

DOSTIGNUĆA I PRAVCI RAZVOJA OSIGURANJA KVALITETA U VISOKOM OBRAZOVANJU BIH NA PRIMJERU UNIVERZITETA U ZENICI

ACHIEVMENTS AND DIRECTIONS OF QUALITY ASSURANCE DEVELOPMENT IN HIGHER EDUCATION IN B&H ON THE EXAMPLE OF THE UNIVERSITY OF ZENICA

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Ključne riječi:

osiguranje kvaliteta,
visoko obrazovanje, ESG

Keywords:

quality assurance, higher
education, ESG

Paper received:

21.08.2017.

Paper accepted:

26.09.2017.

Pregledni rad

REZIME

Očigledno je da visoko obrazovanje u cijeloj Europi u sklopu Bolonjskog procesa još uvijek prolazi kroz ozbiljne i dalekosežne reformske procese s krajnjim ciljem stvaranja europskog područja visokog obrazovanja. Osiguranje kvaliteta je identificirano kao jedan od ključnih segmenata tog procesa. U nizu komunika sa ministarskih konferencija posvećenih provedbi ovog procesa kontinuirano se naglašava da je primarna odgovornost za osiguranje kvaliteta na visokoškolskim institucijama, dok je stvaranje pretpostavki i izgradnja institucionalnog okvira za eksterno osiguranje kvaliteta na državnim organima. Izazov bolonjske reforme u visokom obrazovanju je u Bosni i Hercegovini (B&H), zbog njenog kompleksnog dejtonskog ustavnog uređenja i njegove fragmentiranosti, daleko veći nego u drugim zemljama. Iako formalno još nije dio porodice zemalja Europske unije, B&H je potpisivanjem Bolonjske deklaracije u Berlinu 2003. godine prihvatila obavezu reformiranja i usklađivanja njenog visokog obrazovanja prema zahtjevima bolonjskog procesa. S tim u vezi, u B&H i su tokom posljednjeg desetljeća napravljeni značajni iskoraci. Univerzitet u Zenici kao jedan od osam javnih univerziteta u Bosni i Hercegovini aktivni je sudionik ovih procesa od samog početka i baštini značajna iskustva eksternih evaluacija njegovog rada u europskom području visokog obrazovanja. Stoga je ovaj rad usmjeren na sistematizaciju onoga što je do sada urađeno, identifikaciju problema i definisanje strateških pravaca za daljnji razvoj koncepta osiguranja kvaliteta u visokom obrazovanju B&H kroz aktivnosti i viziju Univerziteta u Zenici na ovom putu.

Review paper

SUMMARY

It is obvious that higher education throughout Europe within the Bologna Process has been, and still is, undergoing serious and far-reaching reform processes with the ultimate goal of creating a European area of higher education. Quality assurance has been identified as one of the key segments of this process. In a series of communiques from ministerial conferences dedicated to the implementation of this process has been emphasized that higher education institutions are responsible for quality assurance in the first place, while the responsibility of creating preconditions and building an institutional framework for external quality assurance is on state bodies. The challenge of Bologna's reform in higher education in Bosnia and Herzegovina (B&H) is, due to its complex Dayton constitutional arrangement and its fragmentation, far greater than in other countries. Although, formally, not yet a part of the European Union, B&H, by signing the Bologna Declaration in 2003, accepted the obligation to reform and align its higher education with the requirements of the Bologna process. In this respect, significant advances have been made in Bosnia and Herzegovina over the past decade. The University of Zenica as one of the eight public universities in B&H has been an active participant in these processes since the beginning and until now it inherited a significant experience from the external evaluations of its work in the European area

of higher education. Therefore, this paper focuses on systematizing what has been done so far, identifying problems and defining strategic directions for further development of the concept of quality assurance in higher education of B&H through the activities and vision of the University of Zenica on this path.

1. UVOD

U junu 1999. godine, ministri visokog obrazovanja 29 europskih zemalja potpisali su u Bolonji Zajedničku deklaraciju europskih ministara obrazovanja, koja se popularno naziva Bolonjska deklaracija. Ovom deklaracijom zemlje potpisnice su se opredijelila za stvaranje jedinstvenog europskog prostora visokog obrazovanja (EHEA) kao odgovora na proces globalizacije i sisteme obrazovanja SAD, Indije, Kine i drugih zemalja u kojima se posljednjih desetljeća bilježi značajan tehnološki razvoj. Osnovna pretpostavka za uspostavljanje jedinstvenog europskog prostora visokog obrazovanja je stvaranje pretpostavki za potpunu prohodnost i mobilnost nastavnog osoblja i studenata, a stim u vezi i prepoznatljivost, te međusobno priznavanje diploma unutar nacionalnih sistema visokog obrazovanja europskih zemalja. Stoga su Bolonjskom deklaracijom ustvari definisani ciljevi čije ispunjavanje predstavlja najbolji odgovor na procese globalizacije u visokom obrazovanju. Upravo sa razvojem bolonjskog procesa razvijali su se i dopunjavali postavljeni ciljevi koje treba ispuniti kako bi se zaista stvorio jedinstven europski prostor visokog obrazovanja. Tako su početno definisano ciljevi koji se odnose na: prihvatanje sistema zasnovanog na dva ciklusa studija, uvođenje europskog bodovnog sistema ECTS (European Credit Transfer System), dodatka diplomu, mobilnost nastavnika, studenata, istraživačkog i administrativnog osoblja i poticanje europske saradnje u osiguranju kvaliteta, te definisanje usporedivih kriterija, odnosno metodologija za procjenu kvaliteta, u kasnijim fazama prošireni sa: doktorskim studijem, cjeloživotnim učenjem, sudjelovanjem studenata u odlučivanju, učenju orjentiranom na studenta i kvalifikacijskim okvirom. Gledajući iz današnje perspektive, očigledno je da je potpisivanjem bolonjske deklaracije započelo najznačajnije razdoblje reformi visokog obrazovanja u Europi, a danas poznatije kao Bolonjski proces. Primjetno je da, u samoj deklaraciji i svim kasnijim zaključcima ministarskih konferencija (2001. Prag; 2003. Beč; 2012. Bukurešt; 2015. Jerevan) kojima se

1. INTRODUCTION

In June 1999, the ministers of higher education of 29 European countries signed a Joint Declaration of European Ministers of Education in Bologna, which is now widely known as the Bologna Declaration. With this declaration, the signatory countries have opted for the creation of a single European Higher Education Area (EHEA) in response to the process of globalization and education systems in the United States, India, China and other countries where significant technological developments have been recorded over the past decade. The basic prerequisite for the establishment of a single European Higher Education Area is the creation of preconditions for the complete progression and mobility of teaching staff and students and, in this connection, recognition and mutual recognition of diplomas within the national higher education systems of European countries. Therefore, the Bologna Declaration has actually defined goals and their fulfillment is the best answer to the processes of globalization in higher education. Along with the development of the Bologna Process, the set of goals, that have to be fulfilled in order to truly create a single European Higher Education Area, has been developed and extended. Thus, the first defined goals referred to: the acceptance of a two-cycle study system, the introduction of the European Credit Transfer System (ECTS), the diploma supplement, the mobility of teachers, students, research and administrative staff and the promotion of European cooperation in quality assurance, and the definition of comparable criteria, i.e. the methodologies for quality assessment. The mentioned was at later stages extended with: doctoral study, lifelong learning, student participation in decision-making, student-centered learning and qualification frameworks. Looking from today's perspective, it is obvious that by signing the Bologna Declaration, the most significant period of reforms in higher education in Europe, which is today known as the Bologna Process, has begun. It is noticeable that, in the declaration itself and in all subsequent conclusions of the ministerial conferences (2001 Prague; 2003 Berlin; 2005 Berlin; 2007 London; 2009

Berlin; 2005. Bergen; 2007. London; 2009. Leuven/Louvain-la-Neuve; 2010. Budimpešta/evaluirao progres u ispunjavanju bolonjskih ciljeva, jedan od njegovih ključnih segmenata zauzima osiguranje kvaliteta (Quality Assurance - QA). Stoga je, sa aspekta ovog rada, značajno sagledati dosadašnji razvoj i bolonjski koncept osiguranja kvaliteta u Bosni i Hercegovini, kako zbog specifičnosti njenog visokog obrazovanja tako i zbog identifikacije pozitivnih efekata njegove primjene, problema, dilema i pravaca daljnjeg razvoja.

