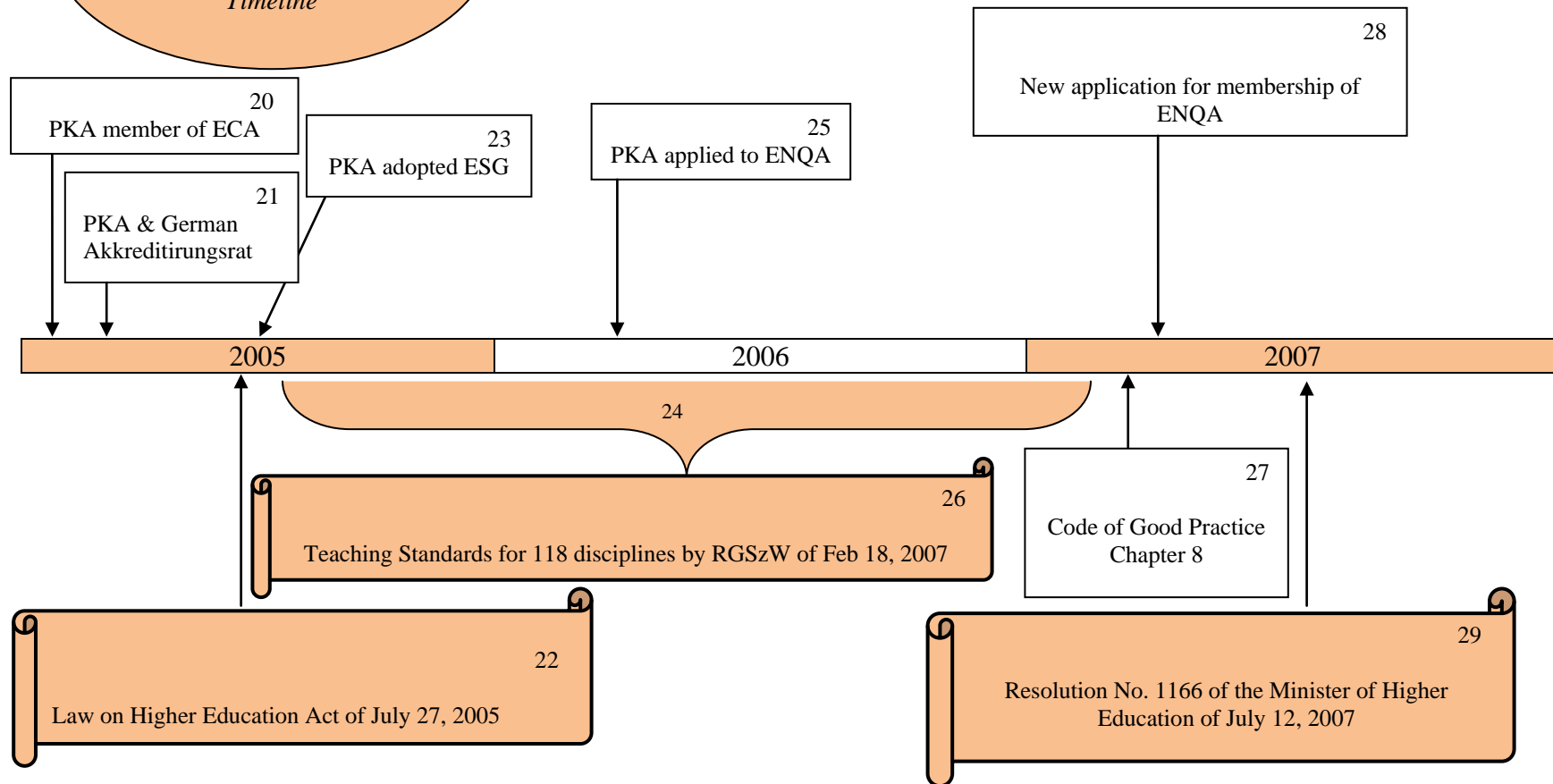
18            Państwowa Komisja Akredytacyjna signed a cooperation agreement with

the Spanish National Agency for Quality Assessment and Accreditation (ANECA) ([www.pka.edu.pl](http://www.pka.edu.pl)).

19            In 2004 Spanish delegation visited Poland and conducted evaluation of

selected institutions of higher education ([www.pka.edu.pl](http://www.pka.edu.pl)).

Figure 18D: The Quality Assurance Policy Implementation in Poland in 2005-2007  
*Timeline*



Thematic analysis of the most significant events of the quality assurance process implementation in Poland in 2005-2007 (Figure 18 D):

This following period of Polish higher education appears to have a very intensive and busy agenda. The implementation process of quality assurance in higher education was intensified, especially in 2005, when the European Standards and Guidelines of Quality Assurance were introduced to the European academic community.

20            Państwowa Komisja Akredytacyjna became a member of the European Consortium for Accreditation (ECA) in December 2005 ([www.pka.edu.pl](http://www.pka.edu.pl)).

21            Państwowa Komisja Akredytacyjna initiated cooperation with German Federal Agency for Quality Assessment and Accreditation (Akkreditierungsrat) ([www.pka.edu.pl](http://www.pka.edu.pl)).

22            The Law on Higher Education Act of July 27, 2005 – provided legal basis for the activities of the Państwowa Komisja Akredytacyjna ([www.mnisw.edu.pl](http://www.mnisw.edu.pl)).

23            Państwowa Komisja Akredytacyjna adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) to develop a new version of Państwowa Komisja Akredytacyjna's mission ([www.pka.edu.pl](http://www.pka.edu.pl)).

24            Rada Główna Szkolnictwa Wyższego (RGSzW) – The General Council for Higher Education, on the request of the Ministry of Higher Education, began

developing teaching standards for academic programs in institutions of higher education in the light of the European Standards and Guidelines (ESG) ([www.rgs.edu.pl](http://www.rgs.edu.pl)).

25            Państwowa Komisja Akredytacyjna submitted application for the membership of the European Association for Quality Assurance (ENQA) ([www.pka.edu.pl](http://www.pka.edu.pl)).

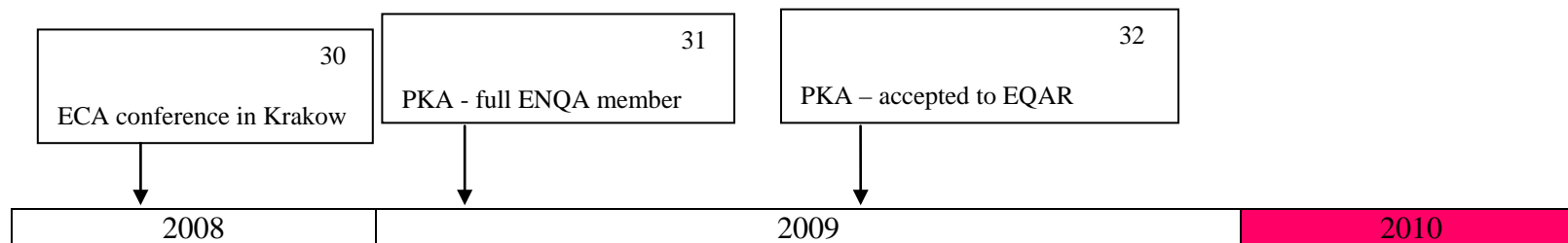
26            Rada Główna Szkolnictwa Wyższego published on February 18, 2007 teaching standards for 118 academic programs ([www.rgs.edu.pl](http://www.rgs.edu.pl)).

27            On April 26, Konferencja Rektorów Akademickich Szkół Wyższych published “Code of Good Practice” that includes a chapter on quality assurance in higher education (Chapter 8) ([www.krasp.org.pl](http://www.krasp.org.pl)).

28            New, renewed application for membership of the European Network for Quality Assurance Agencies was submitted by Państwowa Komisja Akredytacyjna ([www.pka.edu.pl](http://www.pka.edu.pl)).

29            The Minister of Higher Education signed the Resolution No. 1166 of July 12 on teaching standards for 118 academic programs in higher education ([www.mnisw.edu.pl](http://www.mnisw.edu.pl)).

Figure 18E: The Quality Assurance Policy Implementation in Poland in 2008-2010  
*Timeline*



Thematic analysis of the most significant events of the quality assurance process implementation in Poland in 2008-2010 (Figure 18E):

30            Państwowa Komisja Akredytacyjna organized the eleventh workshop of the European Consortium for Accreditation in Krakow on June 5 ([www.eacaconsortium.net](http://www.eacaconsortium.net)).

31            Państwowa Komisja Akredytacyjna was awarded full ENQA membership as of January 23, ([www.pka.edu.pl](http://www.pka.edu.pl)).

32            On April 15<sup>th</sup> Państwowa Komisja Akredytacyjna was officially accepted to the European Quality Assurance Register for Higher Education (EQAR) ([www.pka.edu.pl](http://www.pka.edu.pl)). EQAR publishes and maintains a register of quality assurance agencies that substantially comply with the European Standards and Guidelines for Quality Assurance (ESG) to provide public with clear and reliable information on quality assurance agencies operating in Europe ([www.pka.edu.pl](http://www.pka.edu.pl)).

Figure 18F (p. 178) presents graphic depictions of all presented events and undertakings of the quality assurance implementation process in Poland.



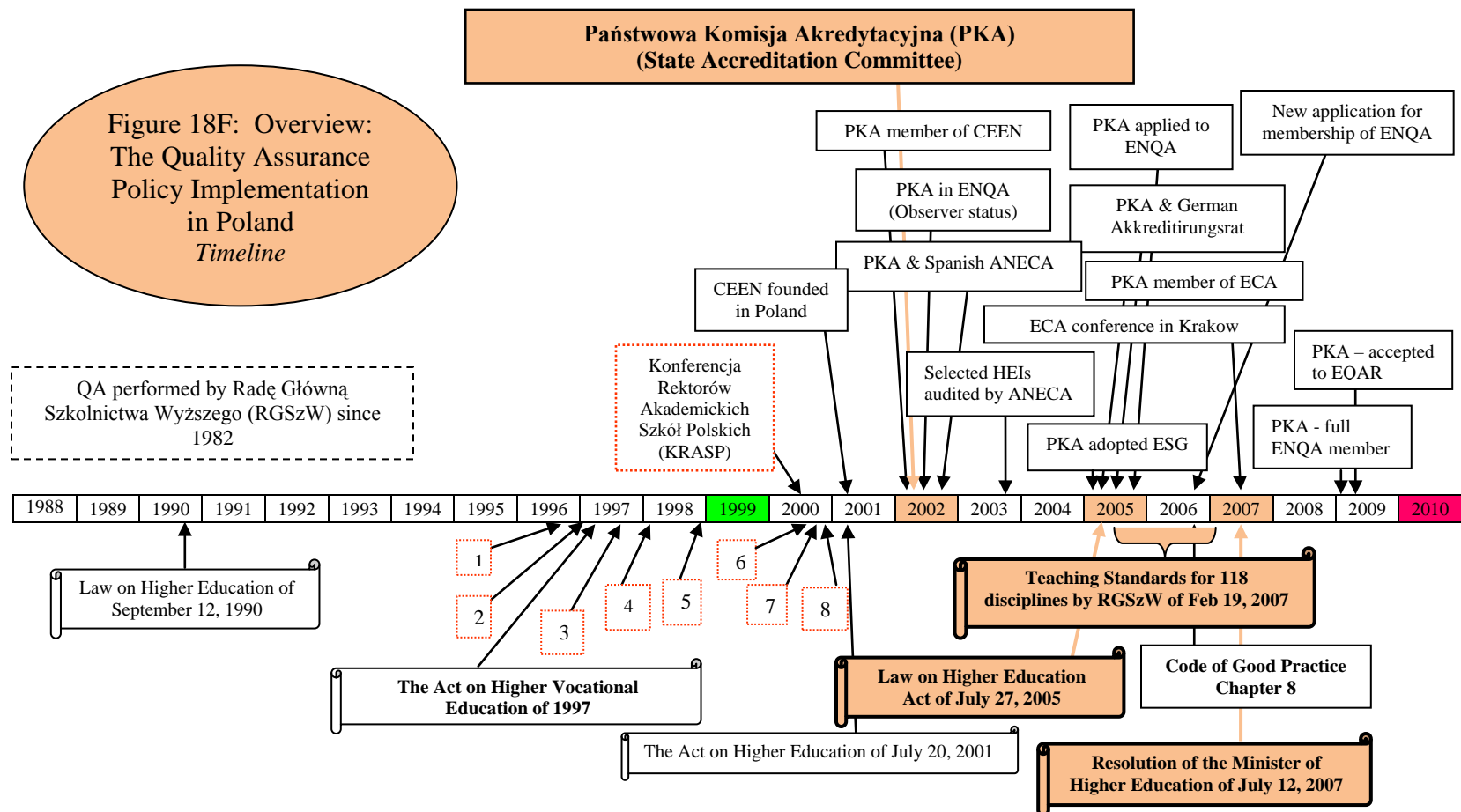
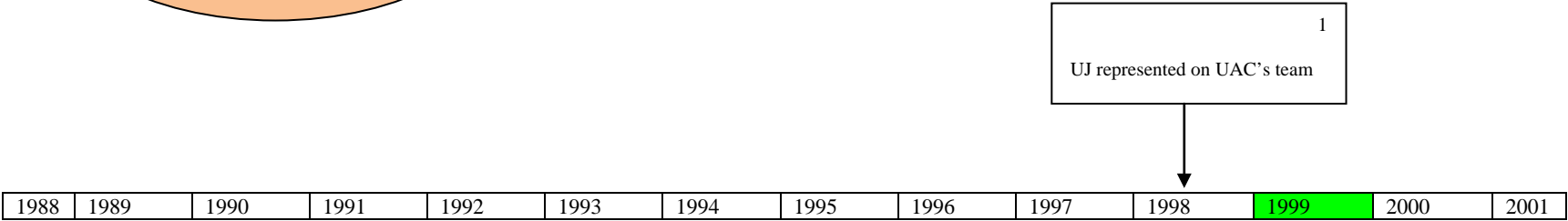


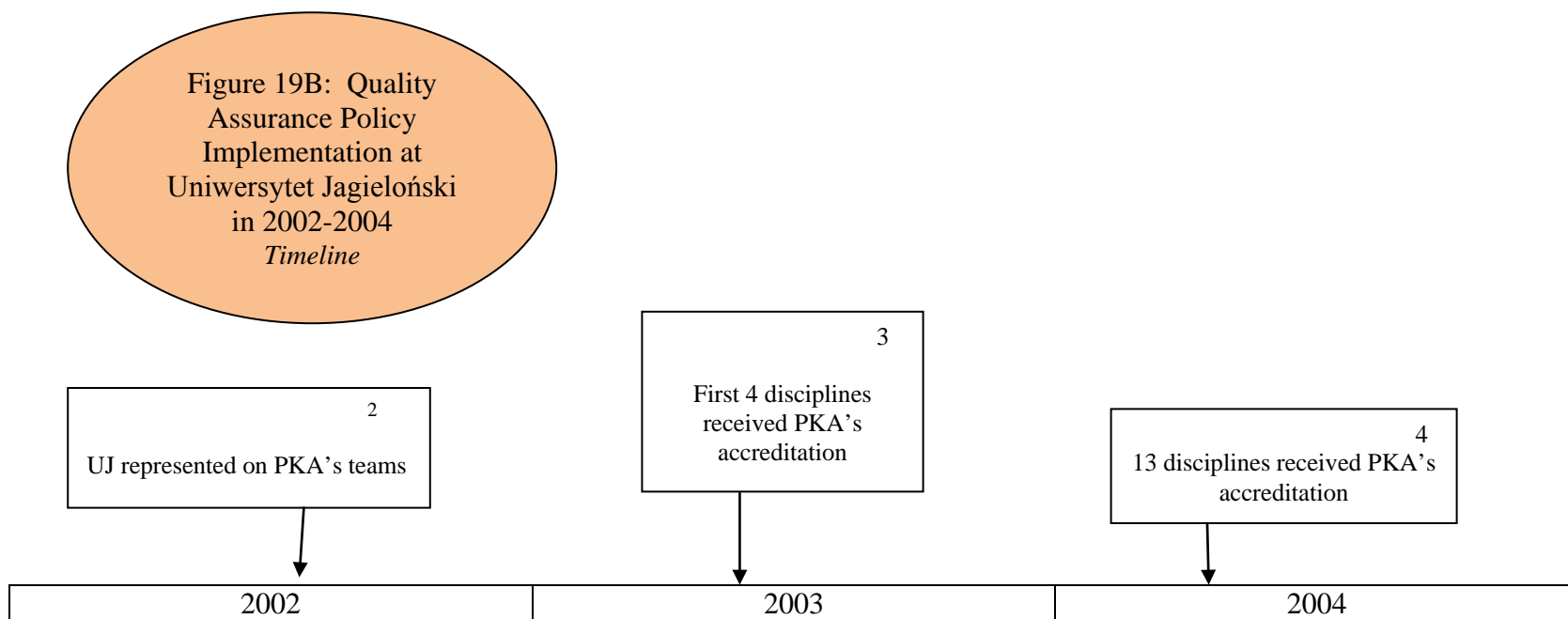
Figure 19A: Quality Assurance Policy Implementation at Uniwersytet Jagielloński in 1988-2001  
*Timeline*



Thematic analysis of the most significant event of the quality assurance process implementation at Uniwersytet Jagielloński in Poland in 1988-2001 (Figure 19A):

Uniwersytet Jagielloński (UJ) as the most prestigious and the highest ranked university in Poland has always been concerned about the highest standards of education. More than ever the University was involved in the process of protecting the highest teaching standards after 1989, when Poland experienced a drastic increase of institutions of higher education and student enrollments. The rapid expansion of institutions of higher education and academic programs, and significantly increased student enrolment in the 1990s, brought a risk of lowering teaching standards of academic programs provided by Polish institutions of higher education.

1           The University delegated faculty members to participate in meetings of the University Accreditation Committee in 1998 that worked on developing teaching faculty.



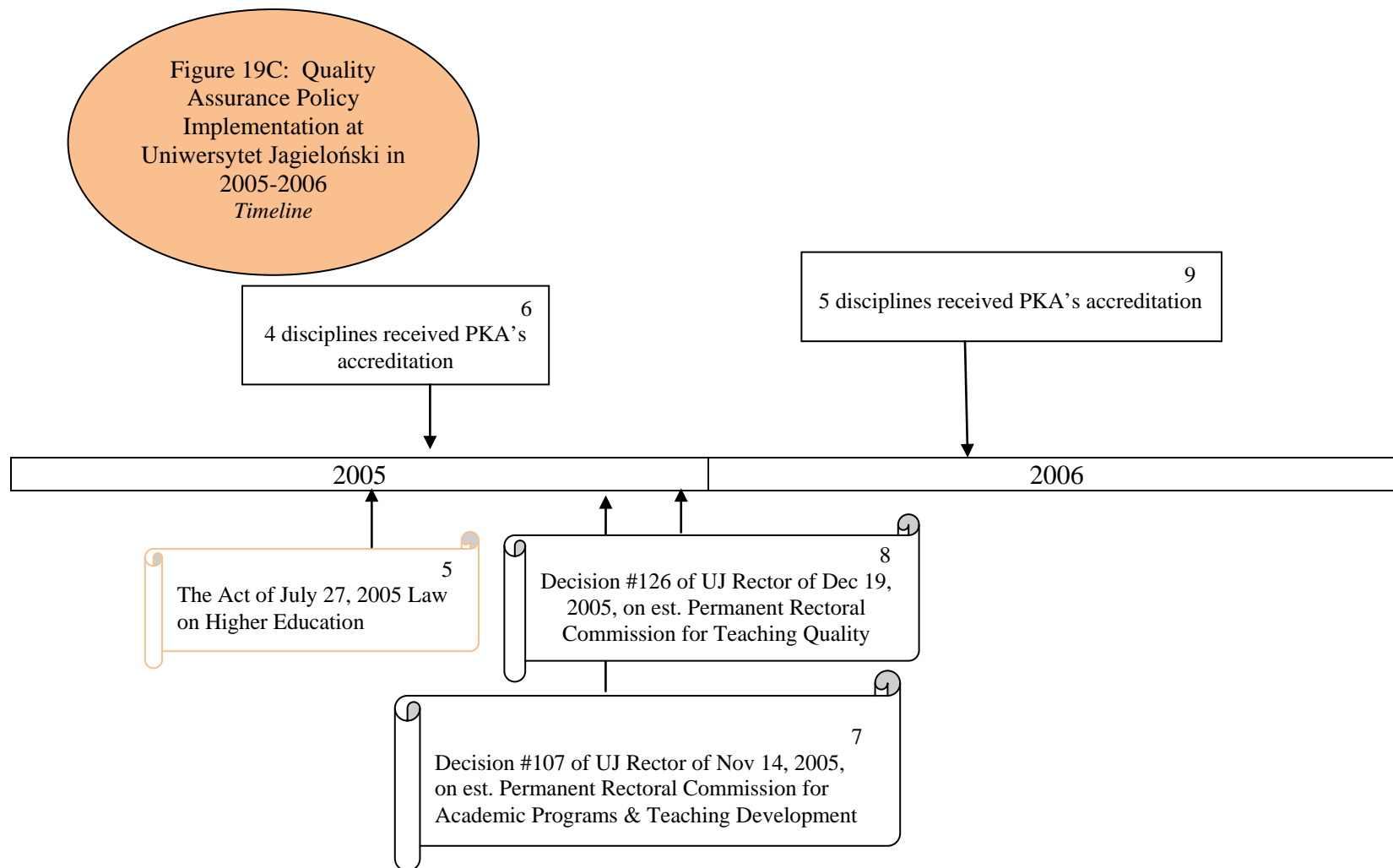
Thematic analysis of the most significant events of the quality assurance process implementation at Uniwersytet Jagielloński in Poland in 2002-2004 (Figure 19B):

2            When Państwowa Komisja Akredytacyjna (PKA) - The National Accreditation Commission was established on January 1 Uniwersytet Jagielloński's representatives were put on the following accreditation teams:

- For humanist studies
- For natural sciences
- For medical studies
- For social and legal studies.

3            During the first year of Państwowa Komisja Akredytacyjna's work, Uniwersytet Jagielloński filed applications for national accreditation evaluation for four disciplines (astronomy, informatics, chemistry, and environmental studies) ([www.uj.edu.pl](http://www.uj.edu.pl)).

4            Thirteen academic programs were evaluated by PKA and received national accreditation ([www.uj.edu.pl](http://www.uj.edu.pl)).



Thematic analysis of the most significant events of the quality assurance process implementation at Uniwersytet Jagielloński in Poland in 2005-2006 (Figure 19C):

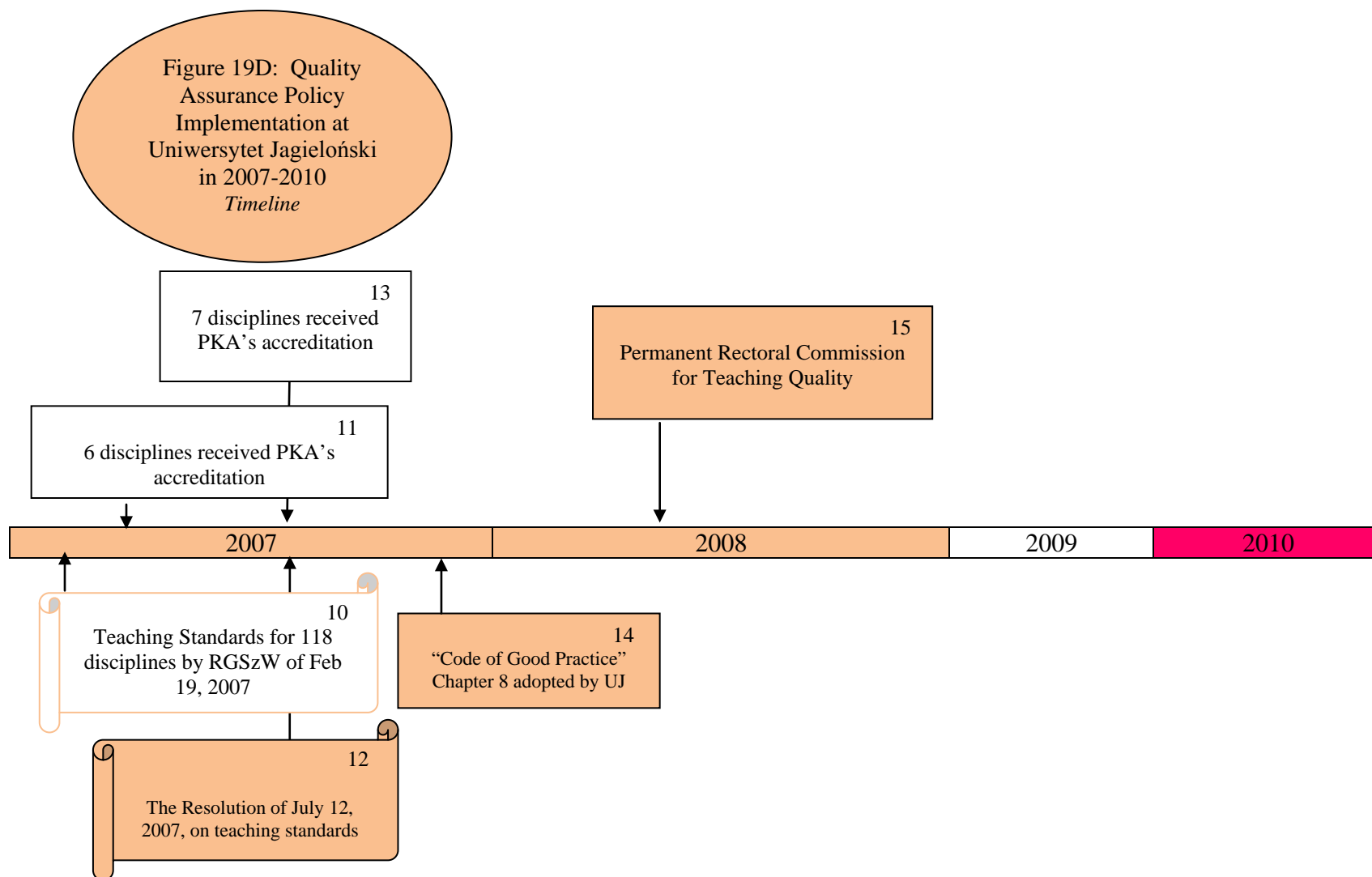
5           The Law on Higher Education Act of July 27 provided legal basis for the activities of the Państwowa Komisja Akredytacyjna ([www.mnisw.edu.pl](http://www.mnisw.edu.pl)), and provided legal background for implementation of teaching standards and quality assurance in Polish institutions of higher education.

6           Four more education programs from Uniwersytet Jagielloński received national accreditation issued by Państwowa Komisja Akredytacyjna ([www.uj.edu.pl](http://www.uj.edu.pl)).

7           Decision No. 107 of the Uniwersytet Jagielloński Rector was issued on November 14 regarding establishment of the Permanent Rectoral Commission for Academic Programs and Teaching Development.

8           Rector of the Uniwersytet Jagielloński made a Decision No. 126 of December 19 on establishment of the Permanent Rectoral Commission for Teaching Quality.

9           Państwowa Komisja Akredytacyjna evaluated five academic programs at the Uniwersytet Jagielloński, and issued national accreditation for them.





Thematic analysis of the most significant events of the quality assurance process implementation at Uniwersytet Jagielloński (UJ) in Poland in 2007-2010 (Figure 19D):

10           The General Council for Higher Education published “Standards for Teaching Quality of Academic Programs” on February 19. Those standards were adopted and implemented by the UJ. The academic departments started programs’ modifications according to those standards.

11           Six more programs were evaluated by the Państwowa Komisja Akredytacyjna and received national accreditation.

12           The Minister of Science and Higher Education issued Resolution of July 12 on Teaching Standards.

13           Seven academic programs from Uniwersytet Jagielloński were evaluated by Państwowa Komisja Akredytacyjna, and received national accreditation.

14           Code of Good Practice was approved by the Senate of the Jagiellonian University (except Section 6) on October 31. Section 8 refers to enhancement of quality assurance of the academic programs offered at the Uniwersytet Jagielloński.

15           On the basis of Decisions by the Rector of the Uniwersytet Jagielloński (No. 107 and No. 126), two Rectoral Commissions have been established to assess the development of teaching at the university: The Permanent Rectoral Commission for Educational Program and Teaching Development; and the Permanent Rectoral Commission for Teaching Quality. The main role of the Permanent Rectoral Commission for Teaching Quality is to create an effective methodology for measuring the quality of education and the introducing research into education quality. The Commission created four teams of faculty members and students. Implementation of the

Commission's recommendations is undertaken by the separate department the Educational Quality Analysis Section within the Jagiellonian University Office for Academic Affairs ([www.uj.pl.edu](http://www.uj.pl.edu)).

