

## **4 THE QUALITY OF HIGHER EDUCATION AS A PREREQUISITE FOR A SUCCESSFUL CAREER START (R)**

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### **Abstract**

Developing a quality in higher education, quality management systems, and criteria of external and internal evaluation of higher education is currently discussed on many levels. Authors of paper in their research focus primarily on the concept of talent management development and successful career start of university graduates through a balanced use of relevant education, international experience and relevant work experience. This paper focuses on the key condition of the Talent Development for Management and Business Practices. This is the definition of education quality from stakeholders' perspective, the importance and validity of teaching assessment methods. The important part of the paper is the evaluation of a questionnaire survey among University of Finance and Administration (VSFS) students focused on their perception of quality.

### **Abstrakt**

Vývoj politiky zajišťování kvality vysokého školství, vytváření systémů řízení kvality, stanovení kritérií vnějšího i vnitřního hodnocení výuky v rámci terciálního vzdělávání je tématem aktuálním a diskutovaným na mnoha úrovních. Autoři příspěvku se ve své vědecké práci primárně zaměřují na koncepci managementu rozvoje talentů a karierní start absolventů VŠ prostřednictvím vyváženého využití relevantního vzdělávání, mezinárodních zkušeností a odpovídajících pracovních zkušeností. Tento příspěvek je zaměřen na klíčový předpoklad strategie Rozvoje talentů pro manažerskou a podnikatelskou praxi. Tím je definice pojmu kvalita výuky pohledem různých zainteresovaných stran, význam, metody a validita hodnocení kvality výuky. Součástí článku je i vyhodnocení části dotazníkového šetření mezi studenty VŠFS zaměřeného na jejich pohled na kvalitu.

### **Keywords**

Quality, higher education, value of higher education, motivation, career start

### **Klíčová slova**

Kvalita, vysokoškolská pedagogika, hodnota vysokoškolského vzdělání, motivace, karierní start

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## **INTRODUCTION**

Higher education in the Czech Republic is part of global education market and therefore facing global competition. Young Czech people are provided with many opportunities to study at foreign universities and foreign student's interest in studying at Czech universities has undoubtedly upward trend over last decade. At the same time decline of the demographic curve of newcomers to the Universities is important trend in recent years. In line with needs, requirements and expectations of all stakeholders, quality control strategy and key performance measures implementation seems to be necessary response to the current situation from universities management. Diversification of higher education, both in the curriculum and in levels and forms of education; improvement in support of talented students; internal system of monitoring, evaluation and continuous improvement of education and research should boost competitiveness of the Universities. The quality of higher

education is becoming the subject of research, aiming to benefit from the results of suggestions for further improvement.

## 1 THE QUALITY OF HIGHER EDUCATION

The quality of higher education is currently discussed in a series of papers, on variety of national and international conferences and in many projects. Project "Higher Education Reform" is part of the pillars of the "Education" International Competitiveness Strategy of the Czech Republic for the period of 2012-2020 (SMK). The objective of the project is to reform the higher education system in order to improve the quality and diversification of higher education.

Generally, the quality of higher education is defined in DIN EN ISO 9001:2009 - **Quality is the degree of compliance** - requirements which are necessary or expectation that is stated, generally assumed or binding - **a set of inherent characteristics of the product**. In case of higher education it is a number of components, as student's evaluations, internal accreditation mechanisms, research evaluation, level of service satisfaction, student's employability, the number of successful graduates, the quality of the final thesis, etc. These Reverse Indicators summarizing what the university has achieved in the past. A comprehensive approach to the assessment of quality also foresees the evaluation, competence and potential for further development through the Feed-forward Indicators. They are management objectives and strategies, human resources, institution partnerships, and internal processes. The institution then applies the general approach, which provides the basis for the evaluation framework, according to the EFQM Excellence Model. Program EXCELLENCE National Quality Award for the public sector (universities included) is based on the evaluation of organizations by the principles of the EFQM Excellence Model and shows how the results (customer satisfaction, staff satisfaction, the results towards society and the economic results of the organization) lead to superior economic performance of the organization. By obtaining award institution declares transparency and credibility of the management system, increases the level of company culture, builds on internationally recognized standards, marketing, prestige, and receives valuable input for further improvement and innovation.

