

## **Implementation of Education Quality Assurance System via Cooperation of University - Business - Government in HEIs**

### **EDUQUAS**

#### **WP3 Capacity building: Implementation of internal QA systems**

#### **Reflections and recommendations**

By Lennart Ståhle, consultant to KTH

This document are my reflections on the self-evaluations / self-appraisals of the programmes “Translation from the English Language” and “Metallurgical processes of production and processing of metals and alloys” at National Metallurgical Academy of Ukraine and Bachelor study programme “International Economic Relations” and Master study programme “International business” at Lviv Polytechnic National University.

#### **General observations**

My general impression is that the “self-evaluations” from both universities are difficult to read as just self-evaluations. The documents both contains massive references to public documents in order to demonstrate that the programmes comply regulations and rules.

But is it really so that the compliance is unproblematic? I do not see any critical reflection on the rules and regulations that govern the structure and content of these programmes. Are the regulations too strict and does not allow academic freedom and academic integrity?

Both programmes and the outcomes are designed and formulated with a wide consultation and recommendations of the “stakeholders”. It would have been interesting to observe a more independent opinion of the recommendations of the stakeholders. There might be a danger to be too dependant on recommendations that sometimes are quite short-sighted and does not consider changing scientific knowledge and the changing conditions of working life.

Critical thinking, academic freedom and academic integrity. Three important concepts and components in all academic activities.

1. Critical thinking. In what ways are the students trained in critical thinking? This is not something that can be expressed in rules and regulations. But the training in critical thinking, the attitude, should be inwrought in the educational process. How is this done? Is this an expected outcome of the programmes?
2. Academic freedom. How does the idea about academic freedom comply with all the rules and regulations that govern the structure and content of the programmes?

Academic integrity is closely related to academic freedom and to critical thinking. It is the competence to question and to discuss opinions and facts from a scientific perspective.