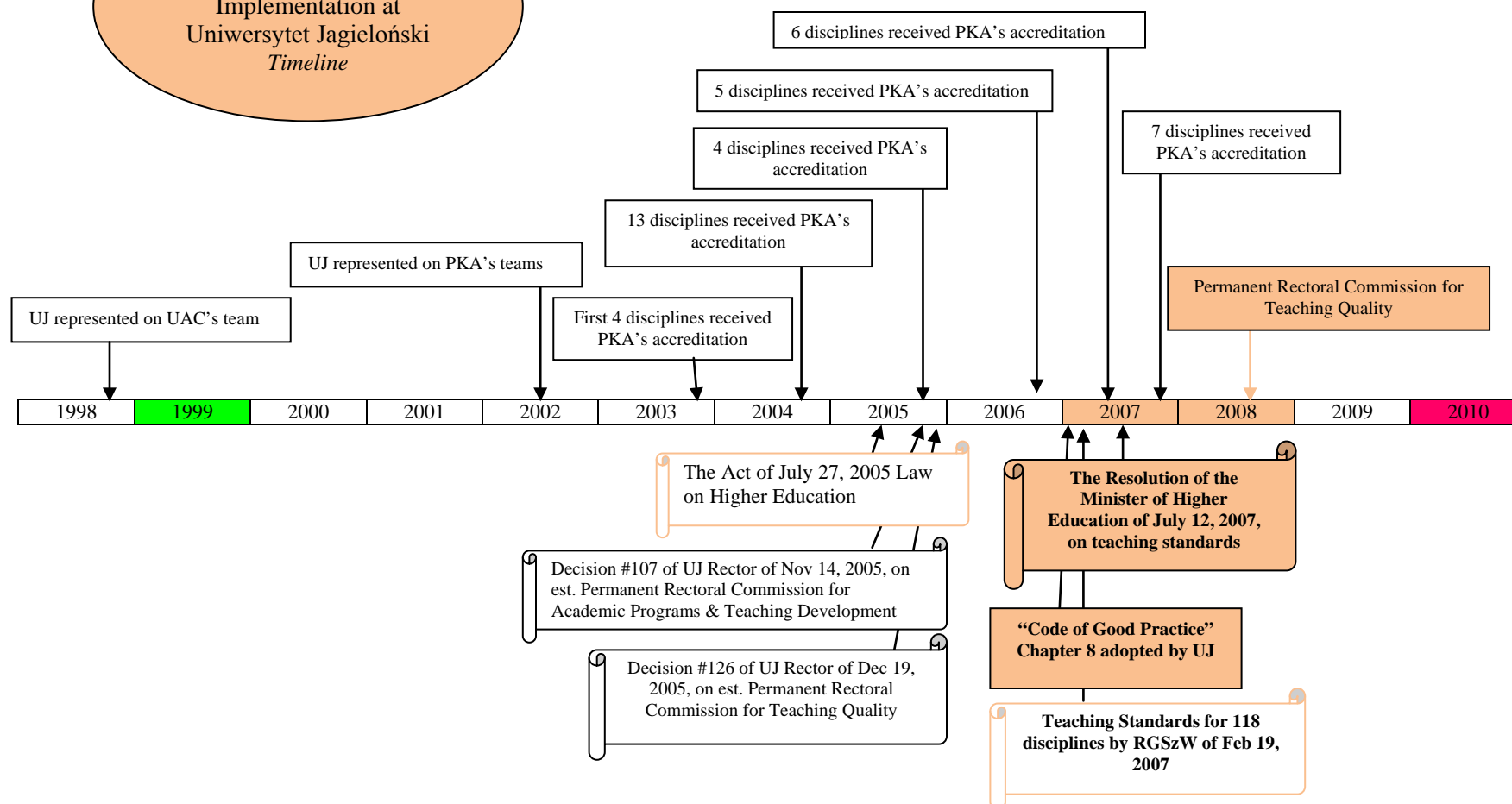
The Figure 19E (p. 188) presents all significant events and activities of the quality assurance implementation process at the Uniwersytet Jagielloński.

#### Event Mapping Summary

The objective of the research study was to examine the implementation process of quality assurance policies on changes in the national education systems in Poland and England, and at two universities: Uniwersytet Jagielloński and the University of Cambridge. This task was approached by utilizing three tools: the event mapping; the Complementary Analysis Research Method Application (CARMA); and the content analysis of the quality assurance policies. Event mapping was chosen in order to illustrate important activities, undertakings, legal initiatives, and establishment of new groups and organizations related to the European quality assurance implementation process.

Data display is a key element in qualitative methodology because all displays are designed to assemble and organize information in a immediately accessible, compact form so that it is possible to see what is happening, understand the sequence of the events, and either draw justified conclusions or move on to the next-step analysis which the display suggests may be useful.

Figure 19E: Overview:  
Quality Assurance Policy  
Implementation at  
Uniwersytet Jagielloński  
*Timeline*



### Complementary Analysis Research Method Application (CARMA)

The Complementary Analysis Research Method Application (CARMA) (Putney, Wink & Perkins, 2006) in this study was modified to fit the needs of a much bigger setting-the European continent. CARMA is a flexible, natural way of expending analysis process, with a special attention to intricacies of the implementation of the quality assurance policy. It helps the reader to understand the implementation process by discussing the actors, locations, interactions, modifications of the key principles (if any), and discusses the changes that were made in education systems of the countries and institutions involved.

This comparative case study research followed Fischer's (1999) four phases of inquiry for policy evaluation: verification; validation; vindication; and social choice. Given that CARMA is used to examine the implementation of a quality assurance policy on a rather large scale – the European continent, CARMA was fully aligned with the Fischer's theory (1999) (Table 5), as well as the research questions, and data analysis of this study were aligned with Fischer's theory.

Table 5: CARMA aligned with the Fischer's Theoretical Framework.

CARMA - Matrix (4 Steps)			
Policy Expectations	Evident Implementation	Results	Conclusions and Recommendations
Initiators	Users/Participants	Compare/Contrast expected with evident	Evaluator Interpretations
Who is being served? Who is involved?	Who are evident participants?	Expected vs. evident	What are the implications? Modify or maintain program?
How are participants to be served?	How are participants using the service?	Expected vs. evident	What are the implications? Modify or maintain program?
What will be produced by participants in the program?	What was produced by participants in the program?	Expected vs. evident	What are the implications? Modify or maintain program?

Fischer's Four Steps of Inquiry			
Step One: Verification (Intended Outcomes)	Step Two: Validation (Objectives)	Step Three: Societal Vindication (Goals)	Step Four: Social Choice (Values)

### The European Standards and Guidelines for Quality Assurance in Higher Education policy implementation evaluation

The evaluation of the policy implementation the *European Standards and Guidelines for the European Quality Assurance in Higher Education* (ESG) (ENQA, 2005) is discussed in this section, followed by the presentation of the content analysis of quality assurance policies on three levels of the education quality/accreditation system in European higher education: international, national, and institutional. The complete analysis of the policy “*Standards and Guidelines for Quality Assurance in the European Higher Education Area*” (ESG) by the *European Association for Quality Assurance in Higher Education* (ENQA, 2005) by utilizing Complementary Analysis Research Method Application (CARMA) for policy evaluation is presented in the Appendix IX, however,

this section presents only the implications and recommendation (Step 4) of the evaluation process.

#### CARMA Step 4

A data sheet was used to consider what the implications are about what the author knows now and understands about the setting. This CARMA's "aspect is to transform what was learned from inquiring into this experience to consider recommendations for improving practice" (Putney, Wink, & Perkins, 2006, p. 31). The researcher should ask questions like:

Is it OK if the evident and expected data are different?

Are the participants OK with what is happening?

Are the initiators/policymakers OK with what is happening in the setting?

Are they aware of any differences between expectations and evident data?

This step is also used to decide what recommendations the evaluator would make for the participants involved in the setting to improve their practices which are noted here in red.

The evaluator did this by making careful interpretations from the different perspectives represented in data. The evaluator used the information from the prior data sheets (Appendix IX) to critically examine what was happening, and to make recommendations for future action in the setting.

Table 6: NoteMaking Data Spreadsheet – Implications and **Recommendations**

Conclusions	NoteMaking
<i>Evaluator Interpretations</i> <i>Evaluator and/or stakeholder</i>	<i>Implications for participants</i>  <i>Maintain or modify program</i> <i>In what way?</i>
What are the implications for	Same target population.

who is being served?	<p>The process will extend beyond the borders of the European continent.</p> <p>Some countries have already shown interest in the implementation of the Bologna Declaration's principles, quality assurance included.</p> <p>Ministers and their representatives from 14 countries including the US, Canada, Mexico, Brazil, Australia, China, India, Egypt, Ethiopia, Israel, Japan, Kazakhstan, Kyrgyzstan, Morocco, New Zealand, Tunisia, and countries from the South American continent, including Mexico, have expressed an interest in the principles of the Bologna Declaration.</p> <p>"The Bologna Process [...] is likely to influence developments in higher education in many parts of the world including the Australian region" (The Bologna Process and Australia: Next Steps, DoEST, April 2006).</p> <p>Worldwide higher education, including American higher education, has already initiated the process of interpreting the outcomes of the new, reformed European higher education system and its impact on their education.</p> <p>It is a possibility that the recent Spelling Report in the US caused that the American institutions of higher education will be looking for more examples of successful inter-states (national) cooperation which the process of implementation of the Bologna's principles is one of them.</p> <p>Eleven US universities have already started accepting European 3year "Bologna" bachelor's degree for graduate admission:</p> <p style="text-align: center;">The University of Chicago, Graduate School of Business University of Berkeley, California Stanford University Carnegie Mellon University McGill University Columbia University, Graduate School of Business North Carolina State University Purdue University University of Toronto University at Buffalo (SUNY) Wharton School/University of Pennsylvania</p>
<b>Maintain or modify program in terms of who is being served?</b>	<p style="text-align: center;"><b>Maintain the process:</b></p> <p><b>To target the same population;</b></p> <p><b>To make worldwide impact of the European higher education system;</b></p> <p><b>To influence institutions of higher education in the US making European credits and academic degrees recognized and accepted.</b></p>
What are the implications for how they are being served?	<p>Global economy requests college graduates to be fit for the labor market, with work experience, intercultural competences, and language skills.</p> <p>Since the curricula are very tight (Bachelor's -3 years) no space and time left for flexible mobility;</p> <p>Institutions of higher education have experienced an overloaded agendas due to the time and scope of issues related to the Bologna Process implementation (Bologna Seminar in Berlin, 2007);</p>

<p><b>Maintain or modify program in terms of how participants are being served?</b></p>	<p>There is a “fear” of potential risks of bureaucratization of higher education (Bologna Seminar in Berlin, 2007);</p> <p>Poland</p> <p>The quality assurance implementation process is centralized;</p> <p>England</p> <p>The process is implemented by the institutions of higher education;</p> <p>There is an obvious opposition to the European standards and guidelines in the UK higher education;</p> <p>There is a need to explain the UK approach of institutional quality assurance with a clear focus on quality enhancement in order for the higher education stakeholders better understand the principles of the European quality assurance system (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>);</p> <p>It is believed in the UK that the ESG standards and guidelines will create an additional layer of evaluation for UK higher education institutions (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>);</p> <p>A single, intrusive or bureaucratic quality assurance agency at European level is not desirable in the UK (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>).</p> <p>Modifications are desired in the following areas:</p> <p>The centrality (autonomy) of higher education institutions must be recognized;</p> <p>Quality assurance must be a responsibility of the institutions of higher education according to the Sorbonne (1998) and Bologna (1999) Declarations;</p> <p>Poland</p> <p>Institutions of higher education should have more autonomy and independence from the government;</p> <p>PKA needs to develop a quality assurance policy according to the ESG standards; The policy of quality system in Poland needs to be simplified;</p> <p>England</p> <p>Students should take active part as full members of the board of directors of the QAA and be part of audit teams. So far their role is limited to provide information before and during the site visits (QAA, 2006).</p>
<p>What are the implications for the outcomes?</p>	<p>The ESG in the European Higher Education Area adopted in Bergen in 2005 have been a powerful driver of change in relation to quality assurance;</p> <p>All participating European countries have started to implement the ESG and some of them have made substantial progress;</p> <p>All countries have introduced external quality assurance systems including self-measures (Stocktaking Report, 2009);</p> <p>Poland</p> <p>The Polish quality assurance system complies with the ENQA Standards and Guidelines (<a href="http://www.pka.edu.pl">www.pka.edu.pl</a>);</p> <p>As a result of compliance with the ENQA standards, Państwowa Komisja Akredytacyjna was granted full membership of ENQA in January 2009;</p> <p>Państwowa Komisja Akredytacyjna was accepted to European Quality Assurance</p>



<p><b>Maintain or modify program in terms of outcomes being produced?</b></p>	<p>Register for Higher Education (EQAR) in April 2009.</p> <p>Student participation is vital in the quality assurance process;</p> <p>So far student mobility in the Eastern European countries including Poland is difficult and limited due to a high cost, and unfortunately, transition between institutions is based only on bilateral agreements.</p> <p>Uniwersytet Jagielloński</p> <p>All academic programs received national accreditation, and are in full compliance with the ESG standards;</p> <p>University's faculty actively participates in quality assurance events on national and international levels;</p> <p>Vast expansion of the university facilities continues, including building new research laboratories; the construction of a new campus is in progress;</p> <p>England</p> <p>Student participation in quality assurance needs to progress from the status of being observers to active members of assessment teams;</p> <p>The University of Cambridge</p> <p>The University cannot stand still and rely only on history and reputation when other universities have already participating in the soon-to-be-world-wide race for quality in higher education;</p> <p>Maintaining the process is desired in the following areas:</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>- mobility for academic and cultural as well as political, social and economic spheres;</li> <li>- the recognition of foreign exams and degrees as the most important factor for increased mobility-this would increase the international competitiveness of the European system of higher education in the world market, and promote mobility within Europe both for the graduate labor market and for students during their studies.</li> </ul> <p>Maintain the ongoing process with slight modifications according to the participating countries' needs and conditions by preserving national heritage;</p> <p>Modifications desired in the following areas:</p> <p>Only 15 countries have organized assessment of their quality assurance agencies and they became members of ECA, therefore there is a need for other countries to make progress in this area to make sure all countries are working according to the ESG (Stocktaking Report 2009);</p> <p>It is suggested to accept the ESG as a part of the quality assurance process implementation as one of the elements of the Bologna Process, and not as the end result (Ian McKenna, 2007);</p> <p>England</p> <p>Modifications are desired in the following areas:</p> <p>More active participation on the national level (governmental) in quality assurance</p>
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	<p>process implementation;          Modify study programs according to the European qualifications (two year Masters degrees);          Better recognition of foreign credits and degrees;          Develop credit system according to the Bologna Declaration principles;          Become a full member of the ECA (so far an observer status);</p> <p style="text-align: center;">Poland</p> <p>Modifications are desired in the following areas:          Institutions of higher education must be more autonomous;          Universities must pay more attention to employability of their graduates. More employers should be involved in higher education and the labor market needs;          It is recommended that programs include internationalization element and mobility in their curricula since the study programs are very intensive, there is no time left for students to travel and participate in exchange programs.</p>
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### Content Analysis

Additionally to a graphic depiction of the significant events and undertakings of the quality assurance implementation process, and the ESG policy evaluation by using CARMA, the researcher examined the content of quality assurance policies and their compatibility level. According to Berelson (1952) content analysis presents a wide range of utilities:

- Identifies the intentions, and communication trends of groups or institutions;
- Explains behavioral reactions to communications;
- Determines psychological and/or emotional state of individuals or groups; and
- Discloses international differences in communication content.

The last mentioned utility of content analysis, disclose of international differences in communication content, fits the function of the method used in this study. The process of implementation of *the European Standards and Guidelines for the Quality Assurance in Higher Education* (ESG) policy in European countries on national and institutional levels

requires in depth analysis of mutual standards and procedures, and mutual recognition of standards and procedures in each country.

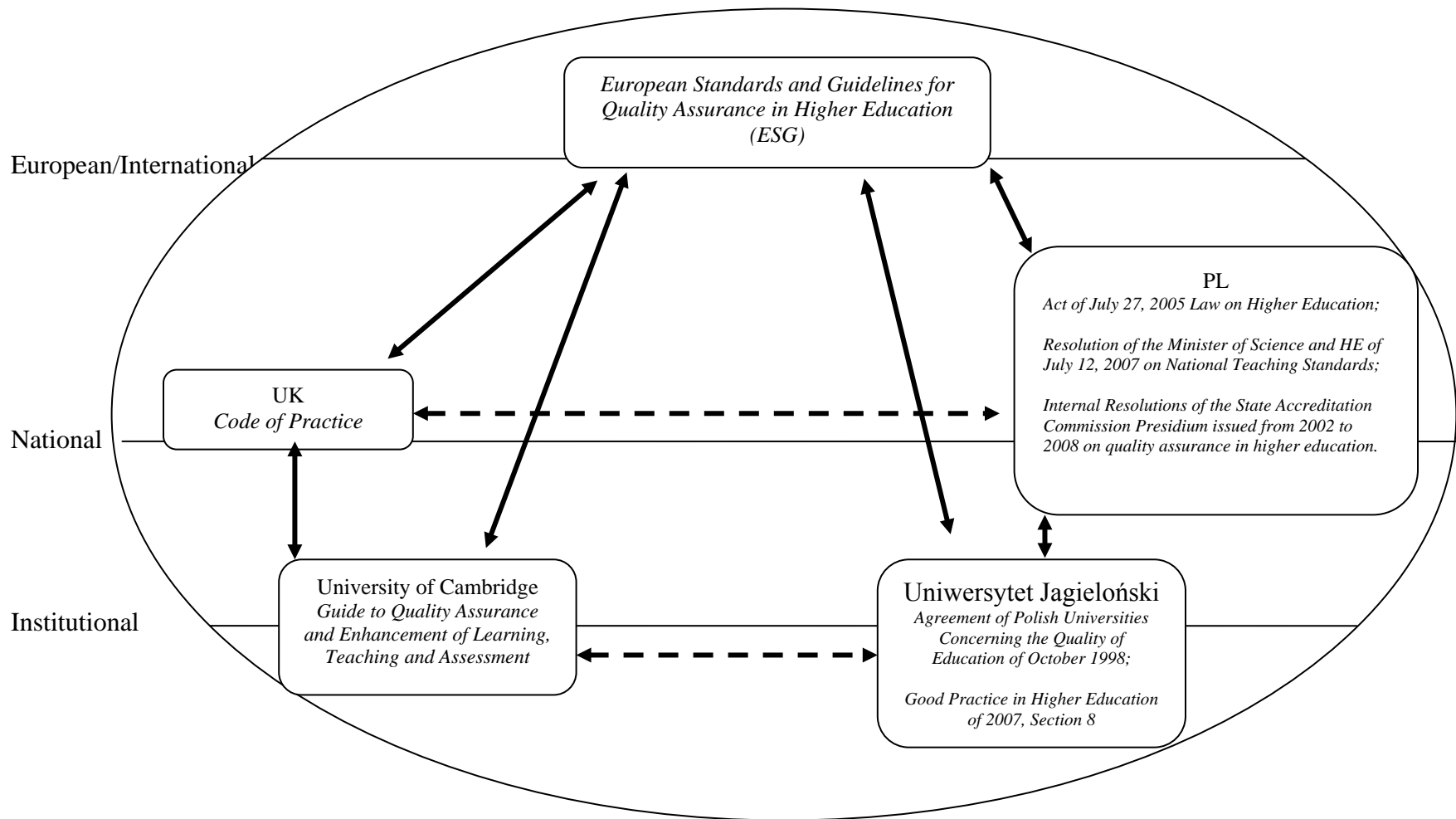
In this regard, the quality assurance policies listed in Appendix III were examined to report similarities and differences in their content across countries. Due to the fact that this study discusses the implementation of the ESG in two European countries (Poland and England) with one university in each country (Uniwersytet Jagielloński and the University of Cambridge), the attention was directed at the content of the ESG policy and its evidence in English and Polish national and institutional policies of the above mentioned universities.

The Figure 20 (p. 198) illustrates the steps of document analysis conducted by the researcher. The researcher examined quality assurance policies on international, national and institutional levels. As the first step of this process, the content of *the European Standards and Guidelines for Quality Assurance in Higher Education* policy was examined on the international level, and this policy became a matrix for further analysis conducted for this study. The ESG standards and guidelines were selected as the coding units and the same process of coding was transferred to the national and institutional policies (Appendix X).

Next, the researcher examined the ESG policy's adaptation on national level. In this case, the national quality assurance policy in the United Kingdom (*The Code of Practice*) and quality assurance policies in Poland (*Act of July 27, 2005 Law on Higher Education; Resolution of the Minister of Science and HE of July 12, 2007 on National Teaching Standards; and internal Resolutions of the State Accreditation Commission Presidium issued from 2002 to 2008 on quality assurance in higher education*) were explored.

The same approach was taken when examining the quality assurance policies on institutional level. The University of Cambridge (*The Guide to Quality Assurance*) and Uniwersytet Jagielloński's quality assurance policies (*Agreement of Polish Universities Concerning the Quality of Education of October 1998; and Good Practice in Higher Education of 2007, Section 8*) were analyzed. As the final step, the content analysis method was to compare the content of documents to see similarities and differences between the cases, and to examine the process of implementation and adaptation of the *European Standards and Guidelines for Quality Assurance in Higher Education* (ESG) policy.

Figure 20: Content Analysis of Quality Assurance Policies.



The Content Analysis of the European Quality Assurance Policy - *the European Standards and Guidelines*, and the National Quality Assurance Policy in the UK – *the Code of Practice*.

*The European Standards and Guidelines for Quality Assurance in the European Higher Education* (ESG) was issued in 2005 by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the EUA, EURASHE, and ESIB as a response to the mandates by the ministers of education at the Ministerial Summit in Berlin in 2003. They refer to three main parts of quality assessment:

- Part 1: Internal quality assurance within higher education institutions (contains seven standards);
- Part 2: External quality assurance of higher education (contains eight standards);
- Part 3: External quality assurance agencies (contains eight standards).

The ESG policy is “an agreed set of standards, procedures and guidelines on quality assurance” and it provides “ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies” (Berlin Communiqué, 2003, p. 3). The policy’s goals were to achieve:

- the consistency of quality assurance across the European Higher Education Area;
- a common reference points for quality assurance among higher education institutions and quality assurance agencies;
- strengthened procedures for the recognition of qualifications;
- enhancement of the credibility of the work of quality assurance agencies;

- enhancement of cooperation of all participating stakeholders through the exchange of opinions and experiences at the meetings of the European Fora for Quality Assurance in Higher Education;
- mutual trust among institutions of higher education; and
- easier identification of professional and credible quality assurance agencies through the works of the European Register for Quality Assurance (ESG, 2005, p. 5).

The *Code of Practice* supports the national arrangements within the UK for quality assurance in higher education. It identifies a comprehensive series of system-wide principles (precepts) covering matters relating to the management of academic quality and standards in higher education. It provides an authoritative reference point for institutions as they consciously, actively and systematically assures the academic quality and standards of their programs, awards and qualifications (Code of Practice, Section 7, 2006, p. 2).

The Code, which was issued by the Quality Assurance Agency (QAA) in 2002, refers only to the quality assurance requirements in institutions of higher education; it does not make any reference to the external quality assurance agencies (Part 3 in the ESG). Sections 4, 6, and 7 of *the Code of Practice* were revised according to the ESG requirements (Code of Practice, Section 6, 2006, p. 2 and Section 7, 2006, p. 2).

The next section presents the excerpts from the content analysis technique utilized in this study. The ESG standards were used as matrix to identify their evidence in the UK national quality assurance policy, the Code of Practice. The detailed analysis included in Appendix X.

ESG	The Code of Practice
<b>1.3 Assessment of students:</b> Students should be assessed using published criteria, regulations and procedures which are applied consistently.	<b>Section 6: Assessment of Students (2006)</b> Contribution to student learning Assessment panels and examination boards Conduct of assessment Amount and timing of assessment Marking and grading Feedback to students on their performance Staff development and training Language of study and assessment Professional, statutory and regulatory bodies' requirements Assessment regulations Student conduct in assessment Recording, documenting and communicating assessment decisions
<b>1.2 Approval, monitoring and periodic review of programs and awards:</b> Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.	<b>Section 7: Program design, approval, monitoring and review (2006)</b> Programme design Programme approval Programme monitoring and review Programme withdrawal Evaluation of processes

The remaining sections of the Code of Practice cover partially the ESG requirements. For example, the ESG Part I, Standards 1.1 is mentioned in Section 2 of the Code. Furthermore, the ESG policy's Standards: 1.5; 1.6; and 1.7 can be found in different sections of the Code: in Section 2, 3, 5, and 8.

	ESG	The Code
Part I	1.1	Section 2 Part A
	1.2	Section 7 (revised according to the ESG)
	1.3	Section 6 (revised according to the ESG)
	1.5	{ Section 2 Part B Section 3 Section 5
	1.6	Section 2 Part A
	1.7	{ Section 2 Part A Section 8
Part II		Section 4 (revised according to the ESG)



The Content Analysis of the UK national Quality Assurance Policy - *the Code of Practice*, and the institutional policy at the University of Cambridge, *the Guide to Quality Assurance and Enhancement of Learning, Teaching and Assessment*.

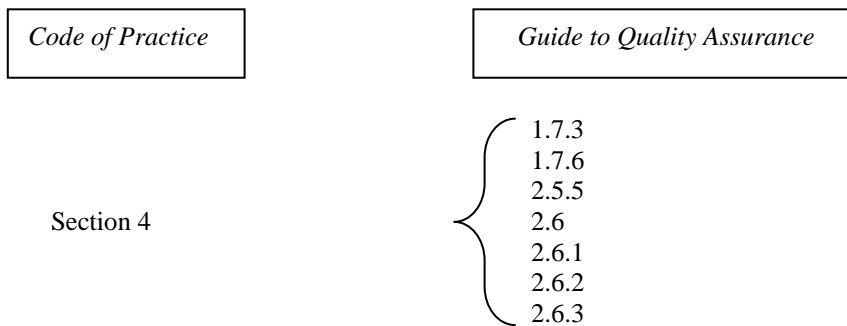
As in the previous section of policy analysis, it is also important to provide a brief overview of the University of Cambridge institutional policy, the *Guide to Quality Assurance*. Published in 2002, the Guide introduced significant changes to procedures for approval, monitoring, and review. The Guide was developed as a response to recommendations made by the auditors in 1992 (The Guide to Quality Assurance, 2007).

The Guide has two sections:

- Section 1 provides information relevant to assurance of teaching quality for faculty members, and
- Section 2 offers details about the processes which require contact with the various parts of the Academic Division (QAA Audit Report, 2008).

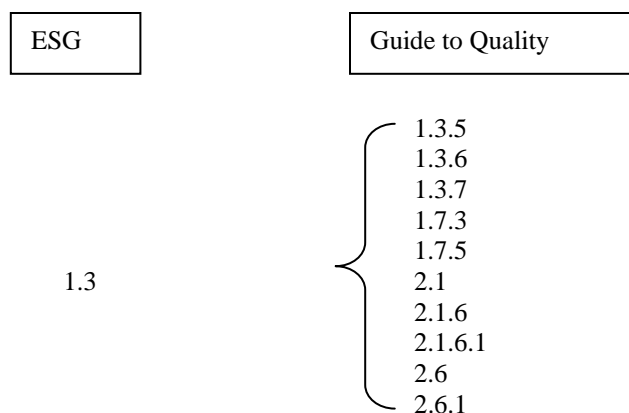
A comparative analysis of the national policy in England, the *Code of Practice*, and the institutional policy at the University of Cambridge, the *Guide to Quality Assurance and Enhancement of Learning, Teaching and Assessment* (September 2007, Version 5) showed better compatibility (Appendix X). The reference points used by the QAA include four components of the UK Academic Infrastructure, including the *Code of Practice*. Additionally, through analysis of the *Code of Practice* and its compatible Sections 4, 6, and 7, with the *ESG* standards, the equivalency of sections of the Guide to the Code of Practice was determined. Section 4 of the Code and its equivalency to the Guide is illustrated here as an example. Detailed analysis in Appendix X.

Code of Practice	Guide to Quality Assurance
<b>Section 4 External Examining (2004)</b>	1.7.3 Curricula and form of assessment
General principles	1.7.6 External Examiners
The roles of external examiners	2.5.5 Who can be nominated as an External Examiner?
Nomination and appointment of external examiners	<b>2.6 Dealing With Examiners' Reports</b>
Preparation of external examiners	2.6.1 Reporting requirements and timetables
External examining	2.6.2 Responding to External Examiners' reports
External examiners' reports	2.6.3 Responding to other Examiners' reports
Use of external examiners' reports within the institution	
Feedback to external examiners on their report	



Analysis of the Content of the Quality Assurance Policy - *the European Standards and Guidelines*, and the institutional policy at the University of Cambridge, *the Guide to Quality Assurance and Enhancement of Learning, Teaching and Assessment*.