2. OSIGURANJE KVALITETA KROZ PRIMJENU BOLONJSKOG PROCESA

2.1. Osvrt na razvoj bolonjskog koncepta osiguranja kvaliteta u Europi

Kao osnova za uspostavu i funkcioniranje jedinstvenog EHEA osiguranje kvaliteta treba da omogućiti uporedivost visokoškolskih institucija i njihovih programa i priznavanje akademskih kvalifikacija bez obzira gdje su stečene. S tim u vezi osiguranja kvaliteta podrazumijeva i odnosi se na sredstva ili procese kojima institucija garantira sa sigurnošću da se standardi i kvalitet obrazovanja koje nudi održava i unaprijeđuje. Samo uspostavom i izgradnjom sistema osiguranja kvaliteta koji podrazumijeva sve politike, organizacionu strukturu, procese, postupke, aktivnosti i resurse kojima se priznaje, održava i razvija kvalitet visokog obrazovanja svaka institucija može da odgovori izazovima osiguranja, odnosno obezbjeđivanja kvaliteta. U nizu komuniciranih sa ministarskih konferencija posvećenih provedbi bolonjskog procesa kontinuirano je naglašavana uloga, značaj i potreba razvoja zajedničkih kriterija i metodologije osiguranja kvaliteta. Stoga su još na trećoj ministarskoj konferenciji u Bergenu 2005. godine donoseni minimalni Europski standardi i smjernice za osiguranje kvaliteta u visokom obrazovanju Europe (ESG), kao i način evaluacije samih sistema osiguranja kvaliteta u Europi kroz Europski Registar za Agencije za osiguranje kvaliteta i akreditaciju. Nešto kasnije 15.2.2006. preporukom Parlamenta i Vijeća EU broj 2006/143/EC, ESG su preporučeni kao bazični dokument za osiguranje kvaliteta u visokom obrazovanju u zemljama EU. ESG obuhvataju unutrašnje osiguranje kvaliteta u okviru visokoškolskih ustanova, vanjsko osiguranje kvaliteta visokog obrazovanja, te osiguranje kvaliteta agencija za vanjsko osiguranje kvaliteta.

Leuven Louvain-la-Neuve; 2010 Budapest/ Vienna; 2012 Bucharest; 2015 Jerevan) on evaluating the progress of fulfilling the Bologna goals, one of the key segments has been Quality Assurance (QA). Therefore, this paper takes into consideration both the Bologna concept of quality assurance and the current development in B&H, because both aspects are important: on the one side, there is the specificity of higher education in B&H and, on the other, the identification of the positive effects of the Bologna concept application, its problems, dilemmas and directions of further development.

2. QUALITY ASSURANCE WITHIN THE APPLICATION OF BOLOGNA PROCESS

2.1. A review of the Bologna concept of quality assurance in Europe

As a basis for the establishment and functioning of a unique EHEA, quality assurance should enable the comparability of higher education institutions and their programs and the recognition of academic qualifications no matter where they are acquired. In this regard, quality assurance implies and relates to resources or processes by which the institution guarantees with the certainty that the standards and quality of offered education are maintained and improved. Only through the establishing and building of a quality assurance system that implies all policies, organizational structure, processes, procedures, activities and resources that are recognized, maintained and developed by the quality of higher education, each institution can respond to the challenges of quality assurance. In a series of communiqués from ministerial conferences devoted to the implementation of the Bologna process, the role, importance and need of development of common criteria and methodology of quality assurance were continuously emphasized. Therefore, at the third ministerial conference in Bergen in 2005, the minimum European standards and guidelines for quality assurance in higher education of Europe (ESG), as well as the method of evaluation of the quality assurance systems in Europe through the European Register for Quality Assurance and Accreditation Agencies, were adopted. Later on 15.2.2006., through the Recommendation of Parliament and Council of EU No. 2006/143 / EC, ESG are recommended as a basic document for quality assurance in higher education in EU countries. ESGs include internal quality assurance within higher education institutions, external quality assurance of higher education, and quality assurance of external quality assurance agencies.

Pri tome, doneseni minimalni standardi podrazumjevaju upravo minimum koji svaki sistem osiguranja kvaliteta mora ispuniti, a svaka zemlja ima pravo razvijati svoje standarde šire i dublje od onih izloženih i usvojenih u ovom dokumentu.

Pri tome su evaluacija programa ili institucija, uključujući internu (pr)ocjenu (samoevaluaciju), vanjsku evaluaciju/ kontrolu, učešće studenata i objavljivanje rezultata, odnosno sistem akreditacije, certifikacije ili usporedivih procedura definisani kao ključni mehanizam, metoda ili osnovni instrument osiguranja kvaliteta u visokoškolskim institucijama. Dakle, proces akreditacije programa i institucija je jedan od ključnih zahtjeva Bolonjskog procesa, ali i opšte prihvaćeni princip koji se provodi s ciljem unapređenja sistema osiguranja kvaliteta u visokoškolskim ustanovama i kontinuiranog podizanja standarda kvaliteta visokog obrazovanja.

Nakon desetogodišnje primjene ESG europski ministri su 2012. godine zatražili analizu efekata primjene ESG. Nakon dostavljenog izvještaja o provedenoj analizi primjene ESG od strane Grupe E4 (ENQA, ESU, EURASHE i EUA), a zbog promjene uslova u EHEA s krajnjim ciljem poboljšanja njihove jasnoće, primjenjivosti i korisnosti, na Ministarskoj konferenciji u Jerevanu 14 i 15 maja 2015. godine usvojena revidirana verzija ESG-a (Revidirani Standardi i smjernice za obezbjeđivanje kvaliteta u Europskom prostoru visokog obrazovanja - Revidirani ESG). Tako je uporedo sa velikom revizijom standarda ISO 9001:2015 koji prevashodno definišu zahtjeve za sistem kvaliteta proizvodnih organizacija izvršena i revizija ESG standarda za oblast visokog obrazovanja. Revidirane ESG koriste ustanove i agencije za obezbjeđivanje kvaliteta kao referentni dokument za sisteme unutrašnjeg i spoljašnjeg obezbjeđivanja kvaliteta, ali i Europski registar za obezbjeđivanje kvaliteta (EQAR), koji je zadužen za registar agencija za obezbjeđivanje kvaliteta koje rade u skladu sa ESG-om. Ključna obaveza iz Revidiranih ESG je da institucije visokog obrazovanja u EHEA koriste odgovarajuću agenciju koju je registrovao Europski registar za obezbjeđivanje kvaliteta u visokom obrazovanju (EQAR) za njihov proces eksternog osiguranja kvaliteta, poštujući nacionalne aranžmane za donošenje odluka o ishodima osiguranja kvaliteta. Pored izmjene i proširenja broja kriterija revidirane ESG odlikuje i jedna zanimljiva terminološka odrednica.

In addition, the adopted minimum standards imply the minimum that every quality assurance system must fulfill, and each country has the right to develop its standards wider and deeper than those outlined and adopted in this document.

Evaluation of the program or institution, including internal evaluation, external evaluation / control, student participation and publication of results, i.e. accreditation, certification or comparable procedures, is defined as a key mechanism, method or basic quality assurance instrument in higher education institutions. Therefore, the process of accreditation of programs and institutions is one of the key requirements of the Bologna process, but also the generally accepted principle that is being pursued with the aim of improving the quality assurance system in higher education institutions and continuously raising the quality standards of higher education.

After ten years of ESG application, European ministers requested an analysis of the effects of ESG implementation in 2012. After the submission of the report of E4 group (EQA, ESU, EURASHE and EUA) about the implementation of the ESG, and due to changes in the EHEA conditions with the ultimate aim of improving their clarity, applicability and usefulness, at the Ministerial Conference in Yerevan on May 14th and 15th, the revised version of the ESG (Revised Standards and Guidelines for Quality Assurance in the European Higher Education Area - Revised ESG) was adopted in 2015. Doing so, the ESG standards in the field of higher education have been revised parallel to a major revision of the ISO 9001: 2015 standard, which primarily defines the requirements for the quality system of manufacturing organizations. Revised ESG standards are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems, as well as by the European Quality Assurance Register (EQAR), which is in charge for register of quality assurance agencies, that use the ESG. The key obligation of the Revised ESGs is that the Higher Education Institutions in the EHEA use the appropriate agency registered by the European Quality Assurance Register (EQAR) for their external quality assurance process, while respecting national decision making arrangements for quality assurance outcomes. In addition to revising and expanding the number of criteria, revised ESG are characterized by an interesting terminology definition.

Naime, termin "obezbjedivanje kvaliteta" u ovom dokumentu se koristi za opis svih aktivnosti u okviru ciklusa kontinuiranog poboljšanja (tj. aktivnosti na osiguranju /obezbjedenju i unapređenju/poboljšanju kvaliteta) [L Revidirani standardi ESG]. S tim u vezi, logičnim se čini da se za sisteme osiguranja kvaliteta uspostavljene i bazirane na ESG u narednom periodu koristi termin sistem osiguravanja kvaliteta. Očigledno je da ovom terminu odgovara termin sistem upravljanja kvalitetom (QM sistem) kao faza razvoja sistema kvaliteta u proizvodnom sektoru koji pored osiguranja podrazumjeva i provođenje mjera poboljšanja kvaliteta.

Generalno, pošto su preporukom Parlamenta i Vijeća EU, ESG preporučeni kao bazični dokument za osiguranje kvaliteta u visokom obrazovanju u zemljama Europske unije, to je očigledno da se sistem visokog obrazovanja zemalja koje žele da postanu članice EU u pogledu osiguranja kvaliteta treba bazirati na ESG standardima/ smjernicama i razvijati u skladu sa njihovom aktuelnom revizijom. Pošto je jasno opredjeljenje B&H u pogledu pristupanja EU u nastavku je predstavljena kraća analiza u implementaciji obaveza na osiguranju kvaliteta u visokom obrazovanju.