Finding the ways to continuously increase the quality of education system and cope with the requirements for cost control at the same time, i.e. delivering best possible **value of higher education** is becoming key driver of competitiveness and future success of the higher education institution.

Quality management is becoming an integral part of the strategic management process of higher education institution. Guarantees maximum satisfaction and customer loyalty in the most effective manner. What quality products and outcomes can higher education offers to their customers?

Figure 1.1: Key products and target groups of higher education

Product	Characteristic	Target Group (customers)	Requirements
<b>Educational activities including lifelong learning</b>	Acquired competencies	Students (graduates)  Employers  Companies, institutions and entrepreneurs	Employability, successful career start Knowledge extension Social event Specific competences Compliance with individual

			development needs
	Deepening or change of qualification	Trainees Employers	Career development Change of position or further growth
<b>Science, research and development, innovation, art and creativity</b>	Finding new principles and solutions	Society	New solutions, innovations, creativity, applicability of research in practice
<b>Cooperation with practice</b>	Competitiveness improvement	Universities, companies, R & D institutions	Meeting the needs of the labor market Applicability of solutions in practice

Source: HUTYNA, M.; NENADÁL, J.; PETŘÍKOVÁ, R.; VYKYDAL, D. Metodika komplexního hodnocení kvality ITV/VŠ. Praha: MŠMT, 2012. s. 3., and own adjustment.

Specific study programmes are key products of higher education. These are supposed to meet the needs and requirements of higher education clients - which as a result leads to some social effect change in education or professional level of higher education customers. Depending on staff expertise, technical support, and other sources, universities and higher education institutions are offering variety of study programmes that can be classified according to several criteria:

- The study programme - determines what level of education graduate receives.
- Field of study - curricula can be focused on finance, marketing, management, agriculture, food processing, construction, architecture, art, law and other disciplines required by labour market.
- Study format - full-time study, part-time (combined) study, PhD, distance learning, e-learning study.
- Type of higher education institution - state, public and private, university and non-university.
- Length of Study – higher education system in Czech Republic is offering bachelor, master and doctoral degree programmes as of now. The discussion has been held about possibility of launching shorter (two years) certified practical study programmes mainly in technical, logistical or agricultural fields.

***Higher education institution is responsible for the quality of education provided within the study programmes. For this purpose, it is required to establish, maintain and periodically assess the internal quality management system of higher education that is based on interaction between the bodies of HEIs in the procedures provided by its internal regulations in the creation, implementation and evaluation of the quality of study programmes and the creation, organization and use personnel, material and other support of higher education provided by the institution in the context of its academic, research, development and innovation, artistic or other creative activities.***<sup>19</sup>

<sup>19</sup> Vnitřní systém zajišťování kvality, Vymezení v návrhu novely 2013. § 78 odst. 1 dle návrhu novely

In reality all employees of higher education institution are responsible for quality assurance. Key measurement of higher education quality is the employability and successful career start of students and graduates. Such an institution is recognized as a long term partner for employers.

## 2 HIGHER EDUCATION TEACHING QUALITY

University environment from quality of teaching and delivery techniques perspective can be considered as a very specific area. Teaching practices for different age groups of students at the college have their own specific features, distinctive procedures and policies. University teachers' expertise and scientific work are enough to succeed in current higher education. For qualified and excellent lecturers and instructors the pedagogical skills, student psychology knowledge, communication skills, professional self-development, knowledge and use of modern teaching techniques and information technology, self-assessment of the effectiveness of educational activities are expected. College education should not neglect the essential elements of coaching, motivation and individual development skills.<sup>20</sup>

EU High Level Group on the Modernisation of Higher Education in this context defines the following recommendations.