The examination of the European policy (ESG) and the institutional policy of the University of Cambridge, the *Guide to Quality Assurance* shows more compatibility with the *ESG* (Appendix X) than the *Code of Practice* – the national policy; however, the *Guide* does not mention the ESG as a reference point at all. As an illustration of analysis, the ESG standard 1.3 is compared to sections of the Guide to Quality Assurance.



ESG	The Guide to Quality Assurance
<b>1.3 Assessment of students:</b> Students should be assessed using published criteria, regulations and procedures which are applied consistently.	1.3.5 Feedback from students 1.3.6 Feedback to students 1.3.7 Retention or archiving of assessed work 1.7.3 Curricula and form of assessment 1.7.5 Assessment practices 2.1.6 Checklist of issues to consider when substantial revisions or new courses are proposed <b>2.6 Dealing With Examiners' Reports</b> 2.6.1 Reporting requirements and timetables

## Analysis of the Content of the Quality Assurance Policies in Poland and the Standards and Guidelines for Quality Assurance in the European Higher Education Area

One of the differences between the UK and Polish quality assurance system in higher education is that the Polish quality assurance system does not have a single policy regulating standards and procedures of quality assurance, but instead there are several documents published by the Government, Rada Główna Szkolnictwa Wyższego (The

General Council for Higher Education), and Państwowa Komisja Akredytacyjna (The State Accreditation Commission). The following documents were examined:

National quality assurance policies

Act of July 27, 2005 *Law on Higher Education* issued by the Ministry of Science and Higher Education: (Chapter 1 on General Provisions: articles 9 and 10, and Chapter 6: articles 48-53);

Resolution of the Minister of Science and Higher Education of July 12, 2007 on National Teaching Standards; and

internal Resolutions developed and published by the Państwowa Komisja Akredytacyjna (PKA):

Resolution No 18/2002 of the Presidium of Państwowa Komisja Akredytacyjna of February 28, 2002 on guidelines concerning preparing the self-evaluation report (Uchwała 18/2002);

Resolution No 1042/2004 of the Presidium of the State Accreditation Committee of October 28, 2004 on the determination of general criteria for the quality assessment of education at a given field of study (Uchwała 28/10/04);

Resolution No 201/2007 of the Presidium of the State Accreditation Committee of March 22, 2007 on the assessment criteria concerning teaching facilities;

Resolution No 617/2007 of the Presidium of the State Accreditation Committee of July 5, 2007 on the assessment criteria concerning the fulfillment of the core staff requirements;

Resolution No 219/2007 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning of the educational outcomes verification system;

Resolution No 94/2007 of the Presidium of the State Accreditation Committee of Feb 8, 2007 on the assessment criteria concerning the fulfillment of requirements within the scope of the academic research conducted in the discipline or field connected with a given field of study;

Resolution No 95/2007 of the Presidium of the State Accreditation Committee of February 8, 2007 on the assessment criteria concerning study programs and curricula;  
Resolution No 217/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the criteria for the assessment of formal and legal aspects of education;

Resolution No 218/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning the fulfillment of student matter requirements.

The Polish Ministry of Science and Higher Education has a full control developing and monitoring of the quality assurance in higher education institutions. As a result the Act of July 27, 2005, the Law on Higher Education contains strategic information on policy and procedures for quality assurance, as well as guidelines for approval, monitoring and review of programs in higher education.

Due to the complexity of these documents, the researcher included the whole content analysis to assure better depiction and understanding.

ESG	National Policies
<p><b>Part 1: European standards and guidelines for internal quality assurance within higher education institutions</b></p> <p><b>1.1 Policy and procedures for quality assurance:</b></p> <p>Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p><b>1.2 Approval, monitoring and periodic review of programs and awards:</b> Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.</p>	<p><i>Act of 27 July 2005 Law on Higher Education</i></p> <p>Part I: Higher Education System</p> <p>Chapter 1: General Provisions</p> <p>Article 9</p> <p>The minister responsible for higher education shall specify by regulation:</p> <ol style="list-style-type: none"> <li>1) the names of fields of study, including the names of fields of study for degree programs offered as first-cycle programs or first-cycle and second-cycle programs, or long-cycle programs, while having regard to the existing fields of study and demands of the labor market;</li> <li>2) the degree program requirements for each field and level of study, including educational profiles of graduates, framework curriculum contents, duration of degree programs and practical placements, requirements for each form of study(..)</li> <li>3) the requirements for programs preparing for the teaching profession, including: <ol style="list-style-type: none"> <li>a) the educational profile a graduate;</li> <li>b) teacher training and education courses;</li> <li>c) training for the teaching of two subjects (types of courses);</li> <li>d) training in information technology, including its use in the specialization areas for which students are trained;</li> <li>e) foreign language courses to be provided to an extent which enables the development of foreign language skills at an advanced level;</li> <li>f) the duration of programs, and the duration and</li> </ol> </li> </ol>

	<p>organization of practical placements;</p> <p>g) curricular contents and skills required; – while having regard to the demand of the labor market;</p> <p>5) the detailed requirements for the establishment and operation of a branch campus of a higher education institution, its basic organizational unit in another location and teaching centre in another location, including the following requirement to be fulfilled for each field of study separately:</p> <p>Article 10</p> <p>1. At the request of the General Council for Higher Education, the minister responsible for higher education may define, by regulation, degree program requirements for a given field of study different from those defined on the basis of Article 9, subsection 2, including the educational profile of a graduate, framework curriculum contents, duration of a degree program and practical placements, as well as requirements for each form of study.</p> <p>Article 49</p> <p>1. The Committee shall present to the minister responsible for higher education opinions and proposals concerning:</p> <p>1) the establishment of a higher education institution, and the authorization for a higher education institution to provide degree programs in a given field and at a given level of study;</p> <p>2. In connection with the matters referred to in section 1, the Committee may request clarification and information from higher education institutions, and.</p> <p>3. In justified cases, the minister responsible for higher education may request the Committee to assess the quality of education in a specific higher education institution or its organizational unit, and to present conclusions resulting from the assessment.</p> <p>Resolution of the Ministry of Science and Higher Education of July 12, 2007 <b>on education standards for specified academic programs and disciplines.</b></p> <p>Państwowa Komisja Akredytacyjna and its internal resolutions:</p> <p><i>Resolution No 95/2007 of the Presidium of the State Accreditation Committee of February 8, 2007 on the assessment criteria concerning study programs and curricula;</i></p>
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The Government is also responsible for establishing and controlling the national agency for quality assurance in Polish institutions of higher education, Państwowa Komisja Akredytacyjna (The State Accreditation Commission). The Government

regulates the Agency's activities in the Act of July 27, 2005 which, when compared to the ESG policy, presents comparability level of both documents.

ESG	National Policies
<p><b>Part 2: European standards for the external quality assurance of higher education</b></p> <p><b>2.1 Use of internal quality assurance procedures:</b> External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.</p> <p><b>2.2 Development of external quality assurance processes:</b> The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p> <p><b>2.3 Criteria for decisions:</b> Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p> <p><b>2.4 Processes fit for purpose:</b> All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.</p> <p><b>2.5 Reporting:</b> Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.</p> <p><b>2.6 Follow-up procedures:</b> Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.</p> <p><b>2.7 Periodic reviews:</b> External quality assurance of institutions and/or programs should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.</p> <p><b>2.8 System-wide analyses:</b> Quality assurance agencies should produce from time to time summary reports describing and analyzing the general findings of their reviews, evaluations, assessments etc.</p> <p><b>Part 3: European standards for external quality assurance agencies</b></p> <p><b>3.1 Use of external quality assurance procedures for higher education:</b> The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.</p> <p><b>3.2 Official status:</b> Agencies should be formally recognized by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They</p>	<p><i>Act of 27 July 2005 Law on Higher Education</i> Part I: Higher Education System</p> <p>Chapter 6 State Accreditation Committee</p> <p>Article 48</p> <p>1. The State Accreditation Committee (<i>Państwowa Komisja Akredytacyjna</i>), hereinafter referred to as "the Committee", shall be appointed by the minister responsible for higher education.</p> <p>2. Members of the Committee shall be appointed by the minister responsible for higher education from among candidates proposed by the Council, the Conference of Rectors of Academic Schools in Poland, the Conference of Rectors of Non-University Higher Education Institutions in Poland, the Students' Parliament of the Republic of Poland, senates of higher education institutions, as well as national academic associations and employers' organizations. A member of the Committee may be any academic staff member holding at least the academic degree of <i>doktor</i> and employed in a higher education institution as the place of primary employment. When appointing members of the Committee, the minister responsible for higher education shall respect the requirement that the groups of fields of study listed in Article 50, section 4 shall be represented in the Committee.</p> <p>3. The President of the Students' Parliament of the Republic of Poland shall be a member of the Committee by virtue of law.</p> <p>4. A member of the Committee may be dismissed, at the request of the Committee Presidium, by the minister responsible for higher education.</p> <p>5. The Committee shall include a minimum of sixty and a maximum of eighty members.</p> <p>6. The term of office of the Committee shall be four years and shall commence on 1 January.</p> <p>7. The rector may relieve a member of the Committee partially or fully from teaching duties at the latter's request.</p> <p>2) the assessment conducted by the Committee of the quality of education in a given field of study, including the training of teachers and the compliance with the requirements for the provision of degree programs.</p> <p>2. In connection with the matters referred to in section 1, the Committee may request clarification and information from higher education institutions, and conduct site visits in higher education institutions.</p> <p>3. In justified cases, the minister responsible for higher education may request the Committee to assess the quality of education in a specific higher education institution or its organizational unit, and to present conclusions resulting from the assessment.</p> <p>4. Opinions on the matters referred to in section 1, subsection 1 shall be given by the Committee not later than within four</p>

<p>should comply with any requirements of the legislative jurisdictions within which they operate.</p> <p><b>3.3 Activities:</b> Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.</p> <p><b>3.4 Resources:</b> Agencies should have adequate and proportional resources, both human and financial, to enable them to organize and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.</p> <p><b>3.5 Mission statement:</b> Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.</p> <p><b>3.6 Independence:</b> Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.</p> <p><b>3.7 External quality assurance criteria and processes used by the agencies:</b> The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:</p> <ul style="list-style-type: none"> <li>• a self-assessment or equivalent procedure by the subject of the quality assurance process;</li> <li>• an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;</li> <li>• publication of a report, including any decisions, recommendations or other formal outcomes;</li> <li>• a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.</li> </ul> <p><b>3.8 Accountability procedures:</b> Agencies should have in place procedures for their own accountability.</p>	<p>months of the date of the receipt of the request. In case an opinion is not given within this time limit, the minister responsible for higher education shall take a decision without such an opinion.</p> <p>5. Assessments referred to in section 1, subsection 2, and section 3 shall be submitted by the Committee together with the justification and conclusions; thereof within one month of the completion of the assessment procedure.</p> <p>6. The Committee may co-operate with national and international organizations which are involved in the assessment of the quality of education and accreditation.</p> <p><b>Article 50</b></p> <p>1. The Committee shall work at plenary sessions and through its bodies.</p> <p>2. The bodies of the Committee shall be:</p> <ol style="list-style-type: none"> <li>1) the President,</li> <li>2) the Secretary,</li> <li>3) the Presidium.</li> </ol> <p>3. The Presidium shall be composed of:</p> <ol style="list-style-type: none"> <li>1) the President of the Committee,</li> <li>2) the Secretary,</li> <li>3) the Chairmen of the sections referred to in section 4,</li> <li>4) the President of the Students' Parliament of the Republic of Poland.</li> </ol> <p>Państwowa Komisja Akredytacyjna and its internal resolutions:</p> <p><i>Resolution No 217/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the criteria for the assessment of formal and legal aspects of education;</i></p>
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The analysis of quality assurance policies on national and institutional levels were not conducted because Polish institutions of higher education follow regulations contained in policies issued by the government.

Analysis of the *European Standards and Guidelines (ESG)* policy and the Uniwersytet

Jagielloński's quality assurance policies

Uniwersytet Jagielloński's goal is to maintain the highest quality of education; consequently the institutional policies contain reference to the ESG.



## ESG

### Part 1: European standards and guidelines for internal quality assurance within higher education institutions

**1.1 Policy and procedures for quality assurance:** Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

**1.2 Approval, monitoring and periodic review of programs and awards:** Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.

**1.3 Assessment of students:** Students should be assessed using published criteria, regulations and procedures which are applied consistently.

**1.4 Quality assurance of teaching staff:** Institutions should have ways of satisfying themselves that staff involved with the teaching of students, are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

**1.5 Learning resources and student support:** Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

**1.6 Information systems:** Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities.

**1.7 Public information:** Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.

### Part 2: European standards for the external quality assurance of higher education

**2.1 Use of internal quality assurance procedures:** External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

**2.2 Development of external quality assurance processes:** The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

## Institutional Policies

Resolution of the Ministry of Science and Higher Education of July 12, 2007 **on education standards for specified academic programs and disciplines** (*assessment of students is part of the standards discussed in the Resolution*).

*Agreement of Polish Universities Concerning the Quality of Education of October 18, 1997* (Amended on October 11, 1999 and November 4, 2005).

### The Agreement aims at:

Creation of the standards of education quality at universities according to those of the European Union; Upgrading of the quality of education; Promotion of high-quality courses of studies, and schools offering them.

### THE GOAL OF UNIVERSITY ACCREDITATION COMMITTEE'S ACTIVITY IS:

Creation of an accreditation system of courses of studies at universities, and Equalization of the standards of education quality at universities.

### THE EVALUATION TEAM IS TO:

conduct a comprehensive review and assessment of an area of studies offered at a specified institution of higher learning, and prepare a written report on the review and assessment conducted and to present it to UAC together with a recommendation to award the accreditation, to defer it until specified conditions are met, or to refuse accreditation. Accreditation is granted for 2 or 5 years.

### Kodeks

Dobre Praktyki W Szkołach Wyższych  
Opracowany przez Fundację Rektorów Polskich  
Good Practices in Higher Education  
By the Foundation of Rectors of Polish Institutions of Higher Education

8. Troska o jakość kształcenia. Dydaktyczna misja uczelni zobowiązuje rektora do stałej troski o wysoki poziom kształcenia. Zadanie to realizuje rektor między innymi poprzez troskę o właściwe kryteria doboru kadry naukowo-dydaktycznej, odpowiedni system kontroli rzetelności pracy dydaktycznej, respektowanie wymogów ministerialnych, a także promowanie twórczych i pożytecznych inicjatyw podejmowanych w tym zakresie przez nauczycieli akademickich. Aby skutecznie wywiązywać się z tych zadań, rektor inicjuje wdrożenie i nadzoruje działanie uczelnianego systemu zapewniania jakości kształcenia, wprowadzającego standardy i procedury gwarantujące efektywną realizację tych zadań.

(Translated by author: 8. Education quality requirement. To fulfill the academic mission of an institution of higher education, a Rector is fully responsible for maintaining high level of education. This responsibility is partially delivered through proper hiring practices of faculty members, implementing appropriate quality assurance system, respecting national government's requirements, and promoting creative and efficient initiatives undertaken by the faculty.

To meet these responsibilities a Rector will initiate establishment, implementation, and assessment criteria of the institutional quality assurance system including standards and guidelines of quality assurance in higher education).

## Semantic aspect of the content analysis

Additionally to the examination of the content of quality assurance policies, the researcher investigated the meaning of the term *quality assurance* utilized in all discussed policies and documents. The results will be discussed in chapter four.

## Summary

The chapter three was divided in two parts. Part one presented a detailed description of the research methods adopted for this study including the Fischer's theoretical framework (1999), an overview of a case study method with detailed description of case selection, data collection techniques, and the data analysis used in this study.

Part two presented the analytic process of data investigation. First, the significant events and undertakings of the quality assurance process implementation in Europe, with two selected European countries (UK and Poland), including a top university in each country (University of Cambridge and Uniwersytet Jagielloński) were discussed and illustrated. This section utilized event mapping instrument (Spradley, 1980; Putney, 1997, 2008).

Second, in-depth evaluative analysis of the European quality assurance policy implementation utilizing CARMA (Putney, Wink & Perkins, 2006) were presented, followed by the content analysis (Miles & Huberman, 1994) of the quality assurance policies (Appendix III).

The next chapter will discuss findings of the research study and address the four questions that guided the study with the reference to the specific step of the Fischer's theory that structured and framed this research design.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

The purpose of this chapter is to present the results of the qualitative study that followed a single comparative case study protocol (Yin, 2003) with embedded multiple units of analysis research design (Yin, 1989) utilized document analysis (Creswell, 2007) and was guided by Fischer's (1999) theoretical framework for policy evaluation. This research was designed to answer the following four research questions:

1. How does the quality assurance policy “Standards and Guidelines for Quality Assurance in the European Higher Education Area” meet objectives of the Bologna Declaration?
2. What changes have been made to national education systems of England and Poland to implement the quality assurance policy requirements on European, national, and institutional levels?
3. What were the challenges of the European quality assurance policy implementation in the examined countries?
4. What are the national and institutional benefits of the European quality assurance policy?

#### Addressing Research Questions

##### Question # 1

This section addresses research question # 1: How does the quality assurance policy “Standards and guidelines for Quality Assurance in the European Higher Education Area” meet objectives of the Bologna Declaration?

The above question was formed according to Fischer’s framework for public policy evaluation – first step *Verification*, which was also aligned with the first step of the Complementary Analysis Research Method Application (CARMA) for policy evaluation: *Expectations* of the policy. *Verification* is a first order inquiry and is expressed most often through technical-analytical discourse and quantitative and/or qualitative analysis (Fischer, 1999). Fischer asserts that verification inquiry “is the most familiar, addressing the basic technical-analytic or methodological questions that have dominated the attention of empirical policy analysis” (p. 20). Verification addresses the analysis of the efficiency of the program outcomes. Verification research questions include the following:

1. Does the program empirically fulfill its stated objective(s)?
2. Does the empirical analysis uncover secondary or unanticipated effects that offset the program objectives?
3. Does the program fulfill the objectives more efficiently than alternative means available?

In this study regarding quality assurance policies, a specific example of verification inquiry research would question whether or not the European quality assurance policy (ESG) fulfills the Bologna Declaration’s objectives.

Level: First Order Evaluation	
Technical-Analytic Discourse	<p>Program Verification (Outcomes)</p> <p>Organizing question: Does the program empirically fulfill its stated objectives?</p> <p>Research question: How does the quality assurance policy “Standards and Guidelines for Quality Assurance in the European Higher Education Area” meet objectives of the Bologna Declaration?</p>

Discussion about the Bologna Declaration, the European higher education reform process requires a multifaceted approach that had to be applied to answer research question # 1. In this regard, following are the perspectives from which the researcher will approach the findings from the event mapping and content analysis related to this question (Figure 21).

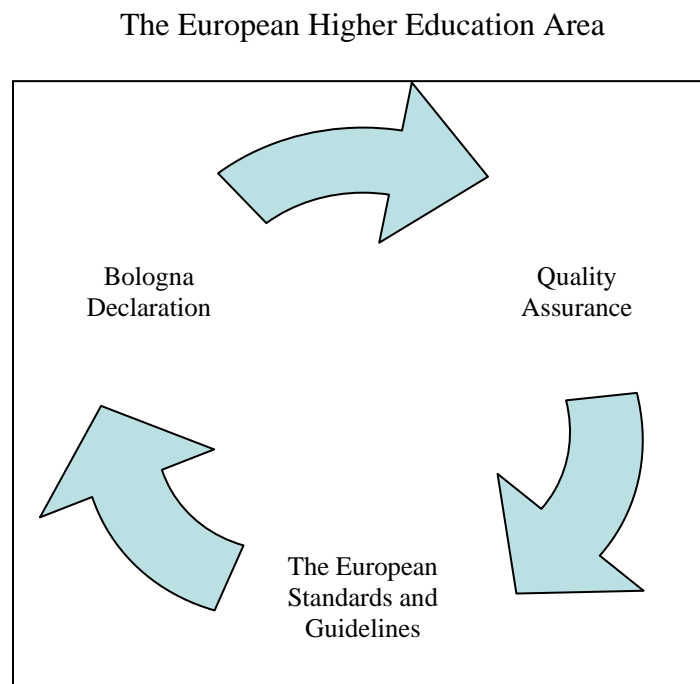


Figure 21: Linkage Perspectives between Quality Assurance, the European Standards and Guidelines, and the Bologna Process.

- a. The Bologna Declaration – The Process
- b. The Quality Assurance - The Link
- c. The European Standards and Guidelines – The Reference Point
- d. The European Higher Education Area – The Goal

## Linkage Perspectives

### a. The Process

The Bologna Declaration, a European higher education reform process was joined by the 29 European countries in Bologna, Italy in 1999, as a prospect to establish the European Higher Education Area (EHEA) by 2010. The EHEA was envisioned by its initiators (see Event Mapping, Figure 2A, p. 30, # 3) as a cohesive, compatible and harmonized higher education system, built by the participating European countries across the European continent (see Event Mapping, Figure 2B, p. 33, # 5).

Bologna is not about standardization of higher education systems in Europe. It's all about cooperation, consistency, progressiveness, and acceptance of each nations' diversity. The participating European Governments, universities, students, and other stakeholders committed to join and implement the following Bologna's principles (p. 40):

- Three-tiered degree system
- National Qualification Framework
- European Credit Transfer System
- Diploma Supplement
- Mobility, and
- Quality Assurance.

When investigating the data of quality assurance policies through content analysis, the question the researcher had in mind was: What do the Bologna Declaration's principles have in common? And it became impossible not to notice the connection of quality assurance, as a term, in linking all remaining principles. Quality assurance, in higher education, provides the foundation of the academic system. It is referred to in all

education policies, including academic programs requirements, teaching standards, qualification frameworks, institutional infrastructure, and funding.

The Bologna accords are dependent on each other; and they complement each other's functions - Figure 22 (*Diploma Supplement promotes transparency and mobility. It provides necessary information on the program of study and the system of education – National Qualification Framework; the ECTS promotes mobility; Three-tiered degree system promotes recognition and transparency; and the quality assurance links them all*). When implemented appropriately, they guarantee successful completion of the process culminating in achieving goals.

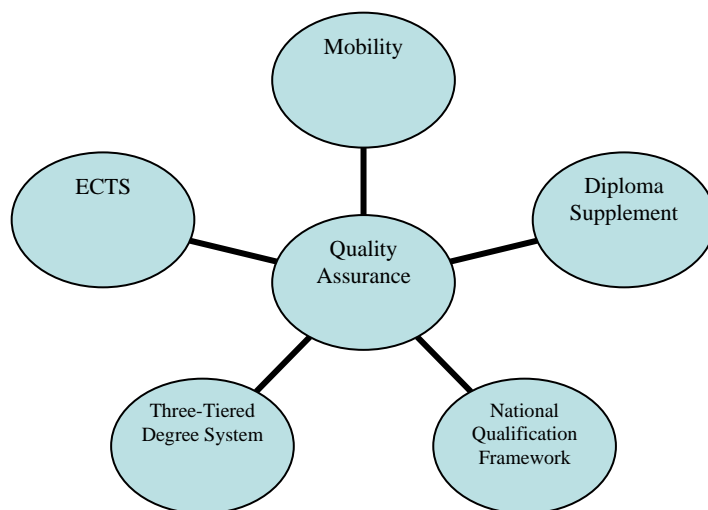


Figure 22: Relationship between Quality Assurance and Other Principles of the Bologna Declaration.

The implementation of the Bologna's principles required, from the beginning, strong self-commitment from the participants and established close cooperation with the partnering members of the process, representatives from the European organizations, and other higher education constituents. The countries' education ministers built a network,

called the Ministerial Summits (Event Mapping, Figure 2E, p. 39) where they shared experiences, exchanged opinions, and discussed strategic goals for future meetings. Each ministerial meeting was finalized with the publication of a communiqué.

As in the previous analysis, the importance of quality assurance, as a Bologna Declaration principle, was noticed and reported by the members of the process. Every one of Bologna ministerial communiqués has made reference to quality assurance:

**Bologna (1999):**

[...]“We hereby undertake to attain [...] promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy” (Bologna Declaration, 1999, p.4).

**Prague (2001):**

[...] “Promotion of European cooperation in quality assurance: Ministers recognized the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe. They also encouraged closer cooperation between recognition and quality assurance networks. They emphasized the necessity of close European cooperation and mutual trust in and acceptance of national quality assurance systems. Further they encouraged universities and other higher education institutions to disseminate examples of best practice and to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms. Ministers called upon the universities and other higher education’s institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in cooperation with corresponding bodies from countries which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice” (Prague Communiqué, 2001, p.2).

**Berlin (2003):**

[...]“The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at institutional, national and European level.[...] They also stress that consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework.[...] At the European level, Ministers call upon ENQA through its members, in co-operation with the EUA, EURASHE and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance, to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Follow-up Group to Ministers in 2005” (Berlin Communiqué, 2003, p. 3) .

**Bergen (2005):**

[...] “Almost all countries have made provision for a quality assurance system based on the criteria set out in the Berlin Communiqué [...] we urge higher education institutions to continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance (p.2). [...] We adopt the standards and guidelines for quality assurance in the European Higher Education Area as proposed by ENQA. We commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria” (Bergen Communiqué, 2005, p.3).



London (2007):

[...] “2.12 The Standards and Guidelines for Quality Assurance in the EHEA adopted in Bergen (ESG) have been a powerful driver of change in relation to quality assurance. [...] We acknowledge the progress made with regard to mutual recognition of accreditation and quality assurance decisions, and encourage continued international cooperation amongst quality assurance agencies” (London Communiqué, 2007, p.4).

and Leuven/Louvain-la-Neuve Communiqué (2009):

[...]”Striving for excellence in all aspects of higher education, we address the challenges of the new era. This requires a constant focus on quality (p.2). [...] We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope (p.4). [...] We ask the E4 group (ENQA-EUA-EURASHE-ESU) to continue its cooperation in further developing the European dimension of quality assurance and in particular to ensure that the European Quality Assurance Register is evaluated externally, taking into account the views of the stakeholders” (p.6).

In order to achieve full implementation of the Bologna Declaration’s objectives there was one element that tied them all – quality assurance. Even though quality assurance was introduced in the Bologna Declaration (1999), the principle was made a priority at the Berlin summit (2003) when the ministers called for establishment of common quality standards in higher education (The European Standards and Guidelines, 2005). In other words, by establishing quality assurance standards, the education ministers attempted to harmonize diverse quality assurance systems in European countries. Therefore, it was crucial to present how quality assurance played an important role in bridging all principles of the Bologna Declaration. This principle became a requirement, a common link to a successful completion of the Bologna Process.

#### b. The Link

The investigation of the content of quality assurance policies, as well as the Bologna Process respective communiqués and declarations revealed the semantic aspect that made this principle vital, particularly in terms of how quality is described and where its presence is expected in the process of the Bologna Declaration implementation. Quality assurance is referred to when discussing:

### *Accreditation*

[...]The committee may cooperate with national and international organizations which are involved in the assessment of the quality of education and accreditation” (Act of July 27, 2005 Law on Higher Education, Article 49, Section 6)

### *Coherent*

[...]“The consistency of quality assurance across the European Higher Education Area (EHEA) will be improved by the use of agreed standards and guidelines” (ESG, 2005, p. 5).

### *Cohesive*

[...] “They agreed on important joint objectives for the development of a coherent and cohesive European Higher Education Area by 2010” (Berlin Communiqué, 2003, p.1).

### *Comparability*

[...] “the register could in itself become a very useful instrument for achieving transparency and comparability of external quality assurance of higher education institutions” (ESG, 2005, p. 31).

### *Compatibility*

[...]“The achievement of greater compatibility and comparability of the systems of higher Education (Bologna Declaration, 1999, p.2).

### *Competitiveness*

[...] “They emphasize the importance of research and research training and the promotion of interdisciplinarity in maintaining and improving the quality of higher education and in enhancing the competitiveness of European higher education more generally” (Berlin Communiqué, 2003, p.7).

### *Harmonization*

[...]”Joint declaration on harmonization of the architecture of the European higher education system” (Sorbonne Joint Declaration, 1998, p. 1).

### *Internationalization*

[...] “This report recognizes the importance and implications of internationalization for the quality assurance of higher education institutions” (ESG, 2005, p. 28).

### *Recognition of credits and degrees*

[...] “Recognition of degrees: Adoption of a system of easily readable and comparable degrees” (Berlin Communiqué, 2003, p. 5).

### *Transferability*

[...]”Ministers emphasized that for greater flexibility in learning and qualification processes the adoption of common cornerstones of qualifications, supported by a credit system such as the ECTS or one that is ECTS-compatible, providing both transferability and accumulation functions” (Prague Communiqué, 2001, p.3).

### *Transparency*

[...] “The purpose of a European dimension to quality assurance is to promote mutual trust and improve transparency” (Graz Declaration, 2003, Section 25).