2.2. Primjena Bolonjskog procesa i osiguranja kvaliteta u BiH

BiH je potpisivanjem Bolonjske deklaracije još 2003. godine prihvatila jedinstvenu europsku politiku u visokom obrazovanju sa svim obavezama koje su njen integralni dio. Naravno, izgradnja sistema osiguranja kvaliteta i u našoj zemlji je, bez obzira na njeno složeno ustavno uređenje i fragmentiranost visokog obrazovanja, rangirana kao značajniji prioritet i važno reformsko pitanje u ovom procesu. Cjelokupna reforma visokog obrazovanja i izgradnja novih institucionalnih kapaciteta u visokom obrazovanju u BiH dodatno je omogućena usvajanjem Okvirnog zakona o visokom obrazovanju u BiH (Okvirni zakon) u augustu 2007 godine. Ovim zakonom, pored ostalog, osnovana je Agencija za razvoj visokog obrazovanja i osiguranje kvaliteta (Agencija) kojoj je, kao što je to definirano i u samom njenom nazivu, dodijeljena posebna uloga i zaduženje u pogledu vanjskog osiguranja kvaliteta u visokom obrazovanju. U konačnici rezultat rada Agencije treba da bude akreditacija visokoškolskih (vš) institucija i uspostavljanju državnog registra akreditiranih ustanova u BiH, kao i njeno članstvo u ključnim evropskim asocijacijama za kvalitet u visokom obrazovanju.

Namely, the term "quality assurance" in this document is used to describe all activities within a continuous improvement cycle (i.e., activities for quality insurance/assurance and improvement /upgrade)[4]. In this connection, it seems logical in the forthcoming period to use the term „quality assurance system“ for quality systems established and based on the ESG. It is obvious that this term corresponds to the quality management (QM) system as a stage of quality system development in the manufacturing sector, which besides insurance also implies the implementation of quality improvement measures.

In general, since the ESG standards are recommended as a basic document for quality assurance in higher education in the countries of the European Union by the Recommendation of the Parliament and the Council of the EU, it is obvious that the higher education system of countries wishing to become EU members in terms of quality assurance should be based on ESG standards /guidelines and developed in accordance with their current revision. Given the clear commitment of B&H in terms of EU integration, a short analysis of the implementation of obligations on quality assurance in higher education is presented below.

2.2. Application of the Bologna Process and Quality Assurance in B&H

In 2003, by signing the Bologna Declaration, B&H adopted a common European policy in higher education with all the obligations that were its integral part. Regardless of the complex constitutional arrangement of B&H and the fragmentation of its higher education, building of a quality assurance system in our country has been ranked with a significant priority and recognized as an important reform issue in the whole process. The overall reform of higher education and the building of new institutional capacities in higher education in B&H was additionally enabled by the adoption of the Framework Law on Higher Education in B&H (Framework Law) in August 2007. This law, among other things, has established the Agency for the Development of Higher Education and Quality Assurance (Agency), which, as its name says, has been assigned a special role and responsibility in terms of external quality assurance in higher education. Ultimately, the result of the Agency's work should be the accreditation of higher education institutions and the establishment of a state registry of accredited institutions in B&H as well as the membership of the Agency in key European associations for quality in higher education.

Stoga se sa sigurnošću može utvrditi da je najznačajniji korak za oblast osiguranja kvaliteta u BiH, u legislativnom smislu, donošenje Okvirnog zakona u BiH, iako su i mnogo ranije postajale značajne aktivnosti i inicijative u pogledu osiguranja kvaliteta u vs institucijama u BiH. Ovaj zakon je temeljni dokument za uspostavu sistema osiguranja kvaliteta u visokom obrazovanju BiH sa jasno propisanom obavezom akreditacije vs institucija. Nešto kasnije, a na osnovu odredbi okvirnog zakona Vijeće ministara BiH je donijelo Odluku o usvajanju dokumenata potrebnih za dalju implementaciju Bolonjskog procesa u Bosni i Hercegovini¹. Sa aspekta osiguranja kvaliteta među usvojenim dokumentima najznačajni su Standardi i smjernice za osiguranje kvaliteta u visokom obrazovanju u BiH i Preporuke za implementaciju osiguranja kvaliteta u visokom obrazovanju u BiH. Donošenjem navedenih dokumenata stvorene su pretpostavke za otpočinjanje procesa akreditacije i njegovo detaljnije legislativno uređenje. Ipak, zbog niza objektivnih okolnosti uzrokovanih složenim ustavnim uređenjem i podjelom nadležnosti nad visokim obrazovanjem, kriteriji za akreditaciju visokoškolskih ustanova u Bosni i Hercegovini usvojeni su tek u julu 2010. godine. Akreditacija/rekreditacija je proces kojim se na osnovu vanjske revizije i ocjene kvaliteta potvrđuje da je vs ustanova u svom radu ispunila propisane standarde i kriterije. Kriterije za akreditaciju je donijela Agencija i oni su jedinstveni i obavezni za sve vs ustanove u BiH bilo da su one javne ili privatne. Po navedenim kriterijima vs ustanove provode samoevaluaciju i pripremaju samoevaluacioni izvještaj (SEI) kao osnovu za njihovu akreditaciju. Provjeru ispunjenosti kriterija vrši nezavisna komisija stručnjaka za akreditaciju koju imenuje Agencija na osnovu prijedloga nadležnih obrazovnih vlasti (NOV). Dodatno vrijeme za ozbiljnije akreditiranje visokoškolskih ustanova utrošeno je na donošenje provedbenih akata na nižim nivoima (entiteti, kantoni, Distrikt Brčko), način izbora i rada Komisije stručnjaka koja će vršiti eksterne evaluacije i operativnu razradu postupka akreditacije tako da akreditiranje vs institucija u BiH dobija na intenzitetu tek 2013 i 2014 godine. Primjenom kriterija za akreditaciju iz 2010. godine do sada je akreditovano 27 visokoškolskih ustanova u Bosni i Hercegovini².

There were many important activities and initiatives in the field of quality assurance in higher education institutions in B&H in the past, but the most important step in the area of quality assurance in the legislative sense, most certainly, was the adoption of the Framework Law in B&H. This law is the basic document for establishing a quality assurance system in B&H's HE with a clearly prescribed obligation of accreditation of higher education institutions. Later on, based on the regulations of the framework law, the B&H Council of Ministers made a Decision on the adoption of the documents needed for the further implementation of the Bologna Process in B&H. From the point of view of quality assurance, among the adopted documents, the most important are the Standards and Guidelines for QA in HE in B&H and Recommendations for the Implementation of QA in HE in B&H. By adopting these documents, the preconditions for starting the accreditation process and its more detailed legislative regulation have been created. However, due to the series of objective circumstances caused by complex constitutional arrangements and the division of jurisdictions over HE, criteria for accreditation of HE institutions in B&H were adopted later, in July 2010. Accreditation /reaccreditation is a process based on external audit and quality assessment if the HE institution has fulfilled the prescribed standards and criteria in its work. The criteria for accreditation are made by the Agency and they are unique and compulsory for all HE institutions in BiH whether they are public or private. According to the above mentioned criteria, a HE institutions perform self-evaluation and prepare a self-evaluation report (SER) as a basis for their accreditation. The verification of the fulfillment of the criteria is carried out by an independent accreditation commission appointed by the Agency on the basis of proposals from the competent education authorities. In order to assure the seriousness of accreditation of HEIs, an additional time was spent on adopting the implementing acts for entities, cantons and Brcko District, i.e. lower-level bodies, regarding the method of selection and work of Commissions of Experts, since they undertake external evaluations, and the operational issue was, also, elaborated here, what contributed to intensification of the accreditation process of HE institutions in B&H during 2013 and 2014.

By applying the criteria for accreditation from 2010, up to now, 27 higher education institutions have been accredited in B&H.

¹ Službeni glasnik Bosne i Hercegovine, broj 13/08

² http://www.heg.gov.ba/akreditacija_vsu/Default.aspxG, pristup septembar 2017. godine

Međutim, kako je u tokom 2015. godine prihvaćena Revidirana verzija ESG-a na Ministarskoj konferenciji u Jerevanu 14 i 15 maja 2015. godine nastala je potreba i za korekcijom kriterija za akreditaciju u Bosni i Hercegovini. S tim u vezi, a pored razloga revizije ESG i u cilju poboljšavanja kriterija na osnovu iskustva stečenog tokom dotadašnjih aktivnosti na unutrašnjem i vanjskom osiguranju kvaliteta, Agencija je pokrenula postupak konsolidacije kriterija. Konsolidovani kriteriji za akreditaciju visokoškolskih ustanova u Bosni i Hercegovini su usvojeni od strane Upravnog odbora Agencije 23.11.2016. godine i objavljeni u Službenom glasniku Bosne i Hercegovine, broj 96/16. Konsolidovani kriteriji imaju ukupno 10 kriterija za razliku od ranijih 9 kriterija. Shodno tome, visokoškolske institucije koje u narednom periodu budu akreditirale ili reakreditirale svoje sisteme osiguranja kvaliteta trebaju prilagoditi aktivnosti i sadržaje internih evaluacija stanja konsolidovanim kriterijima za akreditaciju. Istovremeno u sklopu predstojeće institucionalne reakreditacije, izazov koji očekuje visokoškolske institucije je i akreditacija studijskih programa. Naime, u Odluci o usvajanju prioriteta za razvoj visokog obrazovanja u Bosni i Hercegovini za period 2016.-2020. koju je usvojio Savjet ministara Bosne i Hercegovine, u dijelu koji se odnosi na osiguranje kvaliteta, precizno je navedeno da je potrebno uspostaviti preduslove i sprovesti efikasan, transparentan i pristupačan proces akreditacije studijskih programa. Shodno ovom opredjeljenju, Agencija je izradila model akreditacije studijskih programa, prema kojem su koraci u akreditaciji studijskih programa isti, kao i kod akreditacije visokoškolskih ustanova, s tim da će biti neophodno posebno definisati proceduralna pitanja, uključujući i finansijski aspekt ovih postupaka. U međuvremenu Agencija je donijela i Odluku o kriterijima za akreditaciju studijskih programa prvog i drugog ciklusa studija u Bosni i Hercegovini³, te su time stečeni uslovi i za akreditaciju studijskih programa. Stanovište Agencije je da se u narednom 'krugu akreditacija/reakreditacija' istovremeno sa institucionalnom akreditacijom/reakreditacijom vrši i postupak akreditacije studijskih programa prema modelu za koji se opredjeli visokoškolska ustanova (svi studijski programi, selektovani programi ili klasterisani programi).