Similarly, ESG policy provided the explanation that quality assurance “includes processes such as evaluation, accreditation and audit” (ESG, 2005, p. 5). The content analysis has indicated that the quality assurance was recognized as the essential principle in the implementation process of the objectives of the European Higher Education Area: transparency of national qualifications within Europe, mobility of students and faculty members, Diploma Supplement, the European Credit Transfer System, and three-tiered degree system. But this recognition was not stressed until the 2003 Ministerial Summit in Berlin, when the European education ministers called upon the European Association for Quality Assurance in Higher Education (ENQA) to develop standards and guidelines for higher education and present them during the Bergen meeting in 2005 (see Event Mapping, Figure 2D, p. 37, # 12). Established and published in 2005, the *‘Standards and Guidelines for Quality Assurance in the European Higher Education Area’* (ESG) became a reference point for all stakeholders of the Bologna Process.

#### c. The Reference Point

The Ministers of Education, during the Bergen meeting in 2005, adopted The *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and recommended implementation because:

[...]”Higher education institutions and quality assurance agencies across the EHEA will be able to use common reference points for quality assurance” (ESG, 2005, p. 5).

d. The Goal

The European signatories, by joining the Bologna Process, agreed to

[...] "Undertake to attain these objectives - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy – to consolidate the European area of higher education. To that end, we will pursue the ways of intergovernmental co-operation, together with those of non-governmental European organizations with competence on higher education. We expect Universities to respond promptly and positively to contribute actively to the success of our endeavor" (Bologna Declaration, 1999, p. 4).

In summary, the European Standards and Guidelines present reference points for European countries to successfully adopt quality assurance which, in return, links all other remaining principles of the Bologna Declaration.

Question # 2

This next section addresses research question # 2: What changes have been made in national education systems of England and Poland to implement the quality assurance policy requirements on European, national, and institutional levels?

Findings of the event mapping analysis and the content analysis of the quality assurance policies will be utilized to answer this question. Question # 2 is fully aligned with the Fisher's theory (1999) step No. 2, relating to the situational validation of the policy implementation. Validation, a contextual discourse inquiry using qualitative methods of analysis, naturally follows verification and concentrates on whether or not the "program objectives are relevant to the situation" by examining the conceptualizations and assumptions about the "situation which the program is designed to influence" (pp. 20-21). Was this program realistically designed? Validation inquiry focuses on such question as:

Is/are the program objective(s) relevant to the problem situation?

Do circumstances in the situation require an exception to be made to the objective(s)?

Are two or more criteria equally relevant to the problem situation? (Fischer, 1999, p. 21).

Validation is an interpretive process of reasoning that takes place within the frameworks of the normative belief systems brought to bear on the problem situation.

A. Contextual Discourse	Situational Validation (Objectives)
	Organizing question: Is the program objective(s) relevant to the problem situation? Research question: What changes have been made to implement the quality assurance policy requirements on European, national, and institutional level?

Although Poland and the United Kingdom signed the Bologna Declaration on June 19, 1999 their involvement in the Bologna Process has varied and they have shown different degrees and approaches to the implementation of the Bologna Declaration principles, including quality assurance. The case of the United Kingdom and specifically England will be discussed first, followed by a discussion on changes in Poland.

#### England

The United Kingdom is one of the first European countries that placed emphasis on quality assurance in higher education decades before the Bologna Process (Event Mapping, Figure 16A, p. 149) therefore initiatives on quality assurance in institutions of higher education in the United Kingdom were more advanced than other European countries. The conditions of higher education in Western Europe, as well as the driving force to establish accreditation, were different. The country's academic heritage, the prestige of University of Cambridge, world known achievements in research, and high level of education had caught attention of students around the world.

The changes in national education system in the United Kingdom, and specifically England, before the Bologna Declaration (1999) were made mainly to make more efficient existing higher education institutions by:

- allowing them to compete with each other to attract students (Education Act of 1988),
- implementing a process of audit and assessment of quality in individual subject areas (Government White Paper of 1991), and
- increasing number of universities by giving polytechnics the status of universities (Higher Education Act of 1992).

The Act of 1992 (see p. 149, Figure 16A, # 1), also allowed universities and colleges to confer their own degrees by eliminating the Council for National Academic Awards. Additionally, the Act established two councils: the Higher Education Funding Council (HEFC) and the Higher Education Quality Council (HEQC) (see p. 149, Figure 16A, # 2). In 1994 when both Councils began performing educational quality assessment for the first time in the UK, the HEFC assessed the quality of teaching and the HEQC took care of auditing institutional quality standards. Since the two assessment processes were performed separately, the idea of merging processes and councils was born.

In 1997 the United Kingdom established the Quality Assurance Agency (QAA) as a result of three year period of attempting to merge two separate organizations the HEFC and the HEQC (see p. 149, Figure 16A, # 3, # 4, # 5 and # 6). Beginning 1998, the new established QAA started developing the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (see p. 152, Figure 16B, # 9).

The high level of tertiary education system in the United Kingdom was one of the reasons that the UK became the initiator of the European education reforms in late 1990s. In 1998, the United Kingdom along with Germany, France and Italy signed an agreement, The Sorbonne Declaration, to harmonize academic cooperation in regards to transferability and recognition of credits and degrees among institutions of higher education as illustrated in Figure 2A (see p. 30, # 3). The signatory countries decided to invite other European countries to join the process of harmonization of higher education, and chose the Bologna University as a place to meet the following year.

The United Kingdom together with other 28 European countries signed the Bologna Declaration (1999) (see p. 73, Figure 8B, # 3 and # 5). Meanwhile, the country continued making changes in its higher education system despite the objections from the Euro-sceptics. In 2001, the Quality Assurance Agency finalized work on the development of the *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*, which was published at the end of 2001. The Code became a reference point for institutions of higher education in the UK (refer to p. 73, Figure 8B, # 9), and one of the four components of the Academic Infrastructure (see p. 152, Figure 16B, # 9).

The Government's white paper, the *Future of Higher Education*, was issued in 2003 that discussed a proposal for changes in student financial support, as well as more accessible admissions rules (see p.76, Figure 8C, # 11). The new financial support system's goal was to bring more new income into the institutions of higher education and make the UK higher education system more attractive and competitive in the global arena.

The QAA began revising sections of the Code of Practice in 2004 (Event Mapping analysis, Figure 16C, p. 154, # 18) allowing faculty to incorporate the practical experience in to the curriculum. The impact of the above described national changes in the UK education system will be discussed first on the European level due to this country's leading position in the Bologna Process, followed by national and institutional levels.

### European Level

Higher education in the United Kingdom has earned an international reputation for excellence. The UK was one of the four European initiators of the higher education harmonization process in Europe (see p. 70, Figure 8A, # 4). The country already had in place student mobility, three-tiered degree cycle, and quality assurance aspects before the Bologna Declaration introduced its principles in 1999 (refer to p. 70, Figure 8A, #1, # 2, and # 3).

The European Association for Quality Assurance in Higher Education (ENQA) was established in 2000, and the QAA became a full member that year (refer to p. 152, Figure 16B, # 12). Since 2003, the QAA's Chief Executive Officer participated actively in the Working Group taking forward the quality assurance mandate from the Berlin Communiqué. This process resulted in the creation of the European Standards and Guidelines for Quality Assurance in Higher Education in 2005. In 2004, the CEO became the ENQA's Vice President. The United Kingdom is also a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and has observer status in the European Consortium for Accreditation.



### National Level

The Quality Assurance Agency, since its establishment in 1997 and until 2001, went through the most significant and productive period of its existence. Since the role of the Agency was “to promote public confidence that quality of provision and standards of awards are being safeguard and enhanced” ([www.qaa.ac.uk](http://www.qaa.ac.uk)), the Agency carries out external quality assurance by conducting audits of institutions of higher education.

Through the detailed analysis of the policies, it appears that in view of the fact that the QAA provides the higher education institutions with substantial guidance for designing and conducting internal quality assurance, the Agency also plays an important role in the implementation of part one of the ESG. Moreover, due to the fact that the Government did not set regulations for external quality assurance assessment, the QAA had to conduct external quality assurance of the higher education institutions; therefore the Agency seems to be entirely responsible for the implementation process.

In November 1999, the QAA created and published a new framework of quality assurance (see p. 152, Figure 16B, # 10), and in January of the following year, the Agency announced the method of reporting the outcomes of Subject Review as shown in Figure 16B (p. 152, # 11). In April of 2000, the QAA published the Handbook for Academic Review in which the new method of quality assessment was described in details (Figure 16B, p. 152, # 13). In May 2000, the QAA published twenty two subject benchmarks for higher education (refer to p. 152, Figure 16B, # 14) and in 2002 twenty one subject benchmarks were published (see p. 154, Figure 16C, # 16). The Agency introduced new format of institutional audits in 2003 (see p. 154, Figure 16C, # 17).

During the year 2004, a new national organization was created: the United Kingdom Higher Education Europe Unit. It was established to strengthen the position of the country in the European Union and Bologna Process (Figure 8C, p. 76, # 12). The following year the Europe Unit published a Guide to the Bologna Process (2005) to assist higher education institutions to a better understanding of the Bologna Declaration's principles (see Figure 8C, p. 76, # 15).

In 2006, the Europe Unit published two informative documents that were very important to the higher education sector. One was the revised and updated *Guide to the Bologna Process* (see p. 79, Figure 8D, # 17), and the other was *Guide to the Diploma Supplement* (see p. 79, Figure 8D, # 18) as a reference point for institutions and other stakeholders of higher education. Even though the Standards and Guidelines for Quality Assurance in the EHEA (ESG) were published and adopted at the Ministerial Summit in Bergen in 2005, the UK's national quality assurance system has not been fully reviewed against the ESG (Stocktaking Report, 2009). According to the content analysis findings only three sections (4, 6, and 7) from the Code of Practice are compatible to the ESG Standards.

The content of ESG standards were compared to the Academic Infrastructure and to the Code of Practice and what resulted was a partial alignment with the ESG. The QAA revised the respective standards and procedures instead of initiating a new ESG driven process. "Audit teams will use the UK's Academic Infrastructure as the points of reference, but they will be interested to know how institutions have considered the expectations of the ESG and other guidance relating to European or international practices" (QAA, 2006, p. 9).

### Institutional Level/University of Cambridge

All universities and colleges in the United Kingdom, including the University of Cambridge, are autonomous. They are self-governed and most of them receive government funding distributed by separate higher education funding councils. Each institution of higher education is responsible for regular periodic review of academic standards of programs and degrees, and also for the quality of teaching. Each has its own internal quality assurance procedures as well.

Before the establishment of the Quality Assurance Agency, the University of Cambridge was audited on multiple occasions. The 1992 quality audit of the University found discrepancies in the quality of education provisions in colleges; thus, the University was recommended to provide more precise definition to quality assurance policies and responsibilities, including the mechanisms for central University control of the quality teaching provisions (see p. 159, Figure 17A, # 1). In 1998, the university implemented an annual departmental reporting process but, unfortunately, this system was not very successful (see p. 159, Figure 17A, # 3).

In 2000, a new six-year review cycle was introduced at the University (see p. 159, Figure 17A, # 4) according to the QAA regulations. In 2001 the University published the QAA's Code of Practice in the Education Section of the University (refer to Figure 17A, p. 159, # 5). In the light of new quality assurance requirements, the university began working on developing institutional quality assurance standards in 2002. As a result, an institutional quality assurance policy was introduced in the form of "*the Guide to Quality Assurance and Enhancement of Learning, Teaching and Assessment*" (refer to p. 161, Figure 17B, # 7).

In 2003 the QAA conducted an institutional audit of the University (see p. 161, Figure 17B, # 11), which concluded overall confidence in the University's capacity to manage the quality of its academic provisions. The most current institutional audit of the University of Cambridge was conducted by QAA in 2008. The revision of the University's academic standards and the quality of teaching resulted in a very positive outcomes (see p. 161, Figure 17B, # 12).

The content analysis of the University's institutional policy and the national policy confirmed that national and institutional procedures should be transparent within the same national education system. When analyzing national and institutional policies, it is clear that meeting quality assurance standards within the European community of higher education is the full responsibility of the institutions of higher education in the United Kingdom. "With respect to the Code of Practice the University does not have to adhere on a precept-by-precept basis to the Code, but it is expected to show how the intentions of the precepts have been addressed, and to consider any key changes that need to be made to current practices" (Guide to the Bologna Process, 2007, p. 49).

One of the interesting findings of the content analysis is that the University of Cambridge institutional policy, *The Guide to Quality Assurance and Enhancement* is more compatible with the *ESG* than the *Code of Practice*. The findings suggest that the institution is in charge of implementation of quality assurance according to the mandates of the Berlin Communiqué (2003).

## Poland

Before 1989, with only a few universities, the Polish communist government regulated admission requirements, curricula, research, access to worldwide academic

circles, and the teaching process. These institutions and research institutes managed to maintain high quality and a competitive level of their offerings. The main driving force for introducing accreditation was the transformation from communism after 1989 (van der Wende & Westerheijden, 2001). The region's reorganization in Europe and preparation for membership in the European Union set the background for educational reforms (Reichert & Tauch, 2003). After liberation from the communist regime in 1989, Poland saw this process as an opportunity to join the European scholastic community to build the European Higher Education Area.

The changes in national education system in Poland, before the Bologna Declaration (1999), were made mainly to reorganize existing universities and manage rapidly developing new institutions of higher education by:

- passing of a new education policy, the 1990 Act on Higher Education (see Figure 13A, p. 101, # 2 & Figure 18A, p. 166, # 2) that allowed for institutional autonomy, academic freedom for teaching faculty, and most importantly, introduced competition in gaining budgetary support for research and recruiting the best staff. The same Act delegated certain functions of education quality assurance to be fulfilled by Rada Główna Szkolnictwa Wyższego, an independent elected academic body. The Act allowed them to develop new degree programs, and restructure the higher education system to reflect more closely the Anglo-Saxon model of education, as promoted subsequently by the Bologna Declaration (1999). The Act also permitted establishing of private institutions of higher education, which resulted in rapid expansion of colleges and universities;

- establishing the State Committee for Scientific Research by the Act of 1991 (see p. 101, Figure 13A, # 3);
- by reforming higher education again in 1997 with passage of the Law on Higher Education (refer to Figure 13A, p. 101, # 4 & Figure 18B, p. 168, # 4).

The period between 1996 and 2001 marked very intensive efforts in quality assurance system implementation in Polish higher education. Figure 18B, p. 168 illustrates the establishment of a variety of accreditation committees, along with the Conference of Rectors of Academic Schools in Poland which is in charge of peer accreditation. The education reforms continued by:

- preparing future generations for higher education and preparing the education system to be ready for the Bologna Declaration implementation. In order to do that the government passed another Act on Higher Education in 1999 (see p. 103, Figure 13B, # 6).

Poland signed the Bologna Declaration in 1999 and joined the process of the European harmonization of higher education (Figure 13B, p. 103, # 7). By joining the process, Poland made a step that took the country closer to the European Union. The Government established a state agency for quality assurance: Państwowa Komisja Akredytacyjna began functioning in 2002. It is a statutory organ that covers the entire higher education sector and operates for the benefit of quality evaluation. Its opinions and resolutions have a legal effect (see p. 103, Figure 13B, # 8).

Poland became a member of the European Union in 2004 and this event had a tremendous impact on every aspect of the country. Another important Law on Higher Education was passed, the Act of 2005, which provided legal basis for adopting and

implementing European standards for quality assurance, as well as enforced mandatory establishment of the principles of the Bologna Declaration (Figure 13C, p. 106, # 14). In 2007, the Minister of Science and Higher Education signed a Resolution on National Teaching Standards for each field and level of study (see p. 173, Figure 18D, # 29). The impact of the above described national changes in the national education system will be discussed first on the national, followed by the institutional level, and concluded with the European level.

### National Level

The Polish government's involvement is strategic for the governance of the institutions of higher education. After 1989 Poland experienced not only a dynamic growth of private colleges and universities, but also an increase in student enrollment rates. This vast expansion required immediate action from the government to introduce an internal system of education and quality assurance assessment systems. Established in 2002 Państwowa Komisja Akredytacyjna (PKA) took over the function of quality control in national higher education. With resolutions adopted between 2005 and 2009, the Agency revised all basic procedures, rules and accreditation criteria, adopted and implemented the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG) (content analysis of Polish national quality assurance policies).

The national higher education system is still centralized in Poland. Even though the institutions of higher education became autonomous after 1989, they continue relying on government control and support, especially financial. In 2007, the Minister of Science and Higher Education signed a regulation regarding educational standards for each field

and level of study. In addition, it forced a mandatory implementation of internal quality assurance system by all institutions of higher education, including private (see p. 173, Figure 18D, # 29, & content analysis). Accreditation is directly connected to funding in Poland.

#### Institutional Level/Uniwersytet Jagielloński

Institutions of higher education developed their own internal quality assurance systems in accordance with the following elements: their missions, profile of education, students, staff, school's tradition and external factors (Polish Law on Higher Education, 2005). The findings from the content analysis of the Polish policies have shown that some of those elements were defined by the law as an obligatory condition. Polish institutions of higher education are bound by the rules of the PKA to observe the ESG. Uniwersytet Jagielloński (UJ) is no different.

As a top ranked university in Poland, UJ always maintained the highest quality of education provisions and was involved in protecting the highest quality of teaching in Polish institutions. In 1989, Poland experienced uncontrollable increase in student enrollment, an increase in the number of new colleges being established, and in programs offered. As such, the University took action in protecting teaching and learning standards. In 1998, the University was represented at the meeting of the University Accreditation Committee to develop standards for quality assurance in higher education (refer to p. 179, Figure 19A, # 1).

With the establishment of the PKA in 2002, the University delegated faculty members to serve on the Commission's accreditation teams. Beginning 2003, the PKA started conducting quality reviews of the UJ's programs of study (Figure 19B, p. 181, #



3, 4). The 2005 Law on Higher Education provided legal background for the UJ to develop and issue two Decisions: No. 107 regarding establishment of the Permanent Rectoral Commission for Academic Programs and Teaching Development ([www.uj.edu.pl](http://www.uj.edu.pl)) for implementation of teaching standards and quality assurance; and No. 126 regarding establishment of the Permanent Rectoral Commission for Teaching Quality ([www.uj.edu.pl](http://www.uj.edu.pl)) (Figure 19C, p. 183, # 7, # 8).

#### European Level

Poland maintained very close relationships with its foreign partners regarding the quality assurance implementation process from the very beginning. The Central and East European Network of Quality Assurance Agencies in Higher Education (CEEN) was founded in Krakow, Poland in 2001 (Figure 18B, p. 168, # 14), and officially registered in Vienna, Austria in 2002 (see p. 171, Figure 18C, #16) where Poland became a member.

In 2003, the PKA applied for membership of the European Association for Quality Assurance Agencies and was granted observer status (refer to p. 171, Figure 18C, # 17). In 2008 ENQA conducted an external quality review of the PKA. As a result the Commission obtained a full membership in 2009 (see p. 176, Figure 18E, # 31). The PKA was also granted a membership of the European Consortium for Accreditation in 2005 (see p. 173, Figure 18D, # 20). The membership of the European Quality Agencies Register came as the next in April of 2009 (refer to p. 176, Figure 18E, # 32).

### Question # 3

The section will address question No 3: What were the challenges of the European quality assurance policy implementation in the examined countries?

This question was also fully aligned with the next step of the Fischer's theoretical framework, vindication. *Vindication* empirically assesses the “instrumental consequences of a policy goal in terms of the system as a whole” (Fischer, 1999, p. 21). “Second order inquiry” shifts from the concrete setting to the societal system as a whole, and seeks to “show that a policy goal addresses a valuable function for the existing societal arrangements” (p. 21). Vindication is organized around the following questions:

1. Does the policy goal have instrumental or contributive value for the society as a whole?
2. Does the policy goal result in unanticipated problems with important societal consequences?
3. Does a commitment to the policy goal lead to consequences (e.g., benefits and costs) that are judged to be equitably distributed?

Vindication steps outside of the situational action context in which program criteria are applied and implemented in order to assess empirically the instrumental consequences of a policy's goals for the system as a whole.

B.	Systems Discourse	Societal Vindication (Goals)
		Organizing question: Does the policy have instrumental or contributive value for the society as a whole? Research question: What are the challenges of the European quality assurance policy implementation in examined countries?

The Bologna Declaration of 1999 aimed to harmonize higher education systems across Europe by implementing common principles, with quality assurance as one of them. This study analyzed quality assurance policy implementation process in two European countries: (1) The United Kingdom as a Western European country with stable economy and prestigious higher education system and (2) Poland, as a former communist country in the middle of national restructuralization after the fall of communism in 1989. Obviously, the systems were at different stages of development when the *European Standards and Guidelines* were published in 2005. The findings from the European quality assurance policy implementation evaluation by CARMA will be utilized in this section by comparing challenges in both countries in the following areas: governmental involvement, institutional autonomy, external review teams, and student participation in assessment process.

#### Government Involvement

##### The United Kingdom

Even though the United Kingdom was one of four initiators of the Bologna Declaration and the Government set national policies, the Quality Assurance Agency is fully in charge of quality assurance policy implementation. One of the challenges in the United Kingdom is a decentralized education system. Implementation of the quality assurance policy was required by the government, but the Ministry of Education has not taken any official stand, nor issued an official support for the *Standards and Guidelines for Quality Assurance (ESG)* policy. And since funding does not depend on accreditation, the institutions are not mandated to follow the recommendations of the European quality assurance policy.

Implementation of the quality assurance policy is carried out by the Quality Assurance Agency and individual institutions of higher education. The Agency is an independent of UK governments and is owned by the organizations that represent the heads of UK universities and colleges. The UK approach of institutional quality assurance has a clear focus on quality enhancement in order for the higher education stakeholders to better understand the principles of the European quality assurance system ([www.europeunit.ac.uk](http://www.europeunit.ac.uk)). It is a common believe that the ESG policy will create an additional layer of evaluation for UK higher education institutions which is needed and expected from the Government in order to show more interest in the quality assurance implementation process.

### Poland

In Poland decisions about higher education system are made by the Government. Even though the institutions of higher education became autonomous after liberation from communism, the government still regulates and controls higher education. The Government in Poland actively participates in the process of quality assurance implementation.

Państwowa Komisja Akredytacyjna (PKA) was established by the Government, and was ultimately responsible to the Ministry of Science and Higher Education to develop a quality assurance policy according to the ESG standards. One of the elements of PKA strategic plan (2007) was to develop and implement the Polish version of the ENQA's Standards and Guidelines for Higher Education. So far, the quality assurance policy looks very complex. Instead of one document, multiple official resolutions must be followed (Appendix III).

## Institutional Autonomy

### The United Kingdom

Institutions of higher education in the UK are fully autonomous and self-governed. They are more diversified, inconsistent, and not always uniformed in regards to the level of the quality assurance implementation. Thus, the attitude towards the external standards and guidelines was rather unwelcome. The institutions did not need bureaucratic approaches towards quality assurance in higher education ([www.europeunit.ac.uk](http://www.europeunit.ac.uk)) (CARMA analysis, Appendix IX).

The first important step of the quality assurance implementation process is to convince faculty members since they are the ones who have a direct contact and impact on teaching and learning process. Institutional quality audits in the United Kingdom are the method of choice whereas in other European countries the quality assessment of programs is the established course of action (Wintermantel, 2007).

The additional challenge for the quality assurance implementation is the one year master study programs (Cemmel & Bekhradnia, 2008) (CARMA analysis, Appendix IX). They should be modified according to the European qualifications, along with better recognition of foreign credits and degrees. More attention should also be paid to developing credit system according to the Bologna Declaration principles (CARMA analysis, Appendix IX). Having all these components in place would make higher education in the United Kingdom compatible with other European countries, and would help to build mutual trust and recognition among education systems.

### University of Cambridge

Instead of a centralized system, the university delegates significant responsibility to faculties and departments for developing and overseeing quality assurance procedures.

This approach is seen as a potential risk to learning and teaching provisions. When analyzing the institutional quality assurance policy implementation, it was striking that the University of Cambridge developed the Guide to Quality Assurance which regulates all requirements for quality assessment without reference to ESG.

So far, the university has not made significant changes to follow the European quality assurance policy requirements. It is understandable that traditions are hard to change. But, at the same time, the University should not wait and rely only on history and reputation when other universities have already participating in the soon-to-be-world pursuit of quality in higher education.

#### Poland

Although Polish institutions of higher education became independent, the government sets the rules and controls the process. The full autonomy of higher education institutions needs to be recognized. Measuring the quality of teaching in Polish institutions of higher education became difficult due to increased enrollment and fewer faculty members. One of the biggest problems in Poland is the transparency and comparability of studies at different universities in different academic centers. Due to a rapid expansion of institutions of higher education, a large number of small, private colleges offer, unfortunately, low quality programs (ESIB, 2005).

The Polish situation with no tuition for full-time students or minimal fees for part-time students; competitive admission system; high teaching loads; big class size; new offered programs; change structure of degrees; lecturing in foreign languages; still limited student and faculty mobility due to the cost; for all of these elements create complex and overpowering problems for Polish higher education.

### Uniwersytet Jagielloński

University's faculty actively participates in quality assurance events on national and international levels.

#### External Review Teams

##### The United Kingdom

The QAA carries out institutional audits of all higher education institutions in the UK. Audit is an evidence-based peer review process and forms part of the UK Quality Assurance Framework. However, some concerns about reviewers' opinions are that they could be biased or prejudicial (Harvey, 2006).

##### Poland

All requirements are set and mandated by the Government.

#### Student Participation on Review Teams

##### The United Kingdom

Students should take active part as full members of the board of directors of the QAA and be part of audit teams. So far their role is limited to provide information before and during the site visits (QAA, 2006). Student participation in quality assurance needs to progress from the observer status to active members of assessment teams.

##### Poland

Students are part of the quality assurance review teams.

#### Summary

The findings indicate that the progress in quality assurance process implementation relies mainly on how the national system is structured. The implementation of quality assurance policy requires involvement from all stakeholders of education (Figure 23), but

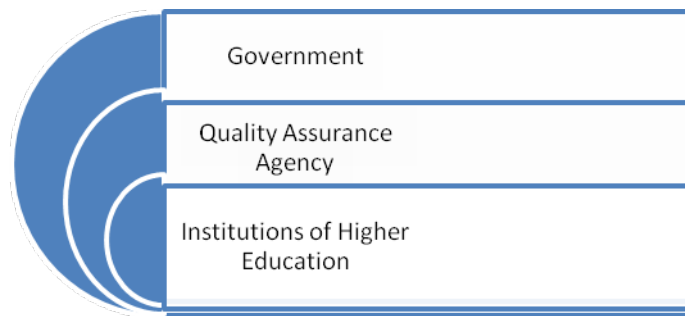
according to the Berlin Communiqué (2003) reinforced by the Bergen Communiqué (2005) the process should be in the hands of individual institutions of higher education. This approach seems to work for UK's decentralized system.

But this does not mean that this system is the best. The government may have a role in the implementation process, if only to streamline it. From a Polish perspective, the centralized system of higher education management seems to work better for the quality assurance implementation but, at the same time, it looks more complex, more bureaucratic when compared to the UK's system. The complexity is not only within the key players involved in the implementation process, but it is also shown through the number of policies/state laws, and resolutions (Appendix III) published. Regardless of progress made thus far, both national governments and individual institutions (University of Cambridge and Uniwersytet Jagielloński) are increasingly recognizing the value of a common quality assurance system. As with many debates, wisdom often comes from different perspectives. McDermott (1999) says, "Centralization and decentralization ought to be understood as forces between which a complementary balance can be struck, rather than as mutually exclusive alternatives" (p. 11).



England

Decentralized System



Poland

Centralized System

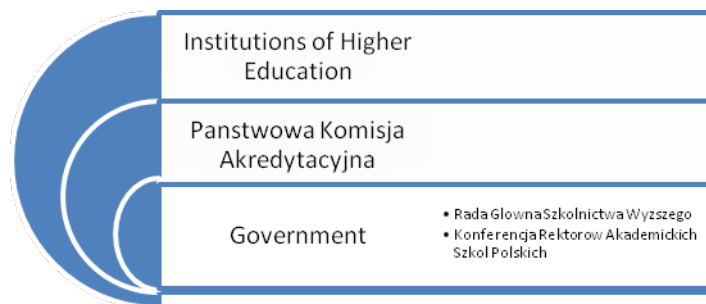


Figure 23: National higher education systems in England and Poland

#### Question # 4

This section of Chapter four will address question # 4: What are the national and institutional benefits of the European quality assurance policy?

The benefits of the European quality assurance policy implementation on the national and institutional levels will be discussed by utilizing findings from the quality assurance policy evaluation by CARMA (Putney, Wink, & Perkins, 2006). As in the previous questions, the Fischer's theoretical framework guided question No. 4.

*Social choice*, as the final step of Fischer’s policy analysis framework examines social discourse through “ideological and value questions” (Fischer, 1999, p. 22). *Social choice* centers around the following questions:

1. Do the fundamental ideals that organize the accepted social order provide a basis for a legitimate resolution of conflicting judgments?
2. If the social order is unable to resolve basic value conflicts, do other social orders equitably prescribe the relevant interests and needs that the conflicts reflect?
3. Do normative reflection supports the justification and adoption of an alternative ideology and the social order it prescribes? (Fischer, 1999, p. 22).

The fourth discursive phase of Fischer’s theory involves an interpretive critique of social and political theories and it would draw questions, like “what kinds of social values should the educational curriculum be built upon and toward which end?” (Fischer, 1999, p. 22).

A. Ideological Discourse	Social Choice (Values)
	Organizing question: Do the fundamental ideals that organize the accepted social order provide a basis for a legitimate resolution of conflicting judgments? Research question: What are the national and institutional benefits of the European quality assurance policy?

In spite of many challenges, the quality assurance policy developed during the implementation process in the two examined countries resulted in many benefits since its execution. The findings of the CARMA analysis of the quality assurance policy “The Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area” will be discussed in this section to show how higher education systems in the United Kingdom and Poland benefitted on national and institutional levels.

## The United Kingdom

### National Level

The Quality Assurance Agency (QAA) provides the UK's institutions of higher education with significant assistance for designing and conducting internal quality assurance. In 2005, QAA carried an extensive assessment and revision process of the entire higher education system in the UK; on the relationship of the ESG to the Academic Infrastructure for quality and standards; and QAA's principles, policies, audit and review processes. As a result of this assessment exercise, sections 6 and 7 of the Code of Practice were reviewed and revised in 2006 ([www.qaa.ac.uk](http://www.qaa.ac.uk)). The findings of the content analysis (Appendix IX) illustrate the details of compability of these two policies: the ESG and the Code of Practice.

As additional benefit for the UK higher education system and the European higher education system, the Agency planned to conduct a peer review of all elements of the Academic Infrastructure according to the ESG requirements before 2010. The European Association for Quality Assurance in Higher Education (ENQA) for the first time conducted an audit of the QAA in 2008. In the final report, the ENQA stated that overall performance against the ESG standards demonstrate broad alignment with the ESG for internal and external quality assurance ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

### Institutional Level

Implementation of the ESG was left to the institutions of higher education as their primary responsibility according to the Berlin Communiqué (2003). The most current institutional audit of the University of Cambridge, conducted by the QAA in February 2008, utilized the Revised in 2006, Sections 6 and 7 of the Code of Practice. The audit

found all reference points in respect of the Code of Practice for the assurance of academic quality and standards in higher education, and in this respect the audit report has a reference to the ESG policy (Section 6 and 7) (QAA Report, 2008).

## Poland

### National Level

The Polish higher education system adopted the ESG quality standards in 2005 and gradually implemented them in institutions of higher education, making Polish quality assurance system in full compliance with the ENQA standards. In 2008, Państwowa Komisja Akredytacyjna was reviewed by the ENQA and the Agency was granted a full membership in ENQA in January 2009. The Agency was also accepted to the European Quality Assurance Register for Higher Education (EQAR). Acceptance to these two major European organizations is a significant accomplishment for the Polish higher education system.

### Institutional Level

All academic programs of Uniwersytet Jagielloński received national accreditation and are in full compliance with the ESG standards. Despite financial disadvantages compared to other European countries, the University's faculty actively participates in quality assurance events on national and international levels.

## Summary of Findings

Chapter four discussed the findings and addressed four questions guiding the study with reference to the specific steps of the Fischer's theory that structured and framed this research design. This framework was particularly well suited to analyze the complex and multi-faceted challenges addressed in the quality assurance policy implementation process on the European continent. Furthermore, the researcher described the impact of

the European quality assurance policy on the national systems of higher education in the United Kingdom and Poland, two European countries selected for this research study.

Some of the key findings include:

The meaning of quality assurance

- The Bologna Declaration (1999) with its principles including quality assurance introduced a new process of educational reforms that attempted to harmonize diverse quality assurance systems in institutions of higher education in European countries;
- The quality assurance became a fundamental principle in the Bologna Process that links all remaining principles in order to successfully accomplish the goal of the Bologna Declaration by creating the European Higher Education Area;
- The European Standards and Guidelines for Quality Assurance (ESG) policy assists European higher education stakeholders with reference points of quality assurance requirements on European level to make sure all higher education systems will be transparent, compatible, comparable, and mutually recognized.

Changes:

- Changes in the UK national education system were made to reform existing higher education institutions by making them more efficient, allowing them to compete with each other to attract students, implementing a process of audit and assessment of education quality, and increasing number of universities;
- All universities in the UK and many of the higher education colleges are degree awarding institutions;
- Higher education institutions in the UK are autonomous bodies, and almost all receive significant amounts of public funding;

- Quality assurance is required by the government, but the Quality Assurance Agency is entirely responsible for the implementation process in the UK institutions of higher education;
- The Code of Practice, the UK national quality assurance policy, has only three sections that are compatible with the ESG standards;
- The revisions of the UK national quality assurance standards against the ESG have not been completed yet;
- The institutional quality assurance policy of the University of Cambridge *The Guide to Quality Assurance* presents more compatibility with the ESG standards than the Code of Practice, the national policy. This finding suggests that the institutions should be in charge of implementation of quality assurance according to the mandates of the Berlin Communiqué (2003) and reinforced by the Bergen Communiqué (2005);
- Changes in the Polish national education system were made to reorganize existing universities in 1989 and to manage rapidly developing new institutions of higher education after the fall of communism;
- Państwowa Komisja Akredytacyjna was established by the government as a statutory organ that covers the entire higher education system and operates for the benefit of quality evaluation;
- Acceptance of the ESG standards in 2005 resulted in reviewing and revising all existing regulations on quality assurance in higher education in Poland;

- The government in Poland linked accreditation directly to funding to make sure all institutions of higher education implement the required European quality assurance standards.

Challenges:

- The overall challenge for all participating players is internationalization and globalization of higher education. The quality assurance standards became a framework that for some countries like the United Kingdom looked like a threat by limiting the capability of individual countries and institutions to preserve uniqueness, and in case of England, the prestige of their education system;
- Decentralized system of higher education in the United Kingdom;
- The implementation of quality assurance in the UK is disconnected from the government and funding;
- Students should become active participants of review teams in the UK and not restricted to holding status as observers;
- Poland should decentralize control of higher education to a system that permits some institutional autonomy consistent with the Berlin (2003) and Bergen (2005) Communiqués which quite rightly recognized that the primary responsibility for quality assurance in higher education rests with the universities and colleges;
- A lack of simplified quality assurance policy in Polish higher education;
- The process of developing and implementing the Polish version of the ESG policy has not been completed yet;
- Polish quality assurance policy, existing in the form of a list of laws and resolutions, looks very complex.

Benefits:

- The quality of teaching in UK universities, together with assurance arrangements by an independent Quality Assurance Agency in the UK, are highly regarded in other countries;
- Significant assistance provided by the QAA in the United Kingdom to higher education institutions;
- Three sections of the Code of Practice (UK) have been revised consistent with the ESG;
- QAA in the UK plans to complete the revisions of the Code according to the ESG standards by 2010;
- Student participation is vital to the quality assurance process in Poland;
- The Polish quality assurance system complies fully with the ESG standards;
- Państwowa Komisja Akredytacyjna was granted a full membership to ENQA;
- Państwowa Komisja Akredytacyjna was accepted to the European Quality Assurance Register;
- All programs of the Uniwersytet Jagielloński received national accreditation and are in full compliance with the European quality assurance standards.

Chapter five discusses the conclusions and implications resulting from this analysis of the process of the European quality assurance policy modification and implementation in England and Poland utilizing Fischer's (1999) policy analysis paradigm.



## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### Discussion

At the time when these concluding paragraphs are being written in late October 2009, it appears that the Bologna Process organizers are getting ready for meetings in Vienna and Budapest in 2010 to celebrate establishment of the European Higher Education Area. While representatives of European higher education stakeholders are adding finishing touches to speeches and report cards to discuss their countries' progress since the last Ministerial Summit in La Neuve earlier this year, the world has been anxiously waiting for the Bologna Process implementation's outcomes.

The European higher education reform, a process of building European society of knowledge (Bologna Declaration, 1999), expanding borderless education, and increasing mobility of students and faculty members has caught world-wide attention of student affair professionals, researchers, business and political leaders during the last decade. Higher education is no longer kept within national borders but the global arena. Since this is a customer- oriented industry offering services to its customers, it became a component of world trade organizations (WTO, GATS), expanding its services within education, and research worldwide.

The process of globalization of higher education is nothing else, but building international networks, sharing knowledge, and research. The most appealing feature of educational networking is that it has limitless potential. The possibilities of sharing and exchanging knowledge, research, and diversity are countless. And in this regard, European higher education takes advantage of the Bologna Declaration.

The purpose of this qualitative and comparative case study was to introduce, describe and analyze the process of the European quality assurance policy modification and implementation in two selected countries: the United Kingdom (specifically England) and Poland by focusing on a top university in each country: the University of Cambridge and Uniwersytet Jagielloński. The researcher utilized document analysis, mainly national and institutional quality assurance policies to conduct the analysis.

### The Bologna Process

The Ministers of education from four European countries (Italy, Germany, France, and the United Kingdom) decided to enter into an agreement regarding their national higher education systems. They agreed to provide a common set of qualifications in their higher education systems based on three-tiered cycle already existing in the UK. The signatory countries invited all other European countries to:

[...] Create a European area of higher education, where national identities and common interests can interact and strengthen each other for the benefit of Europe, of its students, and more generally of its citizens. We call on other Member States of the Union and other European countries to join us in this objective and on all European Universities to consolidate Europe's standing in the world through continuously improved and updated education for its citizens[...] (Sorbonne Declaration, 1998).

The Bologna Declaration was signed on June 19, 1999 by 29 European countries including the United Kingdom and Poland. The Bologna Declaration aimed at creating the European Higher Education Area by 2010. Just a few months before 2010, the process has harmonized systems of higher education in 46 European countries, and some countries beyond European continent have already shown interest in the implementation of the Bologna Declaration's principles.

The Bologna Declaration introduced the following principles:

- Creating a common frame of reference to understand and compare diplomas through implementation of the Diploma Supplement, a document similar to American transcript;
- Implementing credit system called the European Credit Transfer System (ECTS);
- Restructuring of programs at undergraduate and graduate levels; introducing three-tiered degree system;
- Increasing student and staff mobility;
- Reforming national frameworks for program qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and
- Introducing comparable criteria and methods in quality assurance process (accreditation).

This research study was focused only on one but very significant principle, quality assurance. Quality assurance emerged slowly as an important factor for the success of the Bologna Process, and its importance grew progressively since beginning in 1999. The reason why the researcher looked at this principle was simple. Quality assurance in higher education provides the foundation of the academic system. Quality assurance is considered a requirement for all education policies including academic program requirements, teaching standards, qualification framework, institutional infrastructure, and funding. And, it ties together all other remaining principles of the Bologna Declaration. In order to harmonize European countries' higher education systems, by building trust and mutual recognition of credits and academic degrees, a set of reference points was desired.

In 2005 the European Association for Quality Assurance in Higher Education (ENQA) published Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) that introduced European criteria and methods for quality assurance assessment in higher education in relation to: internal (institutional), external (peer-review), and quality assurance agency external audit. This study examined the adoption, modification, and implementation process of this European quality assurance policy on changes in national education systems in England (where the majority of universities and colleges are located) and Poland, and their top universities: University of Cambridge and Uniwersytet Jagielloński.

### Findings

Both countries joined the Bologna Process at the same time by signing the Bologna Declaration in 1999. Because the starting position of selected countries was so different, the impact of the Bologna Declaration varied across the countries. The United Kingdom, one of the initiators of the Bologna Process, has a stable economy; prestigious higher education system; mobility of students and faculty; a few decades of experience in quality assurance system; and three-tiered degree system already in place; the implementation process of the Bologna principles did not proceed without problems. The higher education system is decentralized and institutions of higher education are entirely responsible for internal quality assurance of education provisions. Universities and colleges are autonomous and self governed. Most receive state funding. Implementation of the quality assurance policy was required by the government, but the Ministry of Education has not taken any official stand, nor issued any official support for the

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) policy.

Before 1999, the national education system was reformed mainly to make existing institutions of higher education more efficient. The agency responsible for quality assurance was established in 1997 (before Bologna). The Quality Assurance Agency is independent of UK government and is owned by the organizations that represent the heads of UK universities and colleges. It carries out external quality assurance by conducting audits of institutions of higher education. Interestingly enough, the Agency provides universities and colleges with substantial guidance for designing and conducting internal quality assurance as well, therefore the Agency plays a significant role in the implementation of part one of the ESG. This assistance provided by the Agency could be considered as a benefit compared to Polish case.

One of the interesting findings is the fact that since the government did not set regulations for external quality assurance assessment, the QAA has to conduct external quality assurance of the institutions of higher education; therefore, the Agency seems to be solely responsible for the whole implementation process.

No direct connection exists between quality assurance and funding, so implementation of a new especially international/external quality assurance system in higher education institution became a difficult ordeal. Most likely history and tradition play an important role in this matter. Tradition may also be a reason why the ESG policy' standards are not reflected in the national quality assurance policy, The Code of Practice (2002). From ten sections of the Code, only three were reviewed and revised by the

Quality Assurance Agency according to the ESG requirements (Section 4, 6, 7). The QAA plans to review all remaining sections of the policy according to the ESG by 2010.

When evaluating the institutional quality assurance policy of the University of Cambridge, called the Guide to Quality Assurance (2002), the only reference points are to the Academic Infrastructure, including the Code of Practice. No mention of the ESG standards appears as a reference point. However, content analysis of the Guide to Quality Assurance (institutional policy) and the ESG (European policy) has shown comparability to the Code of Practice (national policy). This finding suggests that there is a disconnection from the government and that the institutions in the UK are in charge of implementation of quality assurance according to the mandates of the Berlin Communiqué (2003).

The idea of adopting and implementing European standards, in this case, the quality assurance policy, was not really well received in the UK. It was commonly believed that the ESG policy would create an additional layer of evaluation for UK higher education institutions. Fear was expressed of potential risk of bureaucratization of higher education, and that the Bologna Process could be “harmful to the UK’s ability to attract international students” (Floud, 2005, p. 4).

It can be very surprising to some that the country which initiated the process of harmonization of higher education, actively participated in its meetings and served as a leader in quality assurance (ENQA member since 2000) developments, is not willing to make changes in its higher education system. Or it is just a continuation of ambivalence towards some aspects of the European Union policy framework, known as Euro scepticism (<http://news.bbc.co.uk> – BBC press release, April 20, 2004).

In Poland, the two last decades have been extremely fast paced in every aspect of life. Liberation from communism in 1989; extremely rapid expansion of institutions, programs and enrollment of higher education, joining the free market economy, privatization of institutions of higher education, just to name a few. Changes in Polish national education system were made to reorganize existing universities in 1989, and manage rapidly developing new institutions of higher education after the fall of communism. The education system in Poland is still centralized, even though the universities and colleges gained autonomy after 1989.

An agency, Państwowa Komisja Akredytacyjna (PKA), was established in 2002 by the government as a statutory organ that covers the entire higher education sector and operates for the benefit of quality evaluation. Adoption of the European Standards and Guidelines for Quality Assurance (ESG) in 2005 resulted in reviewing and revising all existing regulations on quality assurance in higher education. To make sure the institutions implement the required European quality assurance standards, the government linked accreditation directly to funding. As a result of this process, all institutions of higher education are in full compliance with the ESG. Additionally, PKA was granted a full membership of ENQA in 2009, followed by the membership of EQAR.

The government is in charge of issuing policies and resolutions. Existing quality assurance policy, a list of laws and resolutions, appears very complex. The process of developing the Polish version of the ESG policy has not been completed yet by the PKA. Polish institutions of higher education have experienced overloaded agendas due to the time and scope of issues related to the Bologna Process implementation. And while the mobility of students as well as faculty members is limited due to the cost, the popularity

of Poland among international students has increased

([http://succeednow.org/icee/Papers/199\\_WZielinski\\_ICEE2004\\_\(1\).pdf](http://succeednow.org/icee/Papers/199_WZielinski_ICEE2004_(1).pdf)).

It is hopeful that institutions of higher education would have more autonomy and independence from the government. In many ways, the current system remains like the old one during the communist era. According to the Berlin Communiqué (2003) the institutions of higher education should have primary responsibility for quality assurance process implementation. It could be also very beneficial if the PKA could develop a simplified quality assurance policy according to the ESG standards.

### Concluding Remarks

My interest in the Bologna Process comes from my personal and professional background. Poland is my native country, where I spent the first 35 years of my life. Professionally, I am an educator; and, for the last 20 years, I have worked in educational institutions in Poland and the United States of America. There are two reasons why I have found the harmonization process of European higher education so interesting.

One was the current, non-transparent American higher education system. I have worked for educational institutions, K-12, a community college, and a university, in the United States for the last 14 years. I am aware that 14 years' experience does not make me an expert, but it provided me with much needed experience which is a crucial factor when working on a comparative case study research. From my personal observations and experience, especially as a university admissions counselor, a degree audit reporting system analyst, academic advisor, and a graduate student, I learned that the United States, as a nation, has been struggling with transparency of its standards and requirements in higher education system, leaving responsibility to the individual states and, even



individual institutions and systems. And, as we all know, the quality of higher education differs by state. Additionally, current national accreditation standards need to be reformed to conform to international and regional agreements and obligations. This situation has caused mobility problems for students, and it impacted tremendously their academic decisions regarding university and degree choices, without even mentioning the financial burden. I have been personally involved in a process of articulating students' academic credits, helping students with a transfer from or to other higher education institutions, and learning at the same time the intricacies of the American higher education system.

The current situation of the American higher education has already been brought up, described, and discussed on a public arena as urgent in the Spellings Commission Final Report in 2006 (p. ix). According to Margaret Spellings, the Secretary of Education in the administration of President George W. Bush, the US higher education remained so far ahead of its competitors for so long that it began to take its postsecondary superiority for granted (p. ix). "Where once the United States led the world in educational attainment, recent data from the Organization for Economic Cooperation and Development (OECD) indicate that our nation is now ranked 12<sup>th</sup> among major industrialized countries in higher education attainment (p. xii). And as other nations rapidly improve their higher education systems; we are disturbed by evidence that the quality of student learning at U.S. colleges and universities is inadequate and in some cases declining" (p. 3).

Interestingly, Altbach and McGill Peterson (1998) stated that "the lack of a national approach to international education may increasingly place the United States in an isolated position" (p. 15). The United States has basically been silent on the national

importance of internationalizing higher education. It is noteworthy that the major trade treaty, North American Free Trade Agreement (NAFTA), has no stated education component. By contrast, European Union economic cooperation focuses considerable attention on education, science, and culture, and it provides the funds necessary to ensure that programs will be successful. “The lack of national focus on international education as a priority could mean that the United States will fall behind its competition in this key area” (p. 16).

The lack of interest in European higher education was also dictated by a skeptical, full of doubts atmosphere. The idea that Europe would unify its systems of higher education seemed nothing more than a dream (Foley, 2007). During the Association of International Educators (NAFSA) conference in 2003, the members of the Strategic Task Force on Education Abroad presented a report “Securing America’s Future: Global Education for a Global Age” in which they stated that “they strongly believe that the events of September 11, 2001 constituted a wake-up call – a warning that America’s ignorance of the world is now a national liability. Americans in vastly greater numbers must devote a substantive portion of their education to gaining an understanding of other countries, regions, languages and cultures, through direct personal experience” (NAFSA, 2003, p. iv). The same Strategic Task Force members encouraged the readers to “understand other countries and other cultures—friend and foe alike. We are unnecessarily putting ourselves at risk because of our stubborn monolingualism and ignorance of the world (p. 1). Or maybe the lack of interest lies in American character since 200 years ago, Alexis de Tocqueville (1805) wrote,

“Americans acquire the habit of always considering themselves as standing alone, and they are apt to imagine their whole destiny is in their hands. Thus not only does

democracy make every man forget his ancestors, but it hides its descendants and separates his contemporaries from him; it throws him back upon himself alone, and threatens in the end to confine him entirely within solitude of his own heart” (p. 194).

In contrast, beginning in 1999, European countries, now totaling 46, have managed to adopt and implement a common framework for academic degrees and programs, making higher education consistent and transparent across nations. Student mobility and transfer issues, popular in the United States, became a reality in Europe. Internationalization is a major challenge to higher education systems on both sides of the Atlantic, but Europe has clearly made a significantly greater commitment to meeting it with its Bologna Declaration framework (McKeachie & Kaplan, 2004).

The second reason why the process of harmonization of European higher education has caught my interest is the recognition and acceptance of the European degrees and credits by the American institutions of higher education. In the report, presented by the International Association of University Presidents (IAUP), in addition to mobility issues related to GATS, there are

“problems with credit transfer and accumulation; the joint development of programs by higher education institutions from different countries; the persisting problems with international recognition of degrees” (2000).

“Bologna-countries” are the third-most important origination source of international students to the United States after India and China – Table 7.

Table 7: International Graduate Applications

India	56,397
China	47,617
European Countries	36,746

Source: Open Doors 2006

Unfortunately, most of international students coming from Europe to study at U.S. institutions of higher education have had difficulties with transferring their European degrees and earned credits. The recognition of international degrees is important for facilitating periods of study abroad and for allowing students holding foreign degrees and diplomas to work in their own country, or in the international labor market (OECD, 2004). Through my research I found out that only eleven institutions of higher education in the US have already started accepting and recognizing the European credits and degrees (<http://www.wes.org/ewenr/04Jan/Poland.htm>). Hopefully, educational reform in Europe under the Bologna Process will make an impact on how the American higher education will change its credit and degree transfer systems to join the global education community.

### Conclusions

World impact of the Bologna Declaration; the European Standards and Guidelines for Quality Assurance (ESG); quality assurance as one of the Bologna Declaration's principles; recognition of qualifications; mutual trust; mobility of students and faculty members; and global competitiveness - these are just a few benefits of the process of education reform that will extend beyond the borders of the European continent.

Consequently, for any higher education institution that plans to take part in globalization, accreditation as an essential aspect is to aid higher education institutions to keep up with desired national and international standards and, at the same time, provide required academic programs to its customers. Criteria for evaluating quality of higher education have become standards. Quality assurance has become one of the most useful tools available to help higher education institutions better meet their goals.

This study considered two countries at different stages of implementation of the Bologna's principles. The United Kingdom is in a good position regarding quality assurance; however, there is still a need for action on national level. The leading position of this country's contribution to the Bologna Process was later lost since the country assumed a resistant position. It could be beneficial, however, if higher education policies would be regulated at the national level for the benefit of all stakeholders. Meanwhile, other European countries like Poland have made tremendous progress in implementing the ESG in national and institutional systems.

This study:

- expands the knowledge of the European higher educational reforms;
- increases interest in international education; and
- encourages looking for examples of a successful international cooperation/collaboration in implementing the educational reforms in higher education.

Given the study's design, the findings will contribute to existing literature and future research regarding the impact of the Bologna Process on European higher education, as well as the changes European institutions of higher education went through while implementing its principles. More important is that the findings will provide insight into the European higher educational reform efforts and international education.

Personally, I do not think the process of education reforms will be completed in 2010. The European Higher Education Area has been achieved and it will be pronounced in 2010, but the process of reforming higher education systems in Europe will continue its course. Education is a process that never stops. It is an ongoing development that changes

and unfolds the perspective of not only education in 46 European countries participating in the Bologna Process, but it has a potential of becoming a world-wide higher education system. Furthermore, this process has been already spread and expanded beyond European continent borders.

The European Union project in investing and coordinating efforts within educational cooperation has already shown positive results. First of all, it has proven that cooperation among 46 countries is possible and achievable, and important especially because that project was based on voluntary participation. The coordination of this undertaking is impressive and it should be taken as an example of successful project planning and organization.

Secondly, the differences in language, culture, heritage, and economy can be overcome when the participants work closely together to achieve common goal. It is necessary for the participants to stay open, tolerant and flexible.

#### Recommendations

Comparing other European countries' process of implementation of the Bologna's principles would bring more useful information for others interested in the process of international education.

Nevertheless, there is much still to accomplish in 2010 and beyond. There is an urgent need to address the following issues:

- Evaluate implementation process of other principles of the Bologna Process in similar case studies;
- Increase interest of the US higher education institutions in the model of the European higher education reform;

- Introduce a topic on the Bologna Declaration and its objectives in graduate programs to better prepare future generations of educators for changes in higher education world-wide;
- Create a committee on national level, with representatives from all stakeholders of higher education (including students), to establish close cooperation with the Bologna Declaration leaders;
- Conduct a research study, among US higher education institutions already accepting European credits and degrees, to assess challenges, changes made at those institutions to facilitate students from the European Higher Education Area, and look for benefits;
- Involve US institutions of higher education in recognition and acceptance of the European degrees and credits to encourage American students to participate in exchange programs in Europe;
- Conduct research study among students coming from the European Higher Education Area to find out about their experiences with the Bologna Process.

Chapter five discussed briefly the Bologna Process and its objectives. It provided an overview of this study's findings, and explained the meaning of the study in concluding remarks. Conclusions and recommendation for future studies completed this chapter.

In closing, I would like to offer a quote for all higher education stakeholders, and especially policy makers hoping they will not fear change:

*"It is not the strongest species that survives, not the most intelligent, but the ones most responsive to change"* Charles Darwin.

## APPENDIX I

### THE EUROPEAN UNION MEMBERS

Date	Country
1951	Belgium, France, West Germany, Italy, Luxemburg, the Netherlands
1973	Denmark, Ireland, the United Kingdom
1981	Greece
1986	Spain, Portugal
1995	Austria, Finland, Sweden
2004	Cyprus, the Czech Republic, Poland, Estonia, Hungary, Latvia, Lithuania, Malta, Slovakia, and Slovenia
2007	Bulgaria, Romania

#### European Union Candidates:

Croatia

Former Yugoslav Republic of Macedonia

Turkey

#### Other European Countries:

Albania

Andorra

Armenia

Azerbaijan

Belarus

Bosnia and Herzegovina

Georgia

Iceland

Kosovo

Liechtenstein

Moldova

Monaco

Montenegro

Norway

Russia

San Marino

Serbia

Switzerland

Ukraine

Vatican City State



## APPENDIX II

### PARTICIPATING COUNTRIES IN THE BOLOGNA DECLARATION PROCESS

Membership since:						Applicants to the Bologna Process
1998	1999	2001	2003	2005	2007	2009
Initiators:  Italy France Germany UK	Austria Belgium Czech Republic Bulgaria Estonia Denmark Finland Hungary Greece Ireland Iceland Latvia Luxembourg Lithuania Malta The Netherlands Norway Poland Romania Portugal Slovenia Slovak Republic Sweden Spain  Swiss Confederation	Croatia Liechtenstein Cyprus Turkey	Albania Bosnia & Herzegovina Andorra Holy See Macedonia  Russian Federation  Serbia	Armenia Azerbaijan Georgia Moldova Ukraine	Montenegro	Kyrgyzstan  Turkish Republic of Northern Cyprus  Israel Kosovo
4 countries	25 countries	33 countries	40 countries	45 countries	1 country	4 countries

Total number of members of the Bologna Process

# APPENDIX III

## QUALITY ASSURANCE POLICIES

LEVEL	POLICIES	
European/ International	<i>The European Standards and Guidelines for European Quality Assurance in Higher Education</i> (ESG) published by ENQA (2005)	
National	<b>UK</b>	<b>Poland</b>
	The <i>Code of Practice</i> published by the QAA (2002)	<p>Act of July 27, 2005 <b><i>Law on Higher Education</i></b> issued by the <u>Ministry of Science and Higher Education</u>; (Chapter 1 on General Provisions: articles 9 and 10, and Chapter 6: articles 48-53);</p> <p><b>Resolution</b> of the <u>Minister of Science and Higher Education</u> of July 12, 2007 on National Teaching Standards; and <b>internal Resolutions</b> developed and published by the <u>Państwowa Komisja Akredytacyjna</u> (PKA):</p> <p><b>Resolution No 18/2002</b> of the Presidium of Państwowa Komisja Akredytacyjna of February 28, 2002 on guidelines concerning preparing the self-evaluation report (Uchwała 18/2002);</p> <p><b>Resolution No 1042/2004</b> of the Presidium of the State Accreditation Committee of October 28, 2004 on the determination of general criteria for the quality assessment of education at a given field of study (Uchwała 28/10/04);</p> <p><b>Resolution No 201/2007</b> of the Presidium of the State Accreditation Committee of March 22, 2007 on the assessment criteria concerning teaching facilities;</p> <p><b>Resolution No 617/2007</b> of the Presidium of the State Accreditation Committee of July 5, 2007 on the assessment criteria concerning the fulfillment of the core staff requirements;</p> <p><b>Resolution No 219/2007</b> of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning of the educational outcomes verification system;</p> <p><b>Resolution No 94/2007</b> of the Presidium of the State Accreditation Committee of Feb 8, 2007 on the assessment criteria concerning the fulfillment of requirements within the scope of the academic research conducted in the discipline or field</p>

LEVEL	POLICIES	
European/ International	<i>The European Standards and Guidelines for European Quality Assurance in Higher Education</i> (ESG) published by ENQA (2005)	
National	<b>UK</b>	<b>Poland</b>
		<p>connected with a given field of study;</p> <p><b>Resolution No 95/2007</b> of the Presidium of the State Accreditation Committee of February 8, 2007 on the assessment criteria concerning study programs and curricula;</p> <p><b>Resolution No 217/2008</b> of the Presidium of the State Accreditation Committee of April 10, 2008 on the criteria for the assessment of formal and legal aspects of education;</p> <p><b>Resolution No 218/2008</b> of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning the fulfillment of student matter requirements.</p>
Institutional	<p><b>The University of Cambridge</b>  <i>Guide to Quality Assurance and Enhancement of Learning, Teaching and Assessment</i> (2007).</p>	<p><b>Uniwersytet Jagielloński</b>  Agreement of Polish Universities Concerning the Quality of Education of October 1998 amended on October 11, 1999 and November 4, 2005;</p> <p>Good Practices in Higher Education of April 26, 2007, Section No 8, p. 9; and Section 20, p. 13.</p>

## APPENDIX IV

### TIMELINE WITH THEMATIC ANALYSIS OF THE MAJOR EVENTS AND ACCOMPLISHMENTS OF THE BOLOGNA DECLARATION'S PROCESS IMPLEMENTATION IN EUROPE

#### PREPARATION PERIOD

1988

Location: Bologna, Italy

*Magna Charta Universitatum* signed by Rectors of European Universities in which they outlined the founding principles of the future process known as the Bologna Process. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

1997

Location: Lisbon, Portugal

UNESCO and the Council of Europe drafted the Lisbon Convention on the Recognition of Qualifications, concerning Higher Education in the European Region. The convention defined the framework for mutual recognition of studies, certificates, diplomas and degrees to promote academic mobility among European countries.