However, as the revised version of the ESG at the Ministerial Conference in Yerevan was adopted in 2015, there was a need for the correction of the criteria for accreditation in B&H. In addition to the ESG revision and the need to modify the criteria, and in order to improve them on the basis of the experience gained during the previous activities on internal and external quality assurance, the Agency has initiated a consolidation process of criteria. Consolidated criteria for accreditation of higher education institutions in B&H were adopted by the Agency's Management Board on 23.11.2016. published in the Official Gazette of B&H, No. 96/16. Consolidated criteria have a total of 10 criteria unlike the previous 9 criteria. Consequently, higher education institutions that will accredit or reaccredit their quality assurance systems in the forthcoming period should adapt the activities and contents of the internal evaluation to the consolidated accreditation criteria. At the same time, within the framework of forthcoming institutional reaccreditation, the additional challenge for higher education institutions represents accreditation of study programs. Namely, in the Decision on Adoption of Priorities for Higher Education Development in B&H for the period 2016-2020 adopted by the Council of Ministers of B&H, in the part related to quality assurance, it is precisely stated that it is necessary to establish preconditions and to carry out an efficient, transparent and accessible process of accreditation of study programs. In accordance with this commitment, the Agency has developed a model of accreditation of study programs, according to which steps in the accreditation of study programs are the same as for accreditation of higher education institutions, with the need to specifically define procedural issues, including the financial aspect of these procedures. Meanwhile, the Agency has also adopted a Decision on the criteria for accrediting study programs of the first and second cycle of studies in B&H, acquiring the conditions for accreditation of study programs. The Agency's attitude is that in the next „accreditation /reaccreditation cycle“, institutional accreditation /reaccreditation will be carried out simultaneously with the accreditation of study programs according to the model chosen by the higher education institution (accreditation: all study programs, arbitrarily selected programs or programs classified in clusters).

³ Službeni glasnik BiH, broj 47/17

Ovo opredjeljenje će u narednom periodu zahtjevati znatno veći angažman visokoškolskih institucija, Agencije i NOV s ciljem efikasno provedenih postupaka sistemske akreditacije /reakreditacije (istovremena institucionalna i programska akreditacija /reakreditacija).

Iako je tek 2014. godine proces izgradnje i akreditacije sistema osiguranja kvaliteta u visokom obrazovanju BiH 'trasiran' jasnim kriterijima i transparentnim procedurama visokoškolske ustanove u BiH su i znatno ranije vršile aktivnosti na uspostavljanju sistema osiguranja kvaliteta čiji je obim, sadržaj i kvalitet realiziranih elemenata sistema osiguranja kvaliteta različit. Step en uspostave pojedinih elemenata sistema osiguranja kvaliteta je uglavnom u funkciji veličine i vremena postojanja visokoškolske institucije, ali i opredjeljenosti kako njihovog menadžmenta tako i nadležnih obrazovnih vlasti. Ovo stanovište je istaknuto i u zaključcima nedavno održanog okruglog stola u organizaciji Asocijacije za kvalitet u BiH, a u čijem radu su učestvovali predstavnici svih 8 javnih univerziteta u BiH, 4 privatna univerziteta, Agencije za razvoj visokog obrazovanja i osiguranje kvaliteta, Vanjsko-trgovinske komore BiH, Privredne komore Federacije BiH, dvije konsultantske kuće iz područja kvaliteta i drugi zainteresovani [10].

U nastavku je prikazan proces razvoja sistema osiguranja kvaliteta do njegove akreditacije na jednoj javnoj visokoškolskoj ustanovi sa svim specifičnostima koje su pratile ovaj proces u BiH.

3. STANJE I PERSPEKTIVE SISTEMA OSIGURANJA KVALITETA NA UNIVERZITETU U ZENICI U SVJETLU BOLONJSKOG PROCESA

Prema europskim standardima i smjernicama za osiguranje kvaliteta u europskom području visokog obrazovanja (ESG) koji prate implementaciju Bolonjskog procesa u sferi osiguranja kvaliteta, svaka institucija visokog obrazovanja treba da definiše, uspostavi i dalje razvija vlastite, interne mehanizme i programe osiguranja kvaliteta. Praktično, svaka visokoškolska institucija treba da izgradi, primjeni i razvija vlastiti, unutrašnji sistem osiguranja kvaliteta, ESG su samo smjernice u radu i pokazatelj šta treba napraviti, a ne ukazuju na koji način to treba uraditi. Univerzitet u Zenici je kao jedan od najmlađih javnih univerziteta u BiH u dosadašnjem funkcionisanju prošao različite faze na putu uspostave i funkcionisanja sistema osiguranja kvaliteta.

This commitment will require a significantly greater involvement of HE institutions, agencies and competent educational authorities in the forthcoming period with the aim of efficiently implemented systematic accreditation /reaccreditation, which implies simultaneous institutional and program accreditation /reaccreditation.

Although the process of building and accrediting the quality assurance system in higher education in B&H was "guided/routed" by clear criteria and transparent procedures, it only began in 2014, and due to this late start, many higher education institutions in BiH significantly earlier performed activities to establish a quality assurance system, which scope, content and quality of implemented elements were different from the ones later prescribed within QA system. The degree of establishment of certain elements of the quality assurance system is largely dependent on the size and tradition of a higher education institution, but also on the commitment of both their management and responsible education authorities. This standpoint was also highlighted in the conclusions of the recently held round table organized by the Association for Quality in B&H, which was attended by representatives of all 8 public universities in BiH, 4 private universities, Higher Education Development Agency and Quality Assurance, Foreign Chamber of Commerce of B&H, Chamber of Commerce of the Federation of B&H, two consultants in the field of quality and others interested [10].

3. THE POSITION AND PERSPECTIVES OF QUALITY ASSURANCE SYSTEM AT THE UNIVERSITY OF ZENICA IN THE FRAMEWORK OF THE BOLOGNA PROCESS

According to the ESG quality assurance standards in the European Higher Education Area that follow the implementation of the Bologna Process in the field of quality assurance, each higher education institution should define, establish and further develop its own internal mechanisms and quality assurance programs. Practically, each higher education institution should build, implement and develop its own internal quality assurance system. In doing so, ESGs provide only guidelines in their work and indicate what has to be done, but do not define how to do this. The University of Zenica (University), as one of the youngest public universities in B&H, has undergone various stages in the past, on the path to the establishment and functioning of the quality assurance system.

Faze razvoja sistema osiguranja kvaliteta na Univerzitetu se uglavnom mogu poistovjetiti sa fazama razvoja osiguranja kvaliteta u visokom obrazovanju u BiH, odnosno donošenjem i implementacijom njene zakonske regulative koja je pratila europske trendove u ovoj oblasti. Na sličan način su i druge, a posebno javne, visokoškolske ustanove sa većim ili manjim intenzitetom provodile navedene aktivnosti.

Generalno, razvoj sistema osiguranja kvaliteta na Univerzitetu se može podijeliti u tri ključne faze, a one obuhvataju: period do kraja 2005. godine i aktivnosti OJ Univerziteta na ovom polju, period od 2006. do 2014. godine ili period početka funkcionisanja Univerziteta do njegove akreditacije i postakreditacioni period do reakreditacije, a koji obuhvata razdoblje od 2015. do 2018. godine.

Period do 2005. godine karakteriše odsutnost jasnih smjernica i preciznih zakonskih odrednica u pogledu uspostave sistema osiguranja kvaliteta. Ipak, to nije bila prepreka aktivnostima nekih visokoškolskih institucija u svijetu, pa i u BiH za razvoj i uspostavu internih mehanizama za poboljšanje kvaliteta kroz sistem osiguranja kvaliteta na iskustvima i dostignućima savremenog svijeta. Kao odraz svijesti o važnosti kvaliteta u visokom obrazovanju i težnji da se uspješno integrira u EHEA na pojedinim organizacionim jedinicama Univerziteta ideja o uspostavi kulture kvaliteta zaživjela je znatno prije nego što je BiH potpisala Bolonjsku deklaraciju 2003. godine, a paralelno sa razvojem ESG-a. Shodno tome, osnivanje i razvoj Univerziteta pratila je uspostava i razvoj sistema osiguranja kvaliteta baziranog na dugogodišnjim iskustvima Mašinskog fakulteta i Metalurškog instituta "Kemal Kapetanović" u izgradnji i certifikaciji sistema kvaliteta prema standardu ISO 9001:2000. Time su iskustva i tradicija u uspostavi sistema kvaliteta na ovim organizacionim jedinicama (OJ) doprinijela njegovoj efikasnijoj institucionalnoj implementaciji na nivou Univerziteta prema ESG zahtjevima. Dakle, u periodu do 2005. godine briga za kvalitet nije bila na univerzitetskom nivou, već se bazirala na pojedinačnom djelovanju članica i institucija Univerziteta i "lutanju" u izboru modela institucionalnog sistema osiguranja kvaliteta. To je period u kome su stvorene ozbiljne pretpostavke za univerzitetsko osiguranje kvaliteta.

The stages of development of the quality assurance system at the University can mostly be identified with the stages of development of quality assurance in higher education in B&H, i.e. by the adoption and implementation of the legislation that follows the European trends in this field. Similarly, other, especially public higher education institutions, have implemented these activities with higher or lower intensity.

In general, the development of a quality assurance system at the University can be divided into three key stages, including: the period until the end of 2005 and the activities of the organizational units of the University in this field; the period from 2006 to 2014 or the period of commencement of functioning of the University until its accreditation; and post-accreditation period until its reaccreditation, which covers the period from 2015 to 2018.

The period until 2005 is characterized by the absence of clear guidelines and precise legislation regarding the establishment of a quality assurance system. Nevertheless, this was not an obstacle to the activities of some higher education institutions in the world, as well as in B&H for the development and establishment of internal quality improvement mechanisms through a system of quality assurance on the experiences and achievements of the contemporary world. As a reflection of the awareness of the importance of quality in higher education and the aspiration to successfully integrate into the EHEA, the idea of establishing a quality culture on some organizational units of the University became significant even before B&H signed the Bologna Declaration in 2003 and ran parallel to the development of ESG. Consequently, the establishment and development of the University was followed by the establishment and development of a quality assurance system based on the long experience of the Faculty of Mechanical Engineering and the Metallurgical Institute "Kemal Kapetanović" in the building and certification of the quality system according to the series of ISO 9000 standard. Numerous advantages and benefits of implementation of these standards in manufacturing organizations around the world have been recognized as a good basis for improvement and reengineering of processes within these OUs of the University. Thus, the experience and tradition in establishing a quality system at this OUs contributed to their more efficient institutional implementation at the University level according to ESG requirements.

Intenzivniji rad na implementaciji internog sistema osiguranja kvaliteta na Univerzitetu odvijao se u periodu poslije 2005. godine paralelno sa procesom integracije njegovih funkcija i realizacijom značajnog broja bolonjskih projekata. Kao rezultat ovih aktivnosti početkom 2006. godine sa sjedištem u Rektoratu Univerziteta otvorena je Kancelarija za kvalitet, a donesena je i Odluka o formiranju institucionalne strukture-mreže za osiguranje kvaliteta i imenovanju koordinatora-menadžera za kvalitet na nivou Univerziteta i na svim OJ. Tako je, još tokom 2006. godine institucionalno na nivou Univerziteta formiran Odbor za kvalitet i Odbori za kvalitet OJ sa osnovnim zadatkom izgradnje i razvoja sistema kvaliteta na Univerzitetu i širenja kulture kvaliteta u svim sferama njegovog rada uključujući upravljanje, administraciju, obrazovanje (nastavu), istraživanje i pružanje drugih usluga zajednici. Od tada do danas, Odbori za kvalitet su odigrali ključnu ulogu u podizanju svijesti o kvalitetu u visokom obrazovanju, razvoju sistema kvaliteta i pripremi Univerziteta za proces akreditacije kroz provođenje redovnih godišnjih internih evaluacija stanja, kontinuirano semestralno anketiranje studenata, izradu nove i korekciju postojeće dokumentacije sistema kvaliteta, brojne interne i međunarodne projektne aktivnosti, obrazovanje o i za kvalitet kao i druge aktivnosti koje su proizilazile, planirane i realizovane kroz kontinuirano održavanje sastanaka, seminara i radnih sesija. Institucionalnoj mreži osiguranja kvaliteta pridruživani su novoformirani Odbori za kvalitet drugih OJ koje su ulazile u sastav Univerziteta, a njena uproštena sadašnja struktura je prikazana na slici.

More intensive work on the implementation of the internal quality assurance system at the University took place in the period after 2005, in parallel with the process of integration of its functions and realization of a significant number of Bologna projects. As a result of these activities, the Office for Quality was established within the Rectorate of the University in early 2006, and the Decision on the establishment of the institutional structure (the Quality Assurance Network) and the appointment of the coordinator (Quality Assurance Manager) at the University level and coordinators on all OUs was adopted. In line with this, during 2006, the Quality Committee at the University level and Quality Committees on OUs were established, with the basic task of building and developing a quality system at the University and spreading a quality culture in all spheres of its work including management, administration, education (teaching), researching and providing other community services. Since then, quality committees have played a key role in raising awareness of quality in higher education, developing a quality system and preparing the University for the accreditation process. They did it on the basis of regular annual internal evaluations, continuous semestral student surveys, creating new and correcting existing documentation of quality system, numerous internal and international project activities, education about quality and other activities that have emerged. All the mentioned have been planned and implemented through the continuous organization of meetings, seminars and working sessions by the newly formed quality committees of the organisational units, which entered the University structure and were joined to the institutional quality assurance network. The simplified current structure of this network is shown in the figure 1.



Slika 1. Strukturalna šema sistema osiguranja kvaliteta Univerziteta
Figure 1. Structural scheme of the quality assurance system at the University

Legenda:

- OJ1 – Fakultet za metal. i materijale- Faculty of Metallurgy and Materials
- OJ2 – Mašinski fakultet- Faculty of Mechanical Eng.
- OJ3 – Filozofski fakultet- Faculty of Philosophy
- OJ4 – Pravni fakultet- Faculty of Law
- OJ5 – Ekonomski fakultet- Faculty of Economics
- OJ6 – Politehnički fakultet- Faculty of Polytechnics
- OJ7 – Medicinski fakultet- Faculty of Medicine
- OJ8 – Islamski pedagoški fakultet- Islamic Pedagogical Faculty
- OJ9 – Metalurški institut- Metallurgical Institute
- OJ10 – Studentski centar- Student Center

U sklopu institucionalne strukture za osiguranje kvaliteta na Univerzitetu su nešto kasnije formirane: Kancelarija za razvoj karijera i kompetencija, kao i Kancelarija za osobe sa posebnim potrebama. Njihovo formiranje i rad u sklopu strukture sistema kvaliteta jasno ilustruje kontinuirano širenje aktivnosti i kulture kvaliteta u svim segmentima rada i daljnjeg razvoja Univerziteta. U ovom periodu, pored redovnih godišnjih internih evaluacija rada (za 2004-2006.; 2007; 2008; 2009; 2010; ...; 2014)

Univerzitet je prošao i značajne vanjske evaluacije koje uključuju: eksternu evaluaciju od strane Nacionalnog komiteta za visoko obrazovanje Slovenije – Savjet za evaluaciju 2008. godine, eksternu evaluaciju od strane Evropske asocijacije univerziteta (EUA- European University Association iz Brisela) 2009. godine i eksternu evaluaciju četiri studijska programa kod inostranih evaluacijskih agencija i eksperata (studijski programi na Mašinskom, Metalurškom, Pedagoškom i Ekonomskom fakultetu) 2012. godine. Kao rezultat svih dugogodišnjih aktivnosti i uspješno provedenih 'pilot' eksternih evaluacija, a aktivno participirajući u svim značajnijim aktivnostima u implementaciji bolonjskih principa u visokom obrazovanju, posebno u području osiguranja kvaliteta, Univerzitet je među prvim javnim univerzitetima u BiH izvršio neophodne pripreme za njegovu akreditaciju. Međutim, zbog pomenutih problema u provođenju postupka akreditacije, a zbog potrebe ispunjavanja zakonom propisane obaveze akreditacije visokoškolskih institucija Univerzitetu je 24.04.2009. godine dodjeljeno Rješenje o privremenoj akreditaciji Ministarstva za obrazovanje, nauku, kulturu i sport Zeničko-dobojskog kantona (Ministarstvo).

Poslije opsežnih priprema i rješavanja niza zakonskih nedorečenosti u postupku akreditacije, a nakon eksterne evaluacije od strane Komisije eksperata koje je imenovala Agencija za razvoj visokog obrazovanja i osiguranje kvaliteta (HEA BiH), Univerzitetu je 07.09.2014 godine od strane Ministarstva za obrazovanje, nauku, kulturu i sport Zeničko-dobojskog kantona (ZDK) uručeno Rješenje o akreditaciji na period od 4 godine (do 07.09.2018).

Time je Univerzitet u Zenici postao prvi akreditovani univerzitet u Federaciji BiH. Istovremeno HEA BiH je 16.09.2014 godine Univerzitetu izdala Rješenje o upisu u Državni registar akreditovanih visokoškolskih ustanova u BiH i tako omogućila njegovo povezivanje sa evropskim i međunarodnim strukturama koje se bave osiguranjem kvaliteta.