1998

Location: Paris, France

Education Ministers from France, Italy, Germany, and the United Kingdom signed on May 25, 1998 the Sorbonne Declaration that became the precursor to the Bologna Declaration. The Sorbonne Declaration was to harmonize the architecture of the European Higher Education System.

The signatory countries left a decision of joining the process of harmonization of higher education to other European countries by choosing a place and a time of the next meeting. The Bologna University in Italy was chosen as the host of the next meeting. The follow up meeting was the perfect occasion to celebrate university's the 900<sup>th</sup> anniversary (Sorbonne Declaration, 1998).

Location: Wien, Austria

The preparations for the Bologna Forum were discussed at in informal meeting of the European Union Ministers of Education and at a meeting of Directors-General of Higher Education and Presidents of Rectors' Conferences of the Member States of the European Union. As part of the preparations for the planned Bologna Forum, the Confederation of the European Rectors' Conferences in cooperation with the Association of European Universities (CRE), in October 1998 established a Steering Committee to assist in the preparations of the Bologna Forum.

The role of the committee was to discuss, collect information, and analyze the current trends in higher education structures in the Member States of the European Union and the European Economic Area. As part of the committee's work was to sponsor a project

called “Trends on Learning Structures in Higher Education” with the financial support received from the European Commission. The project provided “an outline and overview of learning structures in higher education and comparative analysis of the different systems embodying these structures, thereby offering a tool to identify possible divergences and convergences in the national and institutional policies” (1999, p.2).

#### IMPLEMENTATION PERIOD

1999

Location: Bologna, Italy

On June 19, 1999 the Education ministers from twenty-nine countries signed the Bologna Declaration. It became known as the Bologna Process. The declaration built on the themes of the Sorbonne Declaration but added focus on transparency and comparability of European degrees and a promise to cooperate in the field of quality assurance. To make sure the process is conducted properly and without mistakes, ministers expressed their wish to meet every two years to present challenges, further developments, and outcomes (Bologna Declaration, 1999).

2001

Location: Salamanca, Spain

Over 300 European higher education institutions and their main representative organizations, gathered in Salamanca on March 29-30, 2001 to prepare their input prior to the Ministerial Summit in Prague. European higher education institutions reaffirmed their support to the principles of the Bologna Declaration and their commitment to the creation of the European Higher Education Area by the end of the decade. The European University Association (EUA) was established in Salamanca.

Location: Göteborg, Sweden

Student Convention

On March 25, 2001 the representatives of the National Unions of Students in Europe formally adopted their position supporting the Bologna Declaration.

Location: Prague, Czech Republic

Two years after signing the Bologna Declaration and three years after the Sorbonne Declaration, European Ministers in charge of higher education, representing 33 signatories, met in Prague, on May 19, 2001, in order to review the progress achieved and to set directions and priorities for the coming years of the process. It was the 1<sup>st</sup> follow-up meeting where representatives from national governments, the European Commission, universities and students get together.

The choice of Prague to hold this meeting is a symbol of their will to involve the whole of Europe in the process in the light of enlargement of the European Union (Prague Communiqué, 2001).

## 2003

Location: Graz, Austria

The European Universities Association (EUA) held a convention to support the Bologna Process' principles.

Location: Berlin, Germany

On September 19, 2003 ministers responsible for higher education from 40 European countries including Russia and Southeast Europe, met in Berlin at the 2<sup>nd</sup> follow-up meeting. They discussed progress and recommendations to extend coverage to the links between the European Higher Education Area (EHEA) and the European Research Area (ERA).

Ministers made the Follow-up Group responsible for organizing a stocktaking process in time for their summit in 2005, and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years:

- Quality assurance
- Two-cycle system
- Recognition of degrees and periods of studies (Berlin Communiqué, 2003).

## 2005

Location: Bergen, Norway

On May 19-20, 2005, the ministers held the 3<sup>rd</sup> follow-up meeting. Ministers reviewed the progress of the Bologna Declaration and set directions for the further development towards the European Higher Education Area to be realized by 2010. One of the main topics discussed at that meeting was the progress in quality assurance. Participating countries shared their experiences in establishing national accrediting agencies, and introducing quality assurance standards and procedures in the institutions of higher education. European Ministers of Education adopted an overarching framework for qualifications (Bergen Communiqué, 2005).

## 2007

Location: London, UK

On May 17-18, 2007 in London the ministers held the 4<sup>th</sup> follow-up meeting. Ministers issued the London Communiqué published in May 2007 in which they noted that most progress has occurred in the areas of undergraduate access to the next educational cycle and in the external quality assurance systems. Ministers adopted a strategy on how to reach out to other continents. They also gave the green light to create a Register of European Quality Assurance Agencies (London Communiqué, 2007).

## 2009

Location: Leuven/Louvain, la- Neuve, the Netherlands

The 5<sup>th</sup> follow-up meeting took place on April 28-29, 2009 in the Netherlands. The last ministerial meeting was hosted by the Benelux countries. The Ministers discussed the importance of lifelong learning, expanding access to higher education, and mobility.

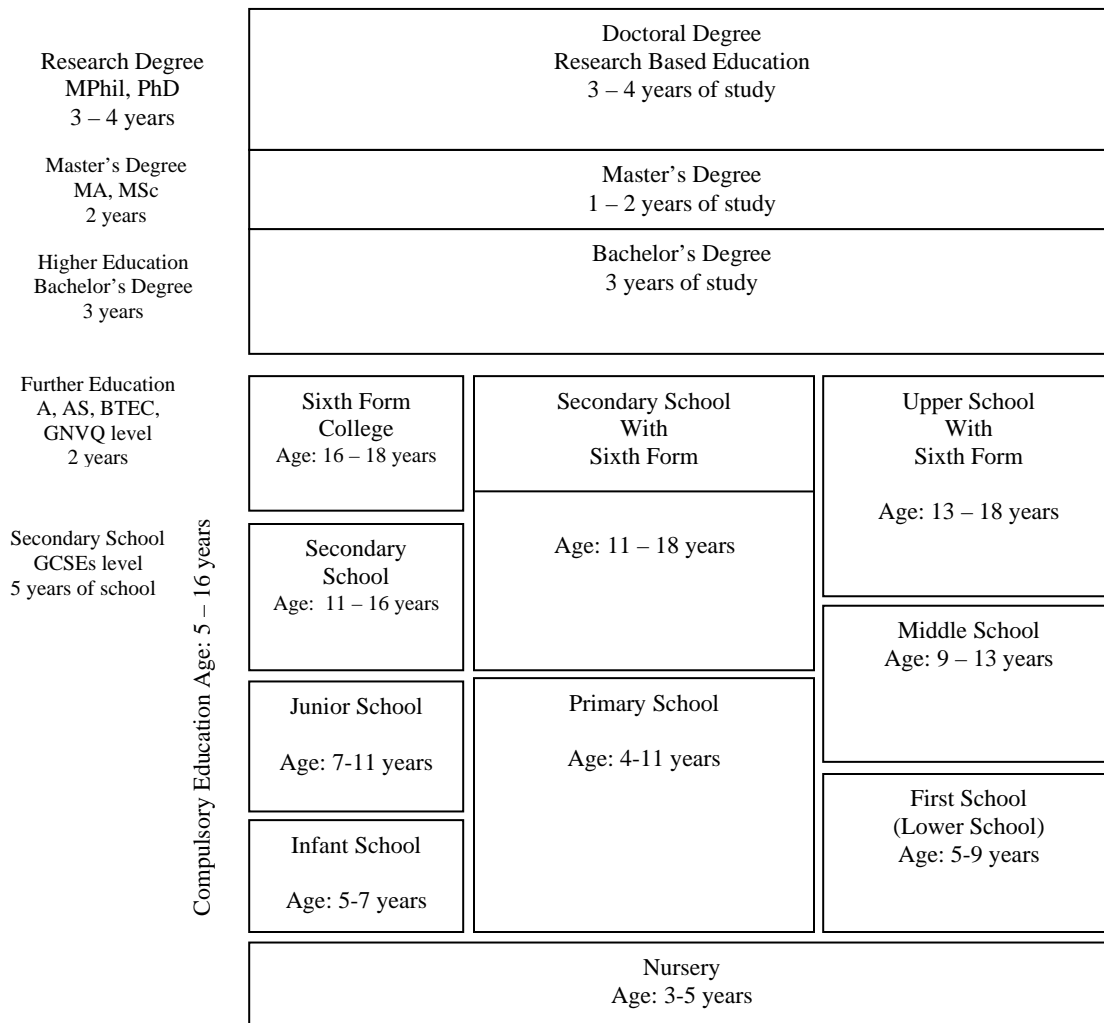
## 2010

Location: Budapest, Hungary and Vienna, Austria

“Bologna Ministerial Anniversary Conference” will take in two locations: in the House of Parliament in Budapest, Hungary on March 11, 2010, and at the Vienna Imperial Palace Congress Centre on March 12, 2010  
(<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/> ).

## APPENDIX V



### EDUCATION SYSTEM IN THE UNITED KINGDOM







## APPENDIX VI

### UNIVERSITY OF CAMBRIDGE AND UNIwersytet Jagiełoński

Coat of Arms	<p style="text-align: center;">University of Cambridge</p> 	<p style="text-align: center;">Uniwersytet Jagiełoński</p> 
Est. year	1209	1364
Type	Public	Public
Organization Structure	<p>Schools (6), Faculties (26), Departments (over 150)</p> <p>Schools:</p> <ul style="list-style-type: none"> <li>Arts and Humanities</li> <li>Biological Sciences, inc.</li> <li>Veterinary Medicine</li> <li>Clinical Medicine</li> <li>Humanities and Social Sciences</li> <li>Physical Sciences</li> <li>Technology</li> </ul>	<p>Faculties (15), Specializations/Majors (93)</p> <p>Faculties:</p> <ul style="list-style-type: none"> <li>Law and Administration</li> <li>Medicine and Dentistry*</li> <li>Pharmacy and Medical Analysis*</li> <li>Health Care*</li> <li>Philosophy</li> <li>History</li> <li>Philology</li> <li>Polish Language and Literature</li> <li>Physics, Astronomy and Applied</li> <li>Computer Science</li> <li>Chemistry</li> <li>Biology and Earth Sciences</li> <li>Management and Social</li> <li>Communication International and</li> <li>Political Studies Biochemistry,</li> <li>Biophysics and Biotechnology</li> </ul> <p>*Collegium Medicum (Medical Academy)</p>
Motto	<p><i>Hinc lucem et pocula sacra</i></p> <p>From here, light and sacred draughts</p>	<p><i>Plus ratio quam vis</i></p> <p>Let reason prevail over force</p>
Mission	To contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence.	To educate, foster culture in society and carry out scientific research.
Core Values	Freedom of thought and expression, freedom from discrimination	Freedom of scientific research and education
Financial Endowment	£4.1 billion (US \$8.2 billion) (considered the largest in Europe)	

Coat of Arms	University of Cambridge	Uniwersytet Jagielloński
		
Nobel Prize winners	83	2
Enrollment in 2008	22745*	46000
Full-Time Students in 2008	17455	30000
Part-Time Students in 2008	5290	16000
% Women	48 in 2004	68 in 2008
Women became students in...	1948	1897
International students in 2008	5225	1612
Faculty in 2008	8614 Total Staff	6847 Total Staff 3657 Academic teachers 500 Distinguished professors
Academic year	October-June (36 weeks)	40 weeks (October-June)
Medical School	Yes	Yes
Affiliations	Russell Group Coimbra Group EUA LERU (League of European Research University) IARU (International Alliance of Research Universities)	Coimbra Group Europaeum NAFSA Utrecht Network EAIE IRUN (International Research University Network) EUA

\*Source: [www.hesa.ac.uk](http://www.hesa.ac.uk); and [www.uj.edu.pl](http://www.uj.edu.pl)

## APPENDIX VII

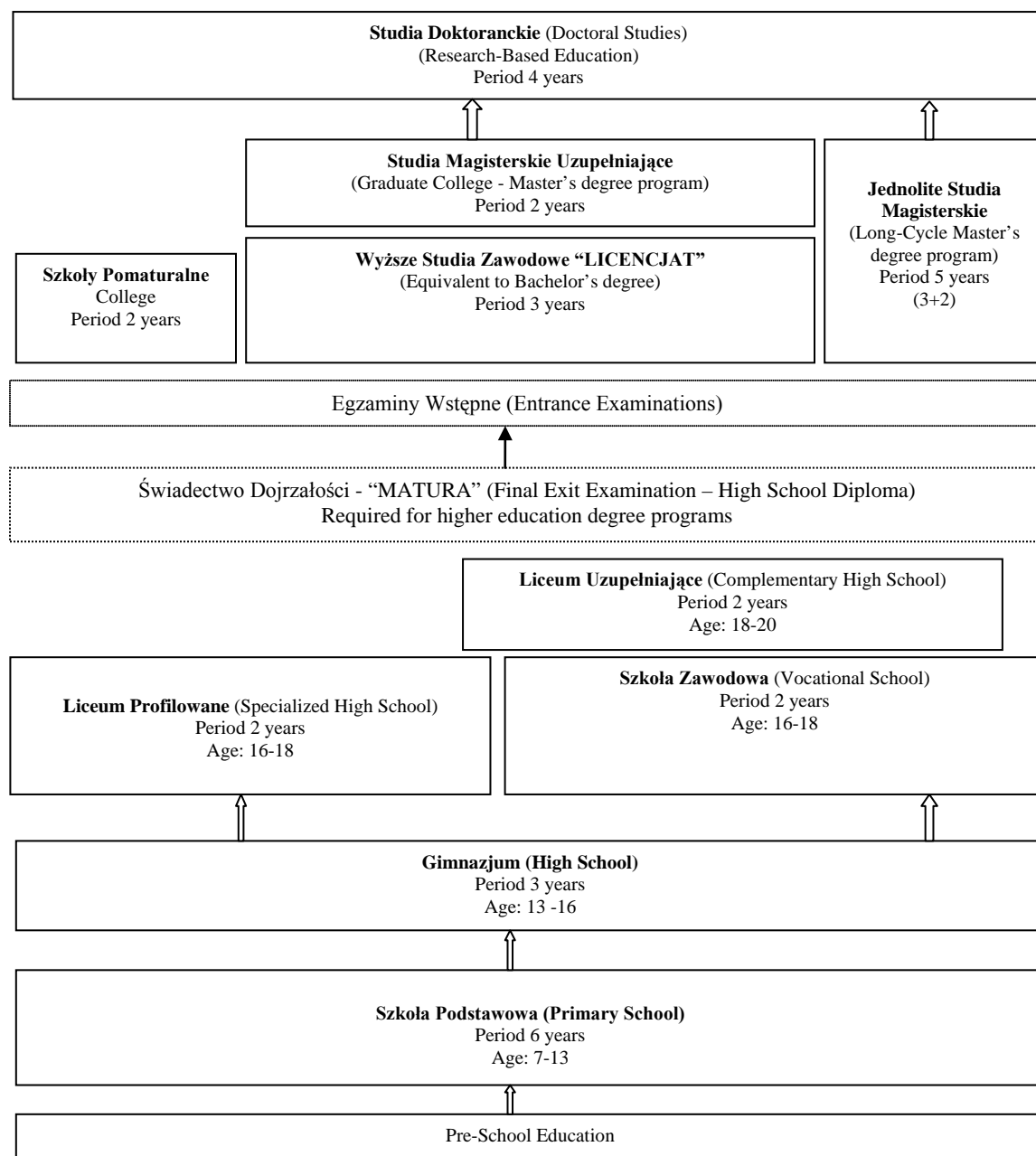
### THE ACT ON THE EDUCATION SYSTEM OF SEPTEMBER 12, 1990

In particular this system should provide:

1. the implementation of the right of each citizen of the Republic of Poland to education and the right of children and youth to be educated and cared for;
2. the support of the family's educational role;
3. the possibility of various entities to establish and run schools and institutions;
4. the adjustment of the contents, methods, and organization of education to pupils' psychological and physical abilities, and possibility of taking advantage of psychological care and of special forms of the didactic work;
5. the care for particularly gifted pupils;
6. common access to secondary, and higher education schools;
7. the possibility for adults to complete general education;
8. the diminishing educational inequalities between particular regions of the country, and especially between urban and rural areas;
9. the popularization of environmental education;
10. particular care for orphaned children and students in difficult financial situation and having poor living conditions; and
11. the adjustment of education to the labor market needs.

# APPENDIX VIII

## EDUCATIONAL SYSTEM IN POLAND



## APPENDIX IX

### COMPLEMENTARY ANALYSIS RESEARCH METHOD APPLICATION (CARMA)

Complementary Analysis Research Method Application (CARMA) For Policy  
Evaluation: “Standards And Guidelines For Quality Assurance In The European Higher  
Education Area” (ESG) By The European Association For Quality Assurance In Higher  
Education (ENQA)

Step 1: Data used in the Table A presents notes about the expectations of the policy:

How did the principle actors in the setting expect for it to be used by those being  
served or instructed?

In this step the main actors, participants and objectives of the policy are discussed. No  
judgments are made at this point.

Table A: NoteTaking Data Spreadsheet – Expectations (table begins on p. 289)

Policy Expectations	NoteTaking
<i>Policymakers</i>	<i>Describe what was intended by policy initiators and policymakers</i>
Identify the policy initiators and policymakers	<p>The long-standing policy focus of the European Integration process was on: Internationalization, Europeanization, and Globalization of Europe.</p> <p>The <b>European Union</b> through the European Commission supported the development of quality assurance in higher education in Europe. The European Council issued the Recommendation 1998/561/EC of September 24, 1998 on European cooperation in quality assurance in higher education (<a href="http://www.europarl.europa.eu">www.europarl.europa.eu</a>). The recommendation stressed the importance of the development of transparent and comparable quality assurance systems.</p> <p>Another important European development was the Recommendation of the European Parliament and of the Council of February 15, 2006 on further European cooperation in quality assurance in higher education (European Parliament and Commission, 2006) that included the recommendation to Member States that higher education institutions would be able to turn to any agency listed in the European Register, provided it was allowed by their governmental authorities (<a href="http://www.europarl.europa.eu">www.europarl.europa.eu</a>).</p> <p><b>Ministers from the European countries</b> at the Berlin Conference in 2003 “committed themselves to supporting further development of quality assurance at institutional, national and European level” and they “called upon the European Association for Quality Assurance in Higher Education (<b>ENQA</b>)” (Berlin Communiqué, 2003, p.3) in a cooperation with the members of the E4 Group:</p> <p>The European University Association (<b>EUA</b>)</p> <p>The European Association of Institutions in Higher Education (<b>EURASHE</b>)</p> <p>The National Unions of Students in Europe (<b>ESIB</b>) to develop a set of standards, procedures and guidelines on quality assurance by the next Ministerial Conference in Bergen in 2005.</p> <p><b>ENQA</b> – a clearinghouse and a think tank formed by representatives from national and international quality assurance and accreditation agencies, in cooperation with representatives of higher education institutions.</p> <p>The <b>European Commission</b> took part in regular meeting of the E4Group, and organizations like: the European Consortium for Accreditation (<b>ECA</b>), and the Central and Eastern European Network of Quality Assurance Agencies (<b>CEE Network</b>) brought important input to the final document (ENQA, 2005).</p>

<p>Who is intended to be served?</p>	<p>The policy “is directed at the European Ministers of Education”, however, it is expected that the policy would “achieve a wider circulation among those with an interest in quality assurance in higher education” (ENQA, 2005, p.3). The policy will serve higher education key players and stakeholders: European countries participating in the Bologna Process, including Government policy makers; Institutions of higher education; Faculty and staff; Students; Quality assurance agencies; Labor market representatives; Community at large, and Worldwide academic community. Special attention was paid to two selected European countries with one top university in each country:</p> <ul style="list-style-type: none"> <li>- the United Kingdom with the University of Cambridge</li> <li>- Poland with the Uniwersytet Jagielloński.</li> </ul>
<p>How are participants to be served?</p>	<p>The ESG policy of February 2005 contains chapters referring to (Appendix X): 1. European standards and guidelines for internal quality assurance within higher education institutions; 2. European standards for the external quality assurance of higher education; and 3. European standards for external quality assurance agencies; 4. Cyclical review of national quality assurance agencies; 5. European register of quality assurance agencies. The implementation of the ESG policy should become the concern of all key players and stakeholders involved in this process. The ESG “are designed to be applicable to all higher education institutions and quality assurance agencies in Europe, irrespective of their structure, function and size, and the national system in which they are located” (ENQA, 2005, p.11). The policy is not intended “to dictate practice or be interpreted as prescriptive or unchangeable” (ENQA, 2005, p. 13). It is expected to:</p> <ul style="list-style-type: none"> <li>• Adopt the ESG by the European countries’ governments and institutions of higher education;</li> <li>• Establish agencies of quality assurance;</li> <li>• Conduct a cyclical review of QA agencies within five years since their establishment;</li> <li>• Put an emphasis on subsidiarity, with reviews being undertaken nationally where possible;</li> <li>• Establish a European register of quality assurance agencies;</li> <li>• Include quality assurance agencies in the register through the assessment process conducted by a European Register Committee; and</li> <li>• Establish a European Quality Assurance Forum in Higher Education (ENQA, 2005).</li> </ul> <p>The ESG policy “provides a source of assistance and guidance to both higher education institutions in developing their own quality assurance systems and agencies undertaking external quality assurance, as well as to contribute to a common frame of reference, which can be used by institutions and agencies alike” (ENQA, 2005, p.13).</p>

What will be produced by participants in the program?	<p>It is expected to achieve the following goals upon implementation of the ESG in the EHEA:</p> <ul style="list-style-type: none"> <li>• The consistency of quality assurance will be improved;</li> <li>• Higher Education institutions and quality assurance agencies will be able to use common reference points for quality assurance;</li> <li>• The register will make it easier to identify professional and credible agencies;</li> <li>• Procedures for the recognition of qualifications will be strengthened;</li> <li>• The credibility of the work of quality assurance agencies will be enhanced;</li> <li>• The exchange of viewpoints and experiences among agencies and other stakeholders will be enhanced through the work of the European Quality Assurance Forum in Higher Education (EQAF);</li> <li>• The mutual trust among institutions and agencies will grow; and</li> <li>• The move toward mutual recognition will be assisted (ENQA, 2005).</li> </ul> <p>“A model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria” (Bergen Communiqué, 2005).</p> <p>The national quality assurance agencies will coordinate to determine mutually acceptable evaluation frameworks, and thus, visions of institutional quality (Usher, 2009).</p>
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Step 2: This data sheet is used to describe what is evidently going on with the implementation process of the quality assurance policy, with a special attention to the developments in the UK and Poland. The intention was to try to get an insider’s understanding, from different perspectives within the setting. In this step the author did not make judgments yet.