Office for career development and competences as well as Office for people with special needs were later formed as parts of the institutional structure for quality assurance of the University. Their establishment and work within the structure of the quality system clearly illustrate continuous expansion of the activities and quality culture in all segments of the work and further development of the University. In addition to the regular annual internal work evaluations (for 2004-2006, 2007, 2008, 2009, 2010; ...; 2014), the University also underwent significant external evaluations: by the National Committee for Higher Education of Slovenia - Evaluation Council in 2008 and by the European University Association (EUA - European University Association in Brussels) in 2009. Also, in 2012, four study programs (of the faculties of Mechanical Engineering, Metallurgy, Pedagogy and Faculty of Economics) were externally evaluated by the foreign evaluation agencies and experts. As a result of all long-term activities, successfully implemented 'pilot' external evaluations, and the active participation in all major activities in the implementation of Bologna principles in higher education, especially in the field of quality assurance, the University was among the first public universities in B&H that made the necessary preparations for the accreditation. However, due to the mentioned problems in the implementation of the accreditation procedure, and due to the need to fulfill the legally prescribed obligation of accreditation of higher education institutions, the Decision on temporary accreditation of the Ministry of Education, Science, Culture and Sports of the Zenica-Doboj Canton (Ministry) was granted to the University on April 24, 2009.

After the extensive preparation and resolution of a number of legal inconsistencies in the accreditation process, and after an external evaluation by the Commission of Experts appointed by the Agency for Development of Higher Education and Quality Assurance (Agency), on September 7, 2014, the Ministry of Education, Science and Culture and Sports of the Zenica-Doboj Canton (ZDC) awarded the Decision about Accreditation to the University for a period of 4 years (until September 7, 2018). Thus, the University of Zenica became the first accredited university in the Federation of BiH. At the same time, on September 16, 2014, the Agency issued the Decision on registration in the State Register of Accredited Higher Education Institutions in B&H to the University, enabling its connection with European and international structures dealing with quality assurance.

Tokom 2014. godine takođe je izvršena eksterna evaluacija studijskog programa III ciklusa na Zdravstvenom fakultetu od strane odabrane ekspertske inostrane komisije. Dakle, ovo je jedan od najznačajnijih perioda za razvoj sistema osiguranja kvaliteta na Univerzitetu, a pored navedenog odlikuje se kontinuiranim radom Odbora za kvalitet Univerziteta i OJ, redovnim semestralnim evaluacijama nastavnog procesa putem anketiranja studenata, organizacijom međunarodne naučno stručne konferencije o kvalitetu svake druge godine, kontinuiranom obrazovanju o kvalitetu putem internih i eksternih seminara, učešćem u domaćim i međunarodnim projektima iz domena osiguranja kvaliteta, redovnim izvještavanjem i upoznavanjem Senata i drugih stručnih organa o stanju, planovima i aktivnostima osiguranja kvaliteta na Univerzitetu. Navedene aktivnosti su obilježje i postakreditacionog perioda u kome Univerzitet održava tempo ovih aktivnosti i vrši pripreme za reakreditaciju tokom 2018 godine. U tom smislu, a postupajući po odredbama člana 17. Pravilnika o akreditaciji visokoškolskih ustanova na području ZDK (Pravilnik), te shodno Rješenju o akreditaciji, Senat Univerziteta je u aprilu 2015. godine na prijedlog Odbora za kvalitet Univerziteta, usvojio Akcioni plan naknadnih aktivnosti za poboljšanje kvaliteta. Isti je nastao kao rezultat niza radnih sastanaka i rasprava na svim organizacionim jedinicama Univerziteta posvećenih sačinjavanju prijedloga mjera i aktivnosti na otklanjanju uočenih negativnosti i ispunjavanju preporuka iz izvještaja komisije eksperata tokom postupka akreditacije.

Prema obavezama iz Rješenja o akreditaciji akcioni plan naknadnih aktivnosti za poboljšanje kvaliteta je objavljen na web stranici Univerziteta⁴. Plan sadrži 63 konkretne mjere za realizaciju preporuka iz izvještaja komisije, vremenski okvir i nosioce aktivnosti, kao i set kratkoročnih mjera i aktivnosti proisteklih iz redovne godišnje interne evaluacije za 2014 godinu. Jednom godišnje Odbor za kvalitet i Senat razmatraju izvještaj o preduzetim aktivnostima na realizaciji akcionog plana. Navedeni izvještaj predstavlja osnovu za proces institucionalne reakreditacije jer se prilikom reakreditacije provjerava ispunjenost uslova za nastavak obavljanja djelatnosti visokog obrazovanja, uzimajući u obzir napredak postignut od prethodnog postupka akreditacije.

In 2014, the external evaluation of the third cycle study program at the Faculty of Health was also performed by a selected foreign expert commission. Thus, this is one of the most important periods for the development of the quality assurance system at the University, and in addition to this, it is marked by the continuous work of the Quality Committee of the University and OUs, regular semestral evaluations of the teaching process through student surveys, organization of an international scientific expert conference on quality every second year, continuous quality education through internal and external seminars, participation in domestic and international projects in the domain of quality assurance, regular reporting to the Senate and other expert bodies on the state, plans and activities of quality assurance of the University.

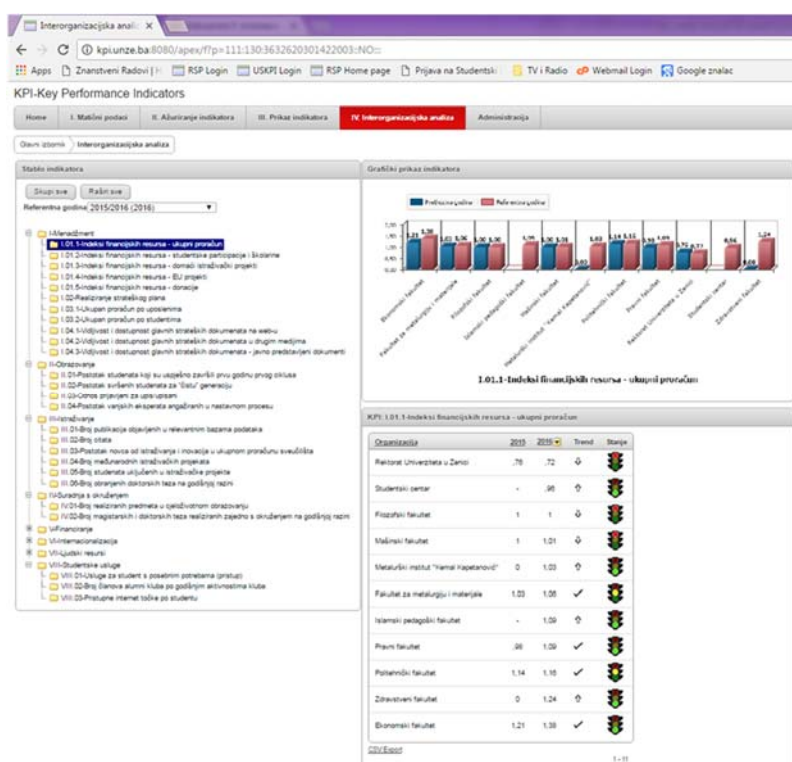
These activities are a characteristic of the post-accreditation period in which the University maintains the pace and prepares for reaccreditation during 2018. In this regard, and in accordance with the provisions of Article 17 of the Rulebook on Accreditation of HE Institutions in the Area of the ZDK (Rulebook), and following the Accreditation Decision, the Senate of the University, based on the proposal of the Quality Committee of the University, adopted an Action plan for quality improvement in April 2015. This was the result of a series of working meetings and discussions at all organizational units of the University devoted to the drafting of measures and activities to eliminate the observed deficiencies and to fulfill the recommendations from the report of commission of experts during the accreditation process.

According to the obligations in the Accreditation Decision, the action plan for subsequent quality improvement activities is published on the University's website. The plan contains 63 concrete measures for implementing recommendations from the Commission's report, a time frame and implementers, as well as a set of short-term measures and activities derived from regular annual internal evaluation for 2014. Once a year, the Quality Committee and the Senate are considering a report on the activities undertaken on the implementation of the action plan. This report is the basis for the process of institutional reaccreditation, because during the reaccreditation the fulfillment of the conditions for continuation of higher education activities will be checked, taking into account the progress made since the previous accreditation procedure.

⁴ <http://unze.ba/bitni-dokumenti/>

Pored praćenja i realizacije mjera iz akcionog plana poboljšanja, u ovom periodu je rađeno na izradi novih i reviziji postojećih dokumenata sistema osiguranja kvaliteta, vršeno prilagođavanje dokumentacije zahtjevima revidiranih ESG, odnosno konsolidovanim kriterijima za akreditaciju, uspješno je uspostavljen i sistem za praćenje pedesetak ključnih indikatora stanja (KPI) na nivou Univerziteta. Na slici 2. predstavljen je prozor aplikacije za unos i proračun ključnih indikatora stanja koji mogu efikasno da posluže za donošenje strateških odluka, a dobra su osnova i za interna i/ili eksterna rangiranja i komparaciju sa drugim visokoškolskim institucijama.

In addition to the monitoring and implementation of the measures from the Action Plan for improvements, in this period it has been worked on development of new and revision of existing documents of the quality assurance system, as well as on adaptation of documentation to the requirements of the revised ESGs, i.e. consolidated accreditation criteria. Also, a system for monitoring of about 50 key performance indicators (KPI) at the University level has been established. Figure 2 presents a window of application for the input and calculation of key performance indicators which can effectively help by making strategic decisions, and in addition, they provide a good basis for internal and/or external ranking and benchmarking with other higher education institutions.



Slika 2. Izvod sa web platforme softverskog prikaza vođenja i izračuna KPI na Univerzitetu [8]

Figure 2. Excerpt from the web platform of the KPI management and calculation software at the University [8]

4. PRAVCI DALJNJEG RAZVOJA SISTEMA OSIGURANJA KVALITETA

S obzirom na dosadašnju praksu i trendove razvoja ESG standarda očigledno je da razvoj sistema kvaliteta u visokom obrazovanju ide u pravcu osiguravanja kvaliteta kroz daljnji razvoj akreditacionog procesa i uspostavu registra akreditiranih visokoškolskih institucija. Potvrđuju to i obaveze pristupanja BiH europskoj uniji.

4. DIRECTIONS OF FURTHER DEVELOPMENT OF QUALITY ASSURANCE SYSTEM

Considering the current practice and trends in the development of ESG standards, it is obvious that the development of the quality system in higher education will be based on ensuring quality through further development of the accreditation process and the establishment of a register of accredited higher education institutions. It is also confirmed by the obligations of joining B&H to the European Union.

Naime, stupanjem na snagu Sporazuma o stabilizaciji i pridruživanju⁵ između Evropskih zajednica i njihovih država članica, sa jedne strane i BiH sa druge strane, 01.06.2015.godine, članom 100., BiH se obavezala da će "prioriteti za sisteme visokog obrazovanja biti da postignu ciljeve iz Bolonjske deklaracije u okviru međuvladinog Bolonjskog procesa".

To naravno podrazumjeva i jasno opredjeljenje u pogledu daljnjeg razvoja sistema osiguranja kvaliteta u visokom obrazovanju BiH sa nastavkom evaluacionog i akreditacionog postupka kao osnovom za obezbjeđenje i poboljšanje kvaliteta u skladu sa trendovima njegovog razvoja u EHEA. Dakle, Univerzitet kao i druge visokoškolske ustanove, po isteku roka važenja postojećeg Rješenja o akreditaciji, treba reakreditirati. S obzirom da je proces reakreditacije suštinski identičan postupku akreditacije, a zbog njene složenosti i učešća većeg broja aktera (studenti, nastavno i administrativno osoblje, predstavnici Ministarstva, stakeholderi) neophodno je izvršiti adekvatne pripreme za ovaj proces.

To sa aspekta Univerziteta podrazumjeva identifikaciju zahtjeva u tom pogledu, otklanjanje administrativnih problema i rješavanje eventualnih dilema koje prate taj proces. Osnovni preduslov za otpočinjanje procesa i podnošenje zahtjeva za reakreditaciju nadležnom ministarstvu je izrada interne evaluacije stanja za period od posljednje akreditacije do podnošenja zahtjeva za reakreditaciju. Stoga je, zbog usvajanja konsolidovanih kriterija za akreditaciju neophodno izvršiti i prilagoditi sadržaj internih evaluacija na nivou institucije i studijskih programa navedenim kriterijima.

Sljedeće pitanje koje visokoškolske institucije moraju razrješiti je pitanje načina akreditacije studijskih programa u sklopu institucionalne akreditacije/reakreditacije. Zbog većeg broja studijskih programa na svim visokoškolskim institucijama, a posebno javnim univerzitetima, a s tim u vezi i potrebnim finansijskim sredstvima za akreditaciju studijskih programa pojedinačno ovo može biti ozbiljniji problem.

Stoga je neophodno analizirati preporuke i načine mogućeg objedinjavanja većeg broja studijskih programa u klastere za koje bi se onda vršila akreditacija.

Namely, by the coming into force of the Stabilization and Association Agreement⁶ between the European Community and its Member States, on the one side, and B&H, on the other side, on June 1, 2015, through the Article 100, B&H committed itself that "the priorities for higher education systems will be to achieve the goals of the Bologna Declaration within the intergovernmental Bologna Process". This, of course, implies a clear commitment to the further development of the quality assurance system in higher education in B&H, with the continuation of the evaluation and accreditation process as a basis for ensuring and improving quality in accordance with the trends of its development in EHEA. Therefore, the University as well as other higher education institutions, after the expiring of the validity of the existing Accreditation Decision, should be reaccredited. Given that the reaccreditation process is essentially identical to the accreditation process, due to its complexity and participation of a large number of actors (students, teaching staff, administrative staff, representatives of the Ministry, stakeholders) it is necessary to make adequate preparations for this process.

This from the University's point of view implies the identification of requirements in this regard, the removal of administrative problems and the resolution of possible dilemmas that accompany this process. The basic prerequisite for starting the process and submitting a request for reaccreditation to the relevant ministry is to develop an internal evaluation of the state for the period from the last accreditation to the submission of the reaccreditation request. Therefore, due to the adoption of consolidated accreditation criteria, it is necessary to make and adjust the content of internal evaluations at the level of both, the institution and the study programs, to the above criteria.

The next issue that the higher education institutions need to resolve is the issue of how to accredit study programs as part of institutional accreditation/reaccreditation. Due to the large number of study programs at all higher education institutions, and in particular at public universities, considering the necessary financial resources for the accreditation of study programs, this can be a serious individual issue. Therefore, it is necessary to analyze the recommendations and ways of possible joining of a large number of study programs in clusters for which accreditation would then take place.

⁵http://www.dei.gov.ba/bih_i_eu/ssp/doc/default.aspx?id=743&langTag=bs-BA

⁶http://www.dei.gov.ba/bih_i_eu/ssp/doc/default.aspx?id=743&langTag=bs-BA

Time se može utjecati na dobijanje znatno manjeg finansijskog opterećenja u postupku akreditacije, a moguće i efikasnijim učiniti postupak pripreme za recenziju i eksternu evaluaciju cijele lepeze studijskih programa koji se realizuju na visokoškolskoj ustanovi. Nakon toga neophodno je definisati radne timove za pripremu nastavnog i administrativnog osoblja, potrebne dokumentacije i raspoloživih resursa za proces eksterne evaluacije i pružanje dokaza za navode iz interne evaluacije komisiji stručnjaka koja će vršiti eksternu evaluaciju, uključujući i posjetu visokoškolskoj instituciji. Za realizaciju ovih zadataka, kao i razrješenje brojnih problema i dilema koje prate proces reakreditacije, ali i kompletan proces uspostave i razvoja sistema osiguranja kvaliteta najvažnija je opredjeljenost rukovodstva/menadžmenta, istrajnost na putu poboljšanja, obezbjeđenje održivosti funkcionisanja sistema, njegovo integriranje u organizacionu strukturu i uključenost svih ili većine aktera i zainteresiranih strana u ovom procesu. Stoga je projektnim pristupom ovoj problematici neophodno definisati i planirati potrebne aktivnosti, identificirati njihove nosioce i učesnike, te terminirati vrijeme i rokove realizacije.

Primjena projektnog pristupa se podrazumjeva kako za visokoškolske institucije koje tek kreću u proces izgradnje sistema osiguranja kvaliteta prema njegovoj neophodnoj institucionalnoj ili akreditaciji studijskih programa tako i za visokoškolske institucije koje vrše pripreme ili ulaze u proces reakreditacije.

5. ZAKLJUČNA RAZMATRANJA

Nakon pristupanja Bolonjskom procesu, u BiH su učinjeni značajni iskoraci na institucionalnom uspostavljanju sistema osiguranja kvaliteta u visokom obrazovanju. Bolonjskim procesom uspostavljeni su ciljevi i jasan okvir za osiguranje kvaliteta kroz donošenje i razvoj ESG. Iako je nacionalni okvir za razvoj visokog obrazovanja u Bosni i Hercegovini prilično kompleksan, dosadašnje aktivnosti i postignuti rezultati na uspostavi sistema osiguranja kvaliteta pokazuju da je bolonjski zahtjev u ovom pogledu provodiv i pruža mogućnosti za njegov daljnji razvoj. Međutim, ozbiljnija analiza ukazuje da je dosadašnja izgradnja i razvoj sistema osiguranja kvaliteta više formalnog karaktera, s osnovnim ciljem ispunjavanja zahtjeva i dobijanja akreditacije.

This can affect a significant reduction in the financial burden in the accreditation process, making the preparation process for review and external evaluation of the entire range of study programs that are implemented at a higher education institution more efficient. After that, it is necessary to define working teams for the preparation of teaching and administrative staff, the necessary documentation and available resources for the external evaluation process, and providing evidence for internal evaluation findings to the commission of experts who will carry out an external evaluation, including a visit to a higher education institution. For the realization of these tasks, as well as for solving of many problems and dilemmas that follow the reaccreditation process, but also the whole process of establishing and developing the quality assurance system, the most important is the commitment of the management, the persistence on the way of improvement, ensuring the sustainability of the functioning of the system, its integration into the organizational structure and involvement of all or most of the stakeholders in this process. Therefore, the project approach to this problem requires definition and planning of the necessary activities, identification of their implementers and participants, and scheduling of the timing and deadlines for realization.

The application of the project approach is understood for both, higher education institutions that are just starting the process of building a quality assurance system towards their necessary institutional or accreditation of study programs, as well as for higher education institutions that are preparing or entering the reaccreditation process.

5. FINAL CONSIDERATIONS

After accession to the Bologna Process, significant steps have been taken in B&H on the institutional establishment of the quality assurance system in higher education. The Bologna Process has set goals and a clear framework for quality assurance through the adoption and development of ESG. Although the national framework for the development of higher education in B&H is rather complex, the past activities and achieved results on the establishment of a quality assurance system show that the Bologna requirement in this respect is implemented and provides opportunities for its further development. However, a more serious analysis suggests that the current build-up and development of the quality assurance system has more formal character, with the basic aim of meeting the requirements and obtaining accreditation.