Table B: NoteTaking Data Spreadsheet – Evident Implementation (table begins next page)

<p>Evident Implementation</p> <p>Users And/or Participants</p>	<p>NoteTaking</p> <p><i>Describe what is evidently happening in the program</i></p>
<p>Identify the demographic s of the population served</p>	<p>Globalization (Worldwide Level-Macro)</p> <p>Worldwide academic community</p> <p>Europeanization (Regional Level)</p> <p>46 European countries (30 official languages)</p> <p>European Union and non EU members</p> <p>Western European countries</p> <p>Eastern European countries</p> <p>Internationalization (National Level)</p> <p><b>National government policy makers, including Poland and the United Kingdom</b></p> <p>Quality assurance agencies</p> <p>National higher education institutions</p> <p>Labor market representatives</p> <p>General public</p> <p>Institutional Level-Micro</p> <p>Institutions of higher education in Europe, including the <b>University of Cambridge</b> in England and <b>Uniwersytet Jagielloński</b> in Kraków, Poland</p> <p>Programs</p> <p>Curricula</p> <p>Departments</p> <p>Teaching faculty and administrative staff</p> <p>Students</p>

Who are evident participants?	<p>Poland</p> <p>The <b>Minister of Education</b> signed the Act of July 27, 2005 Law on Higher Education that regulated activities of the Państwowa Komisja Akredytacyjna (<a href="http://www.mnisw.edu.pl">www.mnisw.edu.pl</a>).</p> <p><b>Rada Główna Szkolnictwa Wyższego</b> revised national teaching standards for programs in higher education and submitted them as a recommendation to the Ministry of Science and Higher Education. The Ministry issued the Resolution of July 12, 2007 on national teaching standards for programs in higher education.</p> <p><b>Państwowa Komisja Akredytacyjna</b> (PKA) began implementing the Bergen Communiqué recommendations related to quality assurance in 2005. The Law on Higher Education of July 27, 2005 provided legal basis for student inclusion in the works of PKA on quality assurance. Additionally in 2005, PKA intensified its activities to fully implement the ENQA standards. As a result on October 13, 2005 the PKA:</p> <ol style="list-style-type: none"> <li>1. established four task groups to work on the following issues: <ul style="list-style-type: none"> <li>- Procedures and criteria concerning the PKA's self-evaluation;</li> <li>- Assessment criteria concerning grading system;</li> <li>- Type and scope of information regarding PKA's activities presented to public;</li> <li>- International relation and cooperation concerning quality assurance implementation, and</li> </ul> </li> <li>2. developed procedures of the assessment of the quality of education.</li> </ol> <p><b>Institutions of higher education</b>, including <b>Uniwersytet Jagielloński</b>, have implemented key elements of the European standards for the internal quality assurance (Chapter 1 of the ESG), and the standards of the external quality assurance were completed by November 2006 (PKA 2005-2007 Review Report, 2008).</p> <p><b>Uniwersytet Jagielloński</b> established in 2003 Rector's Commission for the Assessment of the Education Quality and Accreditation according to the UJ Rector's Decision No 135 of December 16, 2003. In December 2005, on the basis of the UJ Rector's Decision No 126 of December 19, 2005, the Commission changed its name to Rector's Commission for Education Quality.</p> <p>England</p> <p>Implementation of the ESG was left to the <b>institutions of higher education</b>, including the <b>University of Cambridge</b>, as their primary responsibility. The colleges and universities were in charge of implementing the first part of the ESG (<a href="http://www.europeunit.ac.uk">http://www.europeunit.ac.uk</a>).</p> <p>The <b>Quality Assurance Agency</b> (QAA) was responsible to implement part two and three of the ESG.</p> <p style="text-align: center;"><b>University of Cambridge</b></p> <p><b>General Board's</b> responsibility is to make sure that the University's quality assurance procedures are appropriate in the areas of learning, teaching and assessment.</p> <p><b>Education Committee</b> within the <b>Academic Division</b> monitors and seeks to enhance the quality of the University's teaching programs. "The <b>Education Section</b> is responsible for ensuring that the University is engaged with the Academic Infrastructure and other external reference points, and that any consequential regulatory or procedural changes are effectively disseminated and implemented" (QAA Report, 2008, p.6).</p> <p style="text-align: center;">Other Participants:</p> <p>Curricula; Programs; Departments; Schools; Faculty Board; Teaching Faculty Members; University Staff/Faculties; Students; Employers; and Community</p>
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<p>How are participants using the service?</p>	<p style="text-align: center;"><b>Poland</b></p> <p>The ESG policy' requirements were adopted by the authorities, including the State Accreditation Commission, at the Ministerial Summit in Bergen in 2005. Rada Główna Szkolnictwa Wyższego modified teaching and program standards according to the ESG and recommended them to Polish institutions of higher education, and the PKA in 2006.</p> <p>The Ministry of Science and Higher Education issued Resolution of July 12, 2007 on teaching and program standards.</p> <p>The effort was made to fully clarify all the standards and guidelines. The new standards were introduced according to the ENQA document. Those already existing were modified and brought up to the required European level.</p> <p>Państwowa Komisja Akredytacyjna hired international experts and student representatives according to guidelines of the ESG.</p> <p>The PKA developed and published several documents (resolutions) on, for example, assessment criteria concerning academic programs and curricula, teaching facilities, fulfillment of requirements within the scope of the academic research conducted in the discipline or field connected with a given field of study, and the assessment criteria concerning the fulfillment of the core staff requirements (<a href="http://www.pka.edu.pl">www.pka.edu.pl</a>).</p> <p>The PKA planned to implement the Polish version of the ENQA's policy "Standards and Guidelines for Quality Assurance in Higher Education Area" by the end of the 2<sup>nd</sup> term of the PKA (2004-2007) (PKA Decision of February 12, 2007).</p> <p>As of 2008 the Polish quality assurance system complies with the ENQA Standards and Guidelines (<a href="http://www.pka.edu.pl">www.pka.edu.pl</a>).</p> <p style="text-align: center;"><b>Uniwersytet Jagielloński</b></p> <p>Uniwersytet Jagielloński's Rector issued recommendations to establish two special commissions; "Permanent Rectoral Commission for Academic Programs and Teaching Developments" on November 14, 2005 to work on defining, implementing, and controlling teaching standards (Decision No 107/2005), and a month later a new a decision regarding " Permanent Rectoral Commission for Teaching Quality" (Decision No 126/2005).</p> <p>Members of the task groups developed the basis for establishment of the required commissions, and took time to implement teaching standards and education quality according to the national (Resolution of the MSHE of July 12, 2007) and international (ESG) requirements.</p> <p>In 2008 one commission was set up to assess the development of teaching at the Jagiellonian University on the basis of the Decision of July 11, 200. The Permanent Rectoral Commission for Academic Programs and Teaching Quality is responsible for developing effective methodology for measuring the quality of education and research. Commission's recommendations are handled by a separate Educational Quality Analysis Section within the Jagiellonian University Office for Educational Affairs (<a href="http://www.Uj.edu.pl/dydaktyka/jakość">www. Uj.edu.pl/dydaktyka/jakość</a>).</p> <p style="text-align: center;"><b>England</b></p> <p>The Ministry of Education has not taken any official stand, nor issued an official support for the ESG policy (Bologna Seminar, 2007).</p> <p>The UK actively participated in the developments of European quality assurance in higher education.</p> <p>The QAA is a member of ENQA and the Chief Executive Officer was President of the ENQA Association at the time of the ESG development.</p> <p>The Quality Assurance Agency (QAA) provides the institutions of higher education with significant assistance for designing and conducting internal quality assurance. QAA has carried out an extensive mapping exercise (assessment and revision process of the entire higher education system in the UK) on the relationship of the ESG to the Academic Infrastructure for quality and standards, comprising the Framework for Higher Education Quality (FHEQ), subject benchmark statements, the Code of Practice, QAA principles, policies and audit and review processes (UK National</p>
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	<p>Report 2005-2007).</p> <p>The Code of Practice, Section 7 “Program design, approval, monitoring and review” was reviewed and revised in 2006 (September) to include references to European developments (www.qaa.ac.uk).</p> <p>The UK Higher Education Europe Unit plans to produce a note on the ESG once the QAA mapping process is complete.</p> <p>QAA also reviewed institutions of higher education that deliver education services outside the UK regarding the compatibility to the ESG.</p> <p>QAA’s institutional audit process was reviewed as part of the review of the Quality Assurance Framework for higher education in England in 2005. The Agency made a plan to conduct a peer review according to the ESG requirements before 2010, most likely during 2008-2009 academic year (UK National Report 2005-2007).</p> <p>The QAA Agency has a student observer member on the Board of Directors who was nominated by the National Union of Students.</p> <p>The QAA plans to explore the possibility of students participating in external review teams.</p> <p>The Agency is actively involved in international quality assurance and evaluation projects.</p> <p style="text-align: center;"><b>University of Cambridge</b></p> <p>There is no mentioning about the ESG on the University’s website.</p> <p>The Code of Practice and The Academic Infrastructure as a whole are points of reference to quality assurance issues at the University. The Code of Practice has been under review since 2004, and the ESG requirements play the main role in revision process as of 2005. As an example, the recently reviewed sections of the Code of Practice have a reference to the ESG policy (Section 7).</p> <p>The institutional audit conducted by the QAA in February 2008 utilized the revised in 2006, Section 7 of the Code of Practice. The audit found all reference points in respect of the Code of Practice for the assurance of academic quality and standards in higher education (QAA Report, 2008).</p> <p>Annual quality statements are presented by each individual department. Those statements describe the local structures for managing teaching and quality assurance, and the proper program documentation designed to achieve transparency. There is a need for the central monitoring of annual quality statements incorporating an analysis of the learning outcomes (QAA Report, 2008).</p>
What was produced by participants in the program?	<p style="text-align: center;">Poland</p> <p style="text-align: center;">The Ministry of Science and Higher Education</p> <p style="text-align: center;">Policies:</p> <p style="text-align: center;"><b><i>the Act of July 27, 2005 Law on Higher Education</i></b></p> <p>that introduced the requirements for education quality, and regulated activities of the Państwowa Komisja Akredytacyjna.</p> <p style="text-align: center;"><b><i>The Resolution of the Minister of Science and Higher Education of July 12, 2007 on National Teaching Standards for Academic Programs in Higher Education</i></b></p> <p>according to Rada Główna Szkolnictwa Wyższego recommendations.</p> <p style="text-align: center;">Państwowa Komisja Akredytacyjna</p> <p style="text-align: center;">Internal Resolutions:</p> <p><b><i>Resolution No 18/2002 of the Presidium of the State Accreditation Committee of February 28, 2002 on guidelines concerning preparing the self-evaluation report (Uchwała 18/2002).</i></b></p> <p><b><i>Resolution 1042/2004 of the Presidium of the State Accreditation Committee of October 28, 2004 on the determination of general criteria for the quality assessment of education at a given field of study (Uchwała 28/10/04).</i></b></p> <p><b><i>Resolution No 201/2007 of the Presidium of the State Accreditation Committee of March 22, 2007 on the assessment criteria concerning teaching facilities;</i></b></p> <p><b><i>Resolution No 617/2007 of the Presidium of the State Accreditation Committee of July 5, 2007 on the assessment criteria concerning the fulfillment of the core staff</i></b></p>

	<p><i>requirements;</i></p> <p><i>Resolution No 219/2007 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning of the educational outcomes verification system;</i></p> <p><i>Resolution No 94/2007 of the Presidium of the State Accreditation Committee of Feb 8, 2007 on the assessment criteria concerning the fulfillment of requirements within the scope of the academic research conducted in the discipline or field connected with a given field of study;</i></p> <p><i>Resolution No 95/2007 of the Presidium of the State Accreditation Committee of February 8, 2007 on the assessment criteria concerning study programs and curricula;</i></p> <p><i>Resolution No 217/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the criteria for the assessment of formal and legal aspects of education;</i></p> <p><i>Resolution No 218/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning the fulfillment of student matter requirements.</i></p> <p>Uniwersytet Jagielloński</p> <p>Policies:</p> <p><i>Agreement of Polish Universities Concerning the Quality of Education of October , 1998 amended on October 11, 1999 and November 4, 2005</i></p> <p><i>Good Practices in Higher Education of April 26, 2007, Section No 8 p. 9</i></p> <p><i>The Resolution of the Minister of Science and Higher Education of July 12, 2007 on National Teaching Standards for Academic Programs in Higher Education</i> according to Rada Główna Szkolnictwa Wyższego recommendations.</p> <p>England</p> <p>Policy:</p> <p><i>Code of Practice for the Assurance of Academic Quality and Standards in Higher Education</i></p> <p>University of Cambridge</p> <p>Policy:</p> <p><i>Guide to Quality Assurance and Enhancement of Learning, Teaching, and Assessment of 2002</i></p>
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Step 3: Data sheet was used to begin to interpret the data from Tables A & B. “Compare and contrast” process of the expectations with the evident implementation was used to note similarities and differences. In this step judgments are not made yet, just an attempt to understand why things are happening the way they are, compared with how they were expected to be.

Table C: NoteMaking Data Spreadsheet – Degree of fit

Results <i>Degree of congruence or divergence</i>	NoteMaking  <i>Compare/contrast expectations with evident implementation.</i>
Who are participants?	<p>Since the Bologna Process is based on nations' voluntary participation, the European countries implement its principles in their own pace. There are evident differences (political, cultural, and economical) between the Western and Eastern European countries.</p> <p>The Bologna Process is seen as an overall <b>inter-governmental cooperation</b>; however, <b>higher education institutions</b> play a crucial role as key actors of the implementation and respondents to the rising challenges of implementation of the Bologna's principles, including quality assurance.</p> <p>The implementation of the educational policy has become the <b>concern of all actors</b> involved in this process.</p> <p style="text-align: center;">England</p> <p>The Government has not been actively involved in the quality assurance policy implementation. The process is left to the <b>Quality Assurance Agency</b>.</p> <p style="text-align: center;">Poland</p> <p>The <b>Government</b> and <b>Rada Główna Szkolnictwa Wyższego</b> are actively involved in the structure and implementation of the quality assurance process. <b>Państwowa Komisja Akredytacyjna</b> and <b>institutions of higher education</b> participate in process of the quality assurance implementation.</p>
How are participants served?	<p style="text-align: center;">England</p> <p>Although quality assurance implementation process is required by the Government, the responsibility of its implementation is in hands of the QAA. The process is obligatory and public. The agency plays a key role in implementing part one (internal quality assurance) of the ESG as well. QAA seemed to have entire responsibility for the ESG policy implementation process. The mapping exercise showed all elements demonstrate broad alignment with the ESG for internal and external QA. As elements of the Academic infrastructure are reviewed and revised on a five year basis, explicit reference is made as appropriate to the ESG and other Bologna instruments such as the framework for qualifications. The ESG calls for active student participation in the quality assurance process.</p> <p style="text-align: center;">University of Cambridge</p> <p>The University's mission is "to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence" (www.admin.cam.ac.uk).</p> <p>The University's quality assurance procedures provide a framework within which its institutions can examine, reflect on and enhance their teaching activities to ensure that they achieve this aspiration of excellence.</p> <p>While consideration is given to the needs of such bodies it is the General Board's intention that the University's quality assurance procedures should be appropriate primarily for the teaching, learning and assessment activities of the University, rather</p>

	<p>than being driven by external quality regimes.</p> <p>Instead of centralized system, the universities rather delegate the significant responsibility to faculties and departments for developing and overseeing their own quality assurance procedures. As a result of this approach, the operation of centrally-defined assurance systems at local level in proportion is seen as a potential risk to learning and teaching provision  <a href="http://www.admin.cam.ac.uk/offices/education/curricula/assessment.html">http://www.admin.cam.ac.uk/offices/education/curricula/assessment.html</a>). To meet the ESG requirements,</p> <p>Institutional audit encourages institutions to be self-evaluative, and is therefore a process that, in itself, offers opportunities for enhancement of institutional management of standards and quality.</p> <p>The most recent Institutional Audit took place in February 2008.</p> <p style="text-align: center;">Poland</p> <p>Higher education is in hands of the Ministry of Science and Higher Education, therefore, quality assurance of higher education process has been regulated by the Government, and the PKA which was established by the Minister of Science and Higher Education.</p> <p style="text-align: center;">Uniwersytet Jagielloński</p> <p>University has always paid attention to the highest quality of education. Unfortunately a few decades of political struggle and insufficient funding put the University behind other European prestigious institutions of higher education.</p> <p>The University has been following the laws issued by the Government and resolutions issued by the Państwowa Komisja Akredytacyjna. Academic programs and degrees have been modified to reflect the European programs' qualifications. Same approach was used when introducing quality assurance process.</p> <p style="text-align: center;"><b>Compare and Contrast</b></p> <p><b>Government Involvement</b></p> <p>Poland  The Government actively participates in the process. The PKA was set up by the Government, and ultimately responsible to the Ministry of Science and Higher Education.  Funding is directly connected to the accreditation.</p> <p>England  Albeit the UK was one of four original signatories of the Bologna Declaration, and the Government sets national policies and is able to guide developments through its power to attach conditions to the allocation of public funds by the relevant funding body, the QAA is fully in charge of quality assurance policy implementation. The Agency is an independent of UK governments and is owned by the organizations that represent the heads of UK universities and colleges.  Funding does not rely on the accreditation.</p> <p><b>The Visiting Peer-Review Teams</b></p> <p>England – QAA carries out institutional audits of all higher education institutions in the UK. Audit is an evidence-based peer review process and forms part of the UK Quality Assurance Framework. However, there are some concerns about reviewers' opinions: they could be biased, prejudicial, amateurish (Harvey, 2006).</p> <p>Poland – No objections towards the visiting peer-review teams. All requirements are</p>
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	<p>set by the Government.</p> <p><b>Institutional Autonomy and Quality Assurance</b></p> <p>PL- Although Polish institutions of higher education became independent; quality assurance policy is not different. The government's role in implementing the quality assurance policy is essential. Funding based on the accreditation status.</p> <p>England – quality assurance should be based on internal institutional frameworks, not on the external influence (Harvey, 2006). There is no relation between quality assurance/accreditation and funding in the UK.</p>
What has been produced or what are the outcomes?	<p>Poland</p> <p>The Government and a National Agency, the PKA, are responsible for implementing quality assurance in Poland. This centralized system doesn't always work well. The standards are more concentrated on the administrative side of institutions of higher education than on the real benefit of students (ESIB, 2005).</p> <p>One of the biggest problems in Poland is the <b>transparency and comparability</b> of studies at different universities in different academic centers. When Polish higher education experienced expansion of institutions, program offer, and enrollment after 1989, big numbers of small, private universities and colleges offer low quality studies (especially the curricula of these institutions are poor) and award- unfortunately- a degree comparable to those of the good, well established institutions of higher education (ESIB, 2005 Black Book of the Bologna Process).</p> <p>PKA started the 3<sup>rd</sup> term in 2008. As of August 2009 the Polish version of ESG has not been completed yet.</p> <p>Uniwersytet Jagielloński</p> <p>The University is in full compliance with the Polish Law on Higher Education and respective PKA's resolutions regulating quality assurance.</p> <p>England</p> <p>Institutional quality audits are the method of choice whereas in other European countries the quality assessment of programs is the established course of action (Wintermantel, 2007).</p> <p>University of Cambridge</p> <p>In 2008 institutional audit was conducted to find that the University was in full compliance with the requirements of the Code of Practice, and given that sections of the Code were reviewed since 2004, and four sections were revised according to the ESG standards (Sections 2, 4, 6, and 7) the final audit report confirmed that the University is maintaining high level of quality education and is committed to enhancing the learning opportunities of its students through a range of formal and informal processes.</p>

Step 4: Data sheet was used to consider what the implications are about what you now understand about the setting.

Is it OK if the evident and expected data are different?

Are the participants OK with what is happening?

Are the initiators/policymakers OK with what is happening in the setting?

Are they aware of any differences between expectations and evident?



This step is also used to decide what recommendations the evaluator would make for the participants involved in the setting to improve their practice (in red ink). The evaluator was doing this by making careful interpretations from the different perspectives represented in data. The evaluator used the information from the prior data sheets to critically examine what is happening, and to make recommendations for future action in the setting.

Table D: NoteMaking Data Spreadsheet – Implications and **Recommendations**

<p>Conclusions</p> <p><i>Evaluator Interpretations</i></p> <p><i>Evaluator and/or stakeholder</i></p>	<p>NoteMaking</p> <p><i>Implications for participants</i></p> <p><i>Maintain or modify program</i></p> <p><i>In what way?</i></p>
<p>What are the implications for who is being served?</p> <p><b>Maintain or modify</b></p>	<p>Same target population.</p> <p>The process will extend beyond the borders of the European continent.</p> <p>Some countries have already shown interest in the implementation of the Bologna Declaration's principles, quality assurance included.</p> <p>Ministers and their representatives from 14 countries including the US, Canada, Mexico, Brazil, Australia, China, India, and countries from the South American continent have expressed an interest in the principles of the Bologna Declaration. "The Bologna Process [...] is likely to influence developments in higher education in many parts of the world including the Australian region" (The Bologna Process and Australia: Next Steps, DoEST, April 2006).</p> <p>Worldwide higher education, including American higher education, has already initiated the process of interpreting the outcomes of the new, reformed European higher education system and its impact on their education.</p> <p>US higher education system is very different than the one of Europe, particularly in its social purpose.</p> <p>It is a possibility that the recent Spelling Report in the US caused that the American institutions of higher education will be looking for more examples of successful inter-states (national) cooperation which the process of implementation of the Bologna's principles is one of them.</p> <p>Eleven US universities (see p. 201) have already started accepting 3 year "Bologna" bachelor's degree for graduate admission.</p> <p><b>Maintain the process:</b></p> <p><b>To target the same population;</b></p>

program in terms of who is being served?	<p>To make worldwide impact of the European higher education system;</p> <p>To influence institutions of higher education in the US making European credits and academic degrees recognized and accepted.</p>
<p>What are the implications for how they are being served?</p> <p>Maintain or modify program in terms of how participants are being served?</p>	<p>Global economy requests college graduates to be fit for the labor market, with work experience, intercultural competences, and language skills.</p> <p>Since the curricula are very tight (Bachelor's -3 years) no space and time left for flexible mobility;</p> <p>Institutions of higher education have experienced an overloaded agendas due to the time and scope of issues related to the Bologna Process implementation (Bologna Seminar in Berlin, 2007);</p> <p>There is a "fear" of potential risks of bureaucratization of higher education (Bologna Seminar in Berlin, 2007);</p> <p>Poland</p> <p>The quality assurance implementation process is centralized in Poland;</p> <p>England</p> <p>The process is implemented by the institutions of higher education;</p> <p>One year master programs do not reflect the Bologna Declaration standards (Cemmel &amp; Bekhradnia, 2008);</p> <p>There is an obvious opposition to the European standards and guidelines in the UK higher education;</p> <p>There is a need to explain the UK approach of institutional quality assurance with a clear focus on quality enhancement in order for the higher education stakeholders better understand the principles of the European quality assurance system (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>);</p> <p>It is believed in the UK that the ESG standards and guidelines will create an additional layer of evaluation for UK higher education institutions (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>);</p> <p>A single, intrusive or bureaucratic quality assurance agency at European level is not desirable in the UK (<a href="http://www.europeunit.ac.uk">www.europeunit.ac.uk</a>).</p> <p>Modifications are desired in the following areas:</p> <p>The centrality (autonomy) of higher education institutions should be recognized;</p> <p>Quality assurance should be a responsibility of the institutions of higher education according to the Sorbonne (1998) and Bologna (1999) Declarations;</p> <p>Poland</p> <p>Institutions of higher education should have more autonomy and independence from the government;</p> <p>PKA should develop a quality assurance policy according to the ESG standards;</p> <p>The policy of quality system in Poland should be simplified;</p> <p>England</p> <p>Students should take active part as full members of the board of directors of the QAA and be part of audit teams. So far their role is limited to provide information before and during the site visits (QAA, 2006).</p>

<p>What are the implications for the outcomes?</p>	<p>The ESG in the European Higher Education Area adopted in Bergen in 2005 have been a powerful driver of change in relation to quality assurance;</p> <p>All participating European countries have started to implement the ESG and some of them have made substantial progress;</p> <p>All countries have introduced external quality assurance systems including self-measures (Stocktaking Report, 2009);</p> <p style="text-align: center;">Poland</p> <p>The Polish quality assurance system complies with the ENQA Standards and Guidelines (<a href="http://www.pka.edu.pl">www.pka.edu.pl</a>);</p> <p>As a result of compliance with the ENQA standards, Państwowa Komisja Akredytacyjna was granted full membership of ENQA in January 2009;</p> <p>Państwowa Komisja Akredytacyjna was accepted to European Quality Assurance Register for Higher Education (EQAR).</p> <p>Student participation is vital in the quality assurance process;</p> <p>So far student mobility in the Eastern European countries is difficult and limited due to a high cost, and unfortunately, transition between institutions is based only on bilateral agreements;</p> <p style="text-align: center;">Uniwersytet Jagielloński</p> <p>All academic programs received national accreditation, and are in full compliance with the ESG standards;</p> <p>University's faculty actively participates in quality assurance events on national and international levels;</p> <p>Vast expansion of the university facilities continues, including building new research laboratories; the construction of a new campus is in progress;</p> <p style="text-align: center;">England</p> <p>Student participation in quality assurance should progress from the status of being observers to active members of assessment teams;</p> <p style="text-align: center;">The University of Cambridge</p> <p>The University cannot stand silent and rely only on history and reputation when other universities have already participating in the soon-to-be-world-wide race for quality in higher education.</p> <p style="text-align: center;">Maintaining the process is desired in the following areas:</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>- mobility for academic and cultural as well as political, social and economic spheres;</li> <li>- the recognition of foreign exams and degrees as the most important factor for increased mobility-this would increase the international competitiveness of the European system of higher education in the world market, and promote mobility within Europe both for the graduate labor market and for students during their studies.</li> </ul> <p>Maintain the ongoing process with slight modifications according to the participating countries' needs and conditions by preserving national heritage;</p>
<p>Maintain or modify program in terms of outcomes being produced?</p>	<p style="text-align: center;">Maintaining the process is desired in the following areas:</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>- mobility for academic and cultural as well as political, social and economic spheres;</li> <li>- the recognition of foreign exams and degrees as the most important factor for increased mobility-this would increase the international competitiveness of the European system of higher education in the world market, and promote mobility within Europe both for the graduate labor market and for students during their studies.</li> </ul> <p>Maintain the ongoing process with slight modifications according to the participating countries' needs and conditions by preserving national heritage;</p>

	<p>Modifications desired in the following areas:</p> <p>Only 15 countries have organized assessment of their quality assurance agencies and they became members of ECA, therefore there is a need for other countries to make progress in this area to make sure all countries are working according to the ESG (Stocktaking Report 2009);</p> <p>It is suggested to accept the ESG as a part of the quality assurance process implementation as one of the elements of the Bologna Process, and not as the end result (Ian McKenna, 2007);</p> <p style="text-align: center;"><b>England</b></p> <p>Modifications are desired in the following areas:</p> <p>More active participation on the national level (governmental) in quality assurance process implementation;</p> <p>Modify study programs according to the European qualifications (two year Masters degrees according to the Bologna Declaration);</p> <p>Better recognition of foreign credits and degrees;</p> <p>Develop credit system according to the Bologna Declaration principles;</p> <p>Become a full member of the ECA (so far an observer status);</p> <p style="text-align: center;"><b>Poland</b></p> <p>Modifications are desired in the following areas:</p> <p>Institutions of higher education should be more autonomous;</p> <p>Universities should pay more attention to employability of their graduates. More employers should be involved in higher education and the labor market needs;</p> <p>It is recommended that programs include internationalization element and mobility in their curricula since the study programs are very intensive, there is no time left for students to travel and participate in exchange programs.</p>
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## APPENDIX X

### CONTENT ANALYSIS

Content analysis of the *European Standards and Guidelines for Quality Assurance in the European Higher Education area* (2005) issued by the European Association for Quality Assurance in Higher Education (ENQA),  
and  
the *Code of Practice* (2004) issued by the Quality Assurance Agency (QAA)

ESG	Code of Practice
<p><b>Part 1: European standards and guidelines for internal quality assurance within higher education institutions</b></p> <p><b>1.1 Policy and procedures for quality assurance:</b> Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p><b>1.2 Approval, monitoring and periodic review of programs and awards:</b> Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.</p> <p><b>1.3 Assessment of students:</b> Students should be assessed using published criteria, regulations and procedures which are applied consistently.</p> <p><b>1.4 Quality assurance of teaching staff:</b> Institutions should have ways of satisfying themselves that staff involved with the teaching of students, are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.</p> <p><b>1.5 Learning resources and student support:</b> Institutions should ensure that the resources available for the support of student learning are</p>	<p><b>Section 2 Collaborative Provisions and flexible and distributed learning (including e-learning) (2004)</b></p> <p>Part A: The responsibilities of an awarding institution in respect of collaborative arrangements that lead to its awards, and in respect of FDL arrangements where appropriate</p> <p>Responsibility for, and equivalence of, academic standards Policies, procedures and information Assuring academic standards and the quality of programs and awards Information for students Publicity and marketing</p> <p>Part B: Aspects specific to flexible and distributed learning</p> <p>Learner support Assessment of students</p> <p><b>Section 3 Students with Disabilities (1999)</b></p> <p>General principles The physical environment Information for applicants, students and staff The selection and admission of students Enrolment, registration and induction of students Learning and teaching, including provision for research and other postgraduate students Examination, assessment and progression Access to general facilities and support Additional specialist support Complaints Monitoring and evaluation</p> <p><b>Section 4 External Examining (2004)</b></p> <p>The roles of external examiners Nomination and appointment of external examiners Preparation of external examiners</p>

<p>adequate and appropriate for each program offered.</p> <p><b>1.6 Information systems:</b> Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities.</p> <p><b>1.7 Public information:</b> Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.</p> <p><b>Part 2: European standards for the external quality assurance of higher education</b></p> <p><b>2.1 Use of internal quality assurance procedures:</b> External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.</p> <p><b>2.2 Development of external quality assurance processes:</b> The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p> <p><b>2.3 Criteria for decisions:</b> Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p> <p><b>2.4 Processes fit for purpose:</b> All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.</p> <p><b>2.5 Reporting:</b> Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.</p> <p><b>2.6 Follow-up procedures:</b> Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.</p>	<p>External examining</p> <p>External examiners' reports</p> <p>Use of external examiners' reports within the institution</p> <p>Feedback to external examiners on their reports</p> <p><b>Section 5 Academic appeals and student complaints on academic matters (2007)</b></p> <p>General principles</p> <p>Internal procedures: design and conduct</p> <p>Access to support and advice</p> <p>Monitoring, review and enhancement of complaints procedures</p> <p><b>Section 6: Assessment of Students (2006)</b></p> <p>General principles</p> <p>Contribution to student learning</p> <p>Assessment panels and examination boards</p> <p>Conduct of assessment</p> <p>Amount and timing of assessment</p> <p>Marking and grading</p> <p>Feedback to students on their performance</p> <p>Staff development and training</p> <p>Language of study and assessment</p> <p>Professional, statutory and regulatory bodies' requirements</p> <p>Assessment regulations</p> <p>Student conduct in assessment</p> <p>Recording, documenting and communicating assessment decisions</p> <p><b>Section 7: Program design, approval, monitoring and review (2006)</b></p> <p>General precepts</p> <p>Programme design</p> <p>Programme approval</p> <p>Programme monitoring and review</p> <p>Programme withdrawal</p> <p>Evaluation of processes</p> <p><b>Section 8: Career education, information and guidance (2001)</b></p> <p>Institutional context</p> <p>Students</p> <p>External relations</p> <p>Staff</p> <p>Monitoring, feedback, evaluation and improvement</p>
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<p><b>2.7 Periodic reviews:</b> External quality assurance of institutions and/or programs should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.</p> <p><b>2.8 System-wide analyses:</b> Quality assurance agencies should produce from time to time summary reports describing and analyzing the general findings of their reviews, evaluations, assessments etc.</p>	
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Content analysis between the *Code of Practice* and the *Guide to Quality Assurance and Enhancement*

Code of Practice	Guide to QAE
<p><b>Section 2 Collaborative provision and flexible and distributed learning (including e-learning).</b></p> <p>Part A: The responsibilities of an awarding institution in respect of collaborative arrangements that lead to its awards, and in respect of FDL arrangements where appropriate</p> <ul style="list-style-type: none"> <li>Responsibility for, and equivalence of, academic standards</li> <li>Policies, procedures and information</li> <li>Selecting a partner organization or agent</li> <li>Written agreements with a partner organization or agent</li> <li>Assuring academic standards and the quality of programs and awards</li> <li>Assessment requirements</li> <li>External examining</li> <li>Information for students</li> <li>Publicity and marketing</li> </ul> <p>Part B: Aspects specific to flexible and distributed learning</p> <ul style="list-style-type: none"> <li>Learner support</li> <li>Assessment of students</li> </ul> <p><b>Section 3 Students with Disabilities (1999)</b></p> <ul style="list-style-type: none"> <li>General principles</li> <li>The physical environment</li> </ul>	<p><b>1.3 Quality Assurance And Enhancement: Local Procedures And Processes</b></p> <ul style="list-style-type: none"> <li>1.3.1 Review of learning and teaching</li> <li>1.3.2 Consideration of Reports of General Board internal reviews and Professional, Statutory and Regulatory Bodies</li> <li>1.3.3 Considering change</li> <li>1.3.4 Student views and representation</li> <li>1.3.5 Feedback from students</li> <li>1.3.6 Feedback to students</li> <li>1.3.7 Retention or archiving of assessed work</li> </ul> <p><b>1.4 Quality Assurance And Enhancement: Documentation And Other Public Information</b></p> <ul style="list-style-type: none"> <li>1.4.1 Annual Quality Statement</li> <li>1.4.2 Strategic planning of learning and teaching</li> <li>1.4.3 Examinations Data Retention Policy</li> <li>1.4.4 Information on Faculty and Department websites</li> </ul> <p><b>1.6 Programs And Courses: Aims And Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>1.6.1 Educational aims of the provision</li> <li>1.6.2 Learning outcomes: knowledge and skills</li> <li>1.6.3 Achieving learning outcomes</li> </ul> <p><b>1.7 Programs And Courses: Curricula And Assessment</b></p> <ul style="list-style-type: none"> <li>1.7.1 Curricula and learning outcomes</li> </ul>



<p>Information for applicants, students and staff</p> <p>The selection and admission of students</p> <p>Enrolment, registration and induction of students</p> <p>Learning and teaching, including provision for research and other postgraduate students</p> <p>Examination, assessment and progression</p> <p>Staff development</p> <p>Access to general facilities and support</p> <p>Additional specialist support</p> <p>Complaints</p> <p>Monitoring and evaluation</p> <p><b>Section 4 External Examining (2004)</b></p> <p>General principles</p> <p>The roles of external examiners</p> <p>Nomination and appointment of external examiners</p> <p>Preparation of external examiners</p> <p>External examining</p> <p>External examiners' reports</p> <p>Use of external examiners' reports within the institution</p> <p>Feedback to external examiners on their report</p> <p><b>Section 5 Academic appeals and student complaints on academic matters (2007)</b></p> <p>Responsibilities</p> <p>Changes to legislation</p> <p>General principles</p> <p>Internal procedures: design and conduct</p> <p>Access to support and advice</p> <p>Monitoring, review and enhancement of complaints procedures.</p> <p><b>Section 6: Assessment of Students (2006)</b></p> <p>General principles</p> <p>Contribution to student learning</p> <p>Assessment panels and examination boards</p> <p>Conduct of assessment</p> <p>Amount and timing of assessment</p> <p>Marking and grading</p> <p>Feedback to students on their performance</p> <p>Staff development and training</p> <p>Language of study and assessment</p> <p>Professional, statutory and regulatory bodies' requirements</p> <p>Assessment regulations</p> <p>Student conduct in assessment</p> <p>Recording, documenting and communicating assessment decisions</p> <p><b>Section 7: Program design, approval, monitoring and review (2006)</b></p>	<p>1.7.2 Assessment and learning outcomes</p> <p>1.7.3 Curricula and form of assessment</p> <p>1.7.4 Curriculum and assessment and the appropriateness of the award</p> <p>1.7.5 Assessment practices</p> <p>1.7.6 External Examiners</p> <p>1.7.7 Programme Specifications</p> <p><b>1.8 Programs And Courses: Reference Points</b></p> <p>1.8.1 The University's policy statements</p> <p>1.8.2 Locally-certificated provision</p> <p>1.8.3 Practice in other Faculties and Departments in Cambridge</p> <p>1.8.4 Practice in other Universities</p> <p>1.8.5 National guidance or good practice from the Higher Education Academy and Professional Bodies</p> <p>1.8.6 QAA reference points</p> <p>1.8.7 National indicators</p> <p><b>1.9 Student Support</b></p> <p>1.9.1 Induction and support</p> <p>1.9.2 Progress Files and Personal Development Plans (PDP)</p> <p>1.9.3 Learning outside the University</p> <p>1.9.4 Diversity</p> <p><b>1.10 Learning Resources</b></p> <p>1.10.1 Information and support for staff</p> <p>1.10.2 Material resources</p> <p><b>2. Quality Assurance Procedures: A Step-By-Step Guide To Central Quality Assurance Procedures</b></p> <p><b>2.1 Changes To Courses And Examinations</b></p> <p>2.1.1 Procedures for the approval of changes to courses and examinations</p> <p>2.1.2 Notices of the Faculty Board or other authority</p> <p>2.1.3 Form and Conduct Notices</p> <p>2.1.4 Regulations, including Supplementary Regulations</p> <p>2.1.5 Approval of regulation changes by the General Board</p> <p>2.1.6 Checklist of issues to consider when substantial revisions or new courses are</p>
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<p>General precepts  Programme design  Programme approval  Programme monitoring and review  Programme withdrawal  Evaluation of processes.</p> <p><b>Section 8: Career education, information and guidance (2001)</b>  Foreword  Introduction  Glossary  General principles  Institutional context  Students  External relations  Staff  Monitoring, feedback, evaluation and improvement</p>	<p>proposed</p> <p><b>2.2 Drawing Up A Programme Specification</b>  2.2.2 How to draw up a programme specification  2.2.3 What to include in a programme specification  2.2.4 University policy on involvement of employers' views in programme specifications  2.2.5 Revisions to programme specifications  2.2.6 Further advice  <b>2.3 Preparing An Annual Quality Statement</b>  2.3.2 The Quality Statement interview  2.3.3 Updating the Quality Statement and other documents  <b>2.4 General Board Reviews</b>  2.4.1 Types of General Board Review  2.5.5 Who can be nominated as an External Examiner?  <b>2.6 Dealing With Examiners' Reports</b>  2.6.1 Reporting requirements and timetables  2.6.2 Responding to External Examiners' reports  2.6.3 Responding to other Examiners' reports</p>
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Content Analysis of the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (2005) issued by the European Association for Quality Assurance in Higher Education (ENQA),

And

The *Guide to Quality Assurance and Enhancement (QAE) of Learning, Teaching and Assessment* (version 5, 2007) issued by the University of Cambridge

## ESG

<p><b>Part 1: European standards and guidelines for internal quality assurance within higher education institutions</b>  <b>1.1 Policy and procedures for quality assurance:</b> Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures</p>
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## Guide to QAE

<p><b>1.3 Quality Assurance And Enhancement: Local Procedures And Processes</b>  1.3.1 Review of learning and teaching  1.3.2 Consideration of Reports of General Board internal reviews and Professional, Statutory and Regulatory Bodies  1.3.3 Considering change  1.3.4 Student views and representation  1.3.5 Feedback from students  1.3.6 Feedback to students  1.3.7 Retention or archiving of assessed work  <b>1.4 Quality Assurance And Enhancement: Documentation And Other Public Information</b>  1.4.1 Annual Quality Statement</p>
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<p>should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p><b>1.2 Approval, monitoring and periodic review of programs and awards:</b> Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.</p> <p><b>1.3 Assessment of students:</b> Students should be assessed using published criteria, regulations and procedures which are applied consistently.</p> <p><b>1.4 Quality assurance of teaching staff:</b> Institutions should have ways of satisfying themselves that staff involved with the teaching of students, are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.</p> <p><b>1.5 Learning resources and student support:</b> Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.</p> <p><b>1.6 Information systems:</b> Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities.</p> <p><b>1.7 Public information:</b> Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.</p> <p><b>Part 2: European standards for the external quality assurance of higher education</b></p> <p><b>2.1 Use of internal quality assurance procedures:</b> External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.</p> <p><b>2.2 Development of external quality assurance processes:</b> The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all</p>	<p>1.4.2 Strategic planning of learning and teaching</p> <p>1.4.3 Examinations Data Retention Policy</p> <p>1.4.4 Information on Faculty and Department websites</p> <p><b>1.5 Quality Assurance And Enhancement: Central And College Committee Structures</b></p> <p>1.5.2 The role of the central bodies in quality assurance and enhancement</p> <p>1.5.3 Education Committee of the General Board</p> <p>1.5.4 Board of Graduate Studies</p> <p>1.5.5 Board of Examinations</p> <p>1.5.6 Council for Lifelong Learning</p> <p>1.5.7 Undergraduate Admissions Committee</p> <p>1.5.8 Joint Committee on Disability</p> <p>1.5.9 Joint Advisory Committee on Student Matters</p> <p><b>1.6 Programs And Courses: Aims And Learning Outcomes</b></p> <p>1.6.1 Educational aims of the provision</p> <p>1.6.2 Learning outcomes: knowledge and skills</p> <p>1.6.3 Achieving learning outcomes</p> <p><b>1.7 Programs And Courses: Curricula And Assessment</b></p> <p>1.7.1 Curricula and learning outcomes</p> <p>1.7.2 Assessment and learning outcomes</p> <p>1.7.3 Curricula and form of assessment</p> <p>1.7.4 Curriculum and assessment and the appropriateness of the award</p> <p>1.7.5 Assessment practices</p> <p>1.7.6 External Examiners</p> <p>1.7.7 Programme Specifications</p> <p><b>1.8 Programs And Courses: Reference Points</b></p> <p>1.8.1 The University's policy statements</p> <p>1.8.2 Locally-certificated provision</p> <p>1.8.3 Practice in other Faculties and Departments in Cambridge</p> <p>1.8.4 Practice in other Universities</p> <p>1.8.5 National guidance or good practice from the Higher Education Academy and Professional Bodies</p> <p>1.8.6 QAA reference points</p> <p>1.8.7 National indicators</p> <p><b>1.9 Student Support</b></p> <p>1.9.1 Induction and support</p> <p>1.9.2 Progress Files and Personal Development Plans (PDP)</p> <p>1.9.3 Learning outside the University</p> <p>1.9.4 Diversity</p> <p><b>1.10 Learning Resources</b></p> <p>1.10.1 Information and support for staff</p>
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<p>those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p> <p><b>2.3 Criteria for decisions:</b> Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p> <p><b>2.4 Processes fit for purpose:</b> All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.</p> <p><b>2.5 Reporting:</b> Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.</p> <p><b>2.6 Follow-up procedures:</b> Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.</p> <p><b>2.7 Periodic reviews:</b> External quality assurance of institutions and/or programs should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.</p> <p><b>2.8 System-wide analyses:</b> Quality assurance agencies should produce from time to time summary reports describing and analyzing the general findings of their reviews, evaluations, assessments etc.</p>	<p>1.10.2 Material resources</p> <p><b>2. Quality Assurance Procedures: A Step-By-Step Guide To Central Quality Assurance Procedures</b></p> <p><b>2.1 Changes To Courses And Examinations</b></p> <p>2.1.1 Procedures for the approval of changes to courses and examinations</p> <p>2.1.2 Notices of the Faculty Board or other authority</p> <p>2.1.3 Form and Conduct Notices</p> <p>2.1.4 Regulations, including Supplementary Regulations</p> <p>2.1.5 Approval of regulation changes by the General Board</p> <p>2.1.6 Checklist of issues to consider when substantial revisions or new courses are proposed</p> <p><b>2.2 Drawing Up A Programme Specification</b></p> <p>2.2.1 Overview</p> <p>2.2.2 How to draw up a programme specification</p> <p>2.2.3 What to include in a programme specification</p> <p>2.2.4 University policy on involvement of employers'</p> <p>2.2.5 Revisions to programme specifications</p> <p>2.2.6 Further advice</p> <p><b>2.3 Preparing An Annual Quality Statement</b></p> <p>2.3.1 Introduction</p> <p>2.3.2 The Quality Statement interview</p> <p>2.3.3 Updating the Quality Statement and other documents</p> <p><b>2.4 General Board Reviews</b></p> <p>2.4.1 Types of General Board Review</p> <p><b>2.4.2 Timetable and process</b></p> <p>2.5.5 Who can be nominated as an External Examiner?</p> <p><b>2.6 Dealing With Examiners' Reports</b></p> <p>2.6.1 Reporting requirements and timetables</p> <p>2.6.2 Responding to External Examiners' reports</p> <p>2.6.3 Responding to other Examiners' reports</p>
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Content Analysis of the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (2005) issued by the European Association for Quality Assurance in Higher Education (ENQA),  
And  
*Polish National Policies*

ESG	National Policies
<p><b>Part 1: European standards and guidelines for internal quality assurance within higher education institutions</b></p> <p><b>1.1 Policy and procedures for quality assurance:</b> Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and award. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p><b>1.2 Approval, monitoring and periodic review of programs and awards:</b> Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.</p> <p><b>1.3 Assessment of students:</b> Students should be assessed using published criteria, regulations and procedures which are applied consistently.</p> <p><b>1.4 Quality assurance of teaching staff:</b> Institutions should have ways of satisfying themselves that staff involved with the teaching of students, are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.</p> <p><b>1.5 Learning resources and student support:</b> Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.</p> <p><b>1.6 Information systems:</b> Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities.</p>	<p><i>Act of 27 July 2005 Law on Higher Education</i> Part I: Higher Education System Chapter 1: General Provisions Article 9</p> <p>The minister responsible for higher education shall specify by regulation:</p> <ol style="list-style-type: none"> <li>1) the names of fields of study, including the names of fields of study for degree programs offered as first-cycle programs or first-cycle and second-cycle programs, or long-cycle programs, while having regard to the existing fields of study and demands of the labor market;</li> <li>2) the degree program requirements for each field and level of study, including educational profiles of graduates, framework curriculum contents, duration of degree programs and practical placements, requirements for each form of study(..)</li> <li>3) the requirements for programs preparing for the teaching profession, including: <ol style="list-style-type: none"> <li>a) the educational profile a graduate;</li> <li>b) teacher training and education courses;</li> <li>c) training for the teaching of two subjects (types of courses);</li> <li>d) training in information technology, including its use in the specialization areas for which students are trained;</li> <li>e) foreign language courses to be provided to an extent which enables the development of foreign language skills at an advanced level;</li> <li>f) the duration of programs, and the duration and organization of practical placements;</li> <li>g) curricular contents and skills required; – while having regard to the demand of the labor market;</li> </ol> </li> <li>4) the requirements to be fulfilled by organizational units in order to provide degree programs in a specific field and at a specific level of study, and in particular the number of academic staff employed on a full-time basis, holding an academic title or an academic degree, and included I the minimum staff resources required – while bearing in mind that one academic staff member may be counted towards the minimum</li> </ol>

<p><b>1.7 Public information:</b> Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.</p> <p><b>Part 2: European standards for the external quality assurance of higher education</b></p> <p><b>2.1 Use of internal quality assurance procedures:</b> External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.</p> <p><b>2.2 Development of external quality assurance processes:</b> The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p> <p><b>2.3 Criteria for decisions:</b> Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p> <p><b>2.4 Processes fit for purpose:</b> All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.</p> <p><b>2.5 Reporting:</b> Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.</p> <p><b>2.6 Follow-up procedures:</b> Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.</p> <p><b>2.7 Periodic reviews:</b> External quality assurance of institutions and/or programs should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.</p> <p><b>2.8 System-wide analyses:</b> Quality assurance agencies should produce from time to time summary reports describing and analyzing the</p>	<p>staff resources for degree programs in up to two fields of study, but only in one field of a second-cycle program or one field of a long-cycle programme; and that, when a basic organizational unit of a higher education institution provides both first-cycle and second-cycle programs in a given field of study, the minimum staff resources for the first cycle program may also include academic staff who are counted towards the minimum staff resources of the second-cycle program – as well as the ratio of those staff members to students in a given field of study;</p> <p>5) the detailed requirements for the establishment and operation of a branch campus of a higher education institution, its basic organizational unit in another location and teaching centre in another location, including the following requirement to be fulfilled for each field of study separately:</p> <p>a) a branch campus or a basic organizational unit in another location shall provide staff resources necessary to establish and offer a degree program in a given field of study and at a specific level of study;</p> <p>b) a teaching centre in another location shall provide staff resources necessary to deliver two thirds of courses as part of a first-cycle program (p. 4-5).</p> <p>Article 10</p> <p>1. At the request of the General Council for Higher Education, the minister responsible for higher education may define, by regulation, degree program requirements for a given field of study different from those defined on the basis of Article 9, subsection 2, including the educational profile of a graduate, framework curriculum contents, duration of a degree program and practical placements, as well as requirements for each form of study.</p> <p>2. Degree program requirements defined on the basis of section 1 may be applied in a basic organizational unit of a higher education institution complying with the requirements referred to in Article 3, section 1 or 2, if a given unit is authorized to confer the academic degree of <i>doktor habilitowany</i> and the field of study where the degree program requirements defined on the basis of section 1 would be applied corresponds to the disciplines in which that academic degree may be conferred.</p> <p>3. A decision to apply the degree program requirements defined on the basis of section 1 shall be taken by the senate of a higher education institution which shall forthwith inform the</p>
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<p>general findings of their reviews, evaluations, assessments etc.</p> <p><b>Part 3: European standards for external quality assurance agencies</b></p> <p><b>3.1 Use of external quality assurance procedures for higher education:</b> The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.</p> <p><b>3.2 Official status:</b> Agencies should be formally recognized by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.</p> <p><b>3.3 Activities:</b> Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.</p> <p><b>3.4 Resources:</b> Agencies should have adequate and proportional resources, both human and financial, to enable them to organize and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.</p> <p><b>3.5 Mission statement:</b> Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.</p> <p><b>3.6 Independence:</b> Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.</p> <p><b>3.7 External quality assurance criteria and processes used by the agencies:</b> The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:</p> <ul style="list-style-type: none"> <li>• a self-assessment or equivalent procedure by the subject of the quality assurance process;</li> </ul>	<p>minister responsible for higher education thereof.</p> <p>4. Applying the degree program requirements defined on the basis of section 1 to a given field of study in a basic organizational unit referred to in section 2 shall preclude the same organizational unit from applying the degree program requirements defined on the basis of Article 9, subsection 2 to that field of study (p. 5-6).</p> <p>Chapter 6</p> <p>State Accreditation Committee</p> <p>Article 48</p> <p>1. The State Accreditation Committee (<i>Państwowa Komisja Akredytacyjna</i>), hereinafter referred to as “the Committee”, shall be appointed by the minister responsible for higher education.</p> <p>2. Members of the Committee shall be appointed by the minister responsible for higher education from among candidates proposed by the Council, the Conference of Rectors of Academic Schools in Poland, the Conference of Rectors of Non-University Higher Education Institutions in Poland, the Students’ Parliament of the Republic of Poland, senates of higher education institutions, as well as national academic associations and employers’ organizations. A member of the Committee may be any academic staff member holding at least the academic degree of <i>doktor</i> and employed in a higher education institution as the place of primary employment. When appointing members of the Committee, the minister responsible for higher education shall respect the requirement that the groups of fields of study listed in Article 50, section 4 shall be represented in the Committee.</p> <p>3. The President of the Students’ Parliament of the Republic of Poland shall be a member of the Committee by virtue of law.</p> <p>4. A member of the Committee may be dismissed, at the request of the Committee Presidium, by the minister responsible for higher education.</p> <p>5. The Committee shall include a minimum of sixty and a maximum of eighty members.</p> <p>6. The term of office of the Committee shall be four years and shall commence on 1 January.</p> <p>7. The rector may relieve a member of the Committee partially or fully from teaching duties at the latter’s request.</p> <p>Article 49</p> <p>1. The Committee shall present to the minister responsible for higher education opinions and</p>
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<ul style="list-style-type: none"> <li>• an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;</li> <li>• publication of a report, including any decisions, recommendations or other formal outcomes;</li> <li>• a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.</li> </ul>	<p>proposals concerning:</p> <ol style="list-style-type: none"> <li>1) the establishment of a higher education institution, and the authorization for a higher education institution to provide degree programs in a given field and at a given level of study;</li> <li>2) the assessment conducted by the Committee of the quality of education in a given field of study, including the training of teachers and the compliance with the requirements for the provision of degree programs.</li> </ol> <p>2. In connection with the matters referred to in section 1, the Committee may request clarification and information from higher education institutions, and conduct site visits in higher education institutions.</p> <p>3. In justified cases, the minister responsible for higher education may request the Committee to assess the quality of education in a specific higher education institution or its organizational unit, and to present conclusions resulting from the assessment.</p> <p>4. Opinions on the matters referred to in section 1, subsection 1 shall be given by the Committee not later than within four months of the date of the receipt of the request. In case an opinion is not given within this time limit, the minister responsible for higher education shall take a decision without such an opinion.</p> <p>5. Assessments referred to in section 1, subsection 2, and section 3 shall be submitted by the Committee together with the justification and conclusions; thereof within one month of the completion of the assessment procedure.</p> <p>6. The Committee may co-operate with national and international organizations which are involved in the assessment of the quality of education and accreditation.</p> <p>7. In performing its tasks referred to in section 1, subsection 2, and section 3, the Committee may process personal data of academic staff and students of the higher education institutions under assessment in so far as it is necessary for the performance of those tasks.</p> <p>Article 50</p> <ol style="list-style-type: none"> <li>1. The Committee shall work at plenary sessions and through its bodies.</li> <li>2. The bodies of the Committee shall be: <ol style="list-style-type: none"> <li>1) the President,</li> <li>2) the Secretary,</li> <li>3) the Presidium.</li> </ol> </li> </ol>
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	<p>3. The Presidium shall be composed of:</p> <ol style="list-style-type: none"> <li>1) the President of the Committee,</li> <li>2) the Secretary,</li> <li>3) the Chairmen of the sections referred to in section 4,</li> <li>4) the President of the Students' Parliament of the Republic of Poland.</li> </ol> <p><b>Resolution of the Ministry of Science and Higher Education of July 12, 2007 on education standards for specified academic programs and disciplines.</b></p> <p>Państwowa Komisja Akredytacyjna and its internal resolutions:</p> <p><i>The Resolution No 18/2002 of the Presidium of the State Accreditation Committee of February 28, 2002 on guidelines concerning preparing the self-evaluation report (Uchwała 18/2002).</i></p> <p><i>Resolution No 201/2007 of the Presidium of the State Accreditation Committee of March 22, 2007 on the criteria concerning teaching facilities;</i></p> <p><i>Resolution No 617/2007 of the Presidium of the State Accreditation Committee of July 5, 2007 on the assessment criteria concerning the fulfillment of the core staff requirements;</i></p> <p><i>Resolution No 219/2007 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning of the educational outcomes verification system;</i></p> <p><i>Resolution No 94/2007 of the Presidium of the State Accreditation Committee of Feb 8, 2007 on the assessment criteria concerning the fulfillment of requirements within the scope of the academic research conducted in the discipline or field connected with a given field of study;</i></p> <p><i>Resolution No 95/2007 of the Presidium of the State Accreditation Committee of February 8, 2007 on the assessment criteria concerning study programs and curricula;</i></p> <p><i>Resolution No 217/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the criteria for the assessment of formal and legal aspects of education;</i></p> <p><i>Resolution No 218/2008 of the Presidium of the State Accreditation Committee of April 10, 2008 on the assessment criteria concerning the fulfillment of student matter requirements.</i></p>
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## ESG

### Part 1: European standards and guidelines for internal quality assurance within higher education institutions

#### 1.1 Policy and procedures for quality assurance:

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

**1.2 Approval, monitoring and periodic review of programs and awards:** Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.

**1.3 Assessment of students:** Students should be assessed using published criteria, regulations and procedures which are applied consistently.

**1.4 Quality assurance of teaching staff:** Institutions should have ways of satisfying themselves that staff involved with the teaching of students, are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

**1.5 Learning resources and student support:** Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

**1.6 Information systems:** Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities.

**1.7 Public information:** Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.

### Part 2: European standards for the external quality assurance of higher education

## Institutional Policies

*Agreement of Polish Universities Concerning the Quality of Education of October 18, 1997*  
(Amended on October 11, 1999 and November 4, 2005).

#### The Agreement aims at:

Creation of the standards of education quality at universities according to those of the European Union;

Upgrading of the quality of education

Promotion of high-quality courses of studies, and schools offering them.

#### THE GOAL OF UNIVERSITY

#### ACCREDITATION COMMITTEE'S ACTIVITY IS:

Creation of an accreditation system of courses of studies at universities, and

Equalization of the standards of education quality at universities.

#### THE EVALUATION TEAM IS TO:

conduct a comprehensive review and assessment of an area of studies offered at a specified institution of higher learning, and

prepare a written report on the review and assessment conducted and to present it to UAC together with a recommendation to award the accreditation, to defer it until specified conditions are met, or to refuse accreditation

Accreditation is granted for 2 or 5 years.

#### Kodeks

Dobre Praktyki W Szkołach Wyższych  
Opracowany przez Fundację Rektorów Polskich  
Good Practices in Higher Education  
By the Foundation of Rectors of Polish  
Institutions of Higher Education

8. Troska o jakość kształcenia. Dydaktyczna misja uczelni zobowiązuje rektora do stałej troski o wysoki poziom kształcenia. Zadanie to realizuje rektor między innymi poprzez troskę o właściwe kryteria doboru kadry naukowo-dydaktycznej, odpowiedni system kontroli rzetelności pracy dydaktycznej, respektowanie wymogów ministerialnych, a także promowanie twórczych i pożytecznych inicjatyw podejmowanych w tym zakresie przez nauczycieli akademickich. Aby

	<p>skutecznie wywiązywać się z tych zadań, rektor inicjuje wdrożenie i nadzoruje działanie uczelnianego systemu zapewniania jakości kształcenia, wprowadzającego standardy i procedury gwarantujące efektywną realizację tych zadań.</p> <p><i>(Translated by author: 8. Education quality requirement. To fulfill the academic mission of an institution of higher education, a Rector is fully responsible for maintaining high level of education. This responsibility is partially delivered through proper hiring practices of faculty members, implementing appropriate quality assurance system, respecting national government's requirements, and promoting creative and efficient initiatives undertaken by the faculty. To meet these responsibilities a rector will initiate establishment, implementation, and assessment criteria of the institutional quality assurance system including standards and guidelines of quality assurance in higher education).</i></p>
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### Compatibility between the ESG (European policy) and the Code of Practice (UK national policy)

	ESG	The Code
Part I	1.1	Section 2 Part A
	1.2	Section 7 (revised according to the ESG)
	1.3	Section 6 (revised according to the ESG)
	1.5	<div> <div></div> <div> Section 2 Part B  Section 3  Section 5 </div> </div>
	1.6	Section 2 Part A
	1.7	<div> <div></div> <div> Section 2 Part A  Section 8 </div> </div>
Part II		Section 4 (revised according to the ESG)

Compatibility between the Code of Practice (UK national policy) and the Guide to  
Quality Assurance (Cambridge institutional policy)

<i>Code of Practice</i>	<i>Guide to Quality Assurance</i>
Section 4	<ul style="list-style-type: none"> <li>1.7.3</li> <li>1.7.6</li> <li>2.5.5</li> <li>2.6</li> <li>2.6.1</li> <li>2.6.2</li> <li>2.6.3</li> </ul>
Section 6	<ul style="list-style-type: none"> <li>1.3.5</li> <li>1.3.6</li> <li>1.3.7</li> <li>1.7.3</li> <li>1.7.5</li> <li>2.1</li> <li>2.1.6</li> <li>2.1.6.1</li> <li>2.6</li> <li>2.6.1</li> </ul>
Section 7	<ul style="list-style-type: none"> <li>1.6</li> <li>1.6.1</li> <li>1.6.2</li> <li>1.6.3</li> <li>1.7</li> <li>1.7.1</li> <li>1.7.2</li> <li>1.7.4</li> <li>1.7.5</li> <li>1.7.7</li> <li>1.8</li> <li>1.8.1</li> <li>1.8.2</li> <li>1.8.3</li> <li>1.8.4</li> <li>1.8.5</li> <li>1.8.6</li> <li>1.8.7</li> <li>2.1.6</li> <li>2.1.6.1</li> <li>2.1.6.2</li> <li>2.2</li> <li>2.2.2</li> <li>2.2.3</li> <li>2.2.4</li> <li>2.2.5</li> <li>2.2.6</li> <li>2.3</li> <li>2.3.2</li> <li>2.3.3</li> <li>2.4</li> <li>2.4.1</li> </ul>

The remaining sections of the Code of Practice are referred to the following sections of the Guide to Quality Assurance:

Code of Practice	Guide to Quality Assurance
1	{ 1.9.1 2.1.6
2	{ 1.9.3.2 2.1.6
3	1.9.4
9	{ 1.9.3.1 2.1.6

# Compatibility between the ESG policy (European ) and the Guide to Quality Assurance (the institutional policy)

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