Pri tome se vrlo malo ili gotovo nikako razvoj sistema osiguranja kvaliteta ne koristi za poboljšanje procesa, odnosno brojne benefite koji iz tog procesa prozilaze. Osnovni benefiti koje većina visokoškolskih institucija prepoznaje se odnose na institucionalnu akreditaciju/reakreditaciju i akreditaciju studijskih programa. Naime, akreditacija je indirektno zakonom propisana obaveza visokoškolskih institucija. Propisuje to kako Okvirni zakon tako i Zakon o visokom obrazovanju na području Kantona.

Naime, Članom 54. Okvirnog zakona istaknuto je da će nadležni državni organi, te drugi organi i organizacije u Bosni i Hercegovini, u svrhu zaposlenja ili javne funkcije, priznavati samo one akademske stupnje i diplome koje izdaju akreditirane visokoškolske ustanove, a članom 32. Zakona o visokom obrazovanju ZDK da je akreditirana i licencirana visokoškolska ustanova jedina ovlaštena dodjeljivati akademske titule i zvanja i izdavati diplome navedene u rješenju o akreditaciji, te se neće priznati akademske titule, stručna i naučna zvanja i diplome koje su izdale visokoškolske ustanove bez akreditacije i licence. Dakle, akreditacija je jedan od ključnih zahtjeva Bolonjskog procesa pretočen u zakonske odredbe. Vjerovatno je zbog toga ona najčešće samo formalnog karaktera.

Suštinski akreditacija treba da se provodi s ciljem unaprijeđenja sistema osiguranja kvaliteta na visokoškolskim ustanovama i kontinuiranog podizanja standarda kvaliteta visokog obrazovanja u Bosni i Hercegovini na bazi pozitivnih iskustava i prakse razvijenih europskih država u ovoj oblasti. Benefiti akreditacije, pored formalnog ispunjavanja zakonske obaveze sadržani su u pogodnostima koje akademske institucije mogu dobiti uspostavljanjem priznatog, odnosno akreditiranog sistema osiguranja kvaliteta na nivou programa, fakulteta ili univerziteta na nacionalnom i internacionalnom nivou. Prednosti su brojne, a neke od ključnih sadržane su u: uspostavljanju i postizanju realnih ciljeva; ispunjenju očekivanja i zahtjeva svih zainteresiranih strana; većoj odgovornosti, kako pojedinačnoj tako i institucionalnoj; privlačenju većeg broja korisnika, uključujući prije svega studente; udaljavanju visokoškolskih institucija od "gašenja požara" prema dugoročnom planiranju; motivaciji svih koji su uključeni u rad i djelatnost visokoškolske ustanove; integraciji rada i objedinjavanje organizacije visokoškolske

Doing so, the development of the quality assurance system is not significantly used for improvement of the process, or for numerous benefits that come from that process. The basic benefits that most higher education institutions recognize are institutional accreditation /reactivation and accreditation of study programs. Namely, accreditation is an indirectly prescribed obligation of higher education institutions. It is prescribed by the Framework Law and by the Law on Higher Education in the Canton area. Thus, Article 54 of the Framework Law emphasizes that the relevant state authorities, as well as other bodies and organizations in Bosnia and Herzegovina, for the purpose of employment or performing public function, will only recognize those academic degrees and diplomas issued by accredited higher education institutions, and Article 32 of the Law on higher education of ZDK underlines that an accredited and licensed higher education institution is the only authorized to award academic titles and titles and issue the diplomas listed in the accreditation decision, and will not recognize academic titles, professional and scientific degrees and diplomas issued by higher education institutions without accreditation and license.

Therefore, accreditation is one of the key requirements of the Bologna Process which is transferred to legal regulations. Probably because of this, it has usually only a formal character. In essence, accreditation should be carried out with the aim of improving the quality assurance system at higher education institutions and continuously raising the quality standards of higher education in Bosnia and Herzegovina based on the positive experiences and practices of the developed European countries in this field. In addition to the formal fulfillment of the legal obligation, the benefits of accreditation for academic institutions include also establishing of a nationally or internationally recognized, or accredited quality assurance system at the level of programs, faculties or universities. The advantages are numerous, and some of the most important are: establishing and achieving realistic goals; meeting the expectations and demands of all stakeholders; greater responsibility, both individually and institutionally; attracting a large number of users, primarily students; the shifting of higher education institutions from short-term to long-term planning; the motivation of all those involved in the work and activities of the higher education institution; organizational integration and unification of the higher education institution;

ustanove; efikasnijem korištenju ukupnih resursa; javnom priznanju i kredibilitetu visokoškolske institucije; dostignućima opšte prihvaćenih standarda koja se mogu dokazati i demonstrirati; poređenju sa drugim ustanovama u oblasti visokog obrazovanja; lakšem prihvatanju i suočavanju sa promjenama; standardizaciji dobre prakse; upravljanjem na sistematičan i transparentan način; spriječavanjem nepravilnosti, neizvjesnosti, mita i korupcije; efikasnijem inoviranju nastavnih planova i programa; atraktivnošću studija i zainteresovanošću studenata; povećanjem obima domaće i međunarodne akademske saradnje; ponašanjem svih u skladu sa utvrđenim pravilima ponašanja; precizno datim ovlaštenjima i odgovornostima za procese te se zna ko šta radi, kako, kada i zašto; većem stepenu planiranja svih procesa rada; razvoju kadrova i boljom motiviranošću; boljom saradnjom između nastavnog osoblja, osoblja podrške i studenata; adekvatnijim odgovorom na trendove i sl. Kroz dosadašnji ustroj i akreditaciju sistema osiguranja kvaliteta na visokoškolskim institucijama u BiH zapaženo je da tek uspostavljeni sistem i početna akreditacija ne pružaju promptno sve navedene efekte i rezultate. Stoga se mora voditi računa da je osiguranje kvaliteta putem njegove akreditacije dugoročan proces koji se razvija kroz organizacijsku kulturu, obrazovanje i proces učenja.

S tim u vezi, svaka visokoškolska institucija sa novim akreditacionim ciklusom ili internom evaluacijom treba da nastavlja sa identifikacijom prilika za poboljšanje i ostvaranjem gore pomenutih benefita kao preduslova za kontinuirano unaprijeđivanje djelatnosti i njihovih razvojnih potencijala u budućnosti. Ovim radom autori su nastojali pored formalne strane izgradnje sistema osiguranja kvaliteta zbog akreditacije upravo ukazati i na njenu suštinsku stranu koja se ogleda u integraciji sistema osiguranja kvaliteta u opće prihvaćene norme i pravila ponašanja unutar visokoškolske organizacije. Kroz iskustva jedne javne visokoškolske institucije u Bosni i Hercegovini koja prati aktuelne trendove u osiguranju kvaliteta pokazano je da koncept primjene ESG putem evaluacije i akreditacije programa i institucija omogućava lakše prihvatanje i ispunjavanje propisanih zadataka koji su ranije smatrani suvišnim, beznačajnim i frustrirajućim.

more efficient use of total resources; public recognition and credibility of a higher education institution; the achievements of generally accepted standards that can be proved and demonstrated; benchmarking with other institutions in the field of higher education; easier acceptance and confrontation with changes; standardization of good practice; managing in a systematic and transparent manner; preventing irregularities, uncertainties, bribery and corruption; more effective innovation of curricula; the attractiveness of studies and students' interest; increasing the scope of domestic and international academic cooperation; behaving in accordance with established rules of behaviour; precisely defining of authority and responsibility for processes, by defining who is doing what, how, when and why; a greater degree of planning for all work processes; development of personnel and better motivation; better co-operation between teaching staff, support staff and students; more adequate response to trends and more.

Through the current structure and accreditation of the quality assurance system at higher education institutions in B&H, it has been noticed that the newly established system and initial accreditation do not provide promptly all the stated effects and results.

Therefore, care must be taken to ensure that quality assurance through its accreditation is a long-term process that is being developed through organizational culture, education and learning process. In this regard, each higher education institution with a new accreditation cycle or internal evaluation should continue to identify opportunities for improvement and achievement of the above mentioned benefits as a prerequisite for the continuous improvement of its activities and its development potentials in the future. Through the experience of a public higher education institution in Bosnia and Herzegovina that follows current trends in quality assurance, it has been shown that the concept of ESG application through the evaluation and accreditation of programs and institutions enables easier acceptance and fulfillment of prescribed tasks that were previously considered as excessive, insignificant and frustrating.

Nametnutom obavezom primjene ESG i ispunjavanjem kriterija za potrebe akreditacije malo po malo propisane aktivnosti osiguranja kvaliteta postaju dio svakodnevnice i sastavni dio filozofije rada, odnosno kulture kvaliteta unutar visokoškolske organizacije. Takav način funkcionisanja visokoškolskih institucija i prihvatanje koncepta osiguranja kvaliteta od svih učesnika i jeste smisao stvaranja jedinstvenog prostora visokog obrazovanja kao krajnjeg cilja bolonjskog procesa.

Through the imposed application of ESG standards and by fulfilling the criteria for the needs of accreditation, prescribed quality assurance activities progressively become a part of everyday life and an integral part of the philosophy of work and of the organizational culture of the higher education organization. This way of functioning of higher education institutions leads to the development of a culture of quality and acceptance of the concept of quality assurance from all participants, what is the purpose of creating of a unique area of higher education as the ultimate goal of the Bologna Process.

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