- *All staff teaching in higher education institutions in 2020 should have received certified pedagogical training. Continuous professional education as teachers should become a requirement for teachers in the higher education sector.*
- *Academic staff entrance, progression and promotion decisions should take account of an assessment of teaching competence alongside other factors.*
- *Heads of institutions and institutional leaders should recognise and reward (e.g. through fellowships or awards) higher education teachers who make a significant contribution to improving the quality of teaching and learning, whether through their practice, or through their research into teaching and learning.*<sup>21</sup>

### Higher education teaching from teachers perspective

Generally speaking, teachers use three strategies to provide students with the necessary knowledge:

1. Teachers presenting the curriculum and there is almost no room for interaction. This method leads to a critical-analytical thinking of students.
2. Teachers asking questions, but knowledge questions only. The student's answer can be either right or wrong, and the teacher can evaluate the student's response. Interaction between teacher and students is very brief. Students again have no space to interact with each other. Leads to the same way of thinking as a strategy first.
3. The teacher leads a dialogue with students. The teacher considers such questions to stimulate students' thinking and discussion. There is no "right" and "wrong" answer. The teacher comments on what students said, trying to keep the topic of discussion. The teacher becomes more of a guide and counsellor and helps students' critical thinking.<sup>22</sup>

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<sup>20</sup> SLAVÍK, M. *Vysokoškolská pedagogika*. Praha: Grada Publishing, a.s. 2012, s. 10. ISBN 978-80-247-4054-6

<sup>21</sup> [The agenda for modernisation of higher education](http://europa.eu/rapid/press-release_IP-13-554_en.htm)) available at [http://europa.eu/rapid/press-release\\_IP-13-554\\_en.htm](http://europa.eu/rapid/press-release_IP-13-554_en.htm)

<sup>22</sup> STERNBERG, R.J., SPEAR-SWERLING, L. *Teaching for thinking*. Washington, DC: American Psychological Association. 2006

However, the authors stress there can be excellent as well as poor execution of these strategies. And also all these strategies have their place in education. Selection of the specific strategy depends on what type of information the teacher wants students to teach, personality of the teacher, motivation and the specific way of achieving results.

As defined in the previous chapter, education and communication skills, presentation skills and ability to lead and motivate others are essential to achieve success and excellence in teaching.

Higher education institutions should assist teachers in the development and application of modern teaching and other communication skills in managing all forms of teaching and learning that brought the digital age. The aim should be to use the opportunities offered by technology to improve the quality of teaching and learning. The opportunity here is continuous improvement in areas of hard and soft teaching skills and this development should be achieved by standard methods of training, coaching and management provided primarily by their direct supervisors.

### **Higher education from students' perspective**

How students evaluate the quality of study and teaching quality in particular, seems to be primarily influenced by their motivation to study. Individual motivation of students can significantly affect the higher education areas, the students are evaluating as important for them, good or poor. Pintrich (1994); Marsh & Dunkin (1992); Deci (1971, 2000) and others dividing motivation into three components - the expectancy, the value and affect.

- The expectancy contains students' belief in their ability to handle the task, belief in their own abilities and competencies.
- Value refers to their own beliefs and goals, which are important to them (they are asking for the meaning of the task).
- Affect covers the emotional response that is associated with that specific task.

Students' motivation is followed by goal setting. Generally, students can be divided into several groups:

- Students with performance goals - for this group to get the best marks, regardless the level of interest of the information, is the most important. The quality is then considered such education resulting in the best marks without much effort.
- Students with learning objectives - they want to know and understand the subject and to maximize the understanding, evaluation is primarily not the matter of their interest. The quality is then considered such education where they are actively involved in the activities leading to the understanding and mastery of subject matter.
- Superficially motivated students – they are trying just to pass the courses with minimum effort. They are usually not able to realistically assess the quality of teaching, because they are involved only in truly mandatory activities.
- Deeply motivated students – they are interested in the subject matter, want to gain as much knowledge and basic principles understanding. The primary important to them is to develop their own skills and competencies in this particular area. The quality is then considered such education resulting in their successful CAREER START.

The various research teams independently reached the above stated conclusions. Eg. Jacobs et al. (2000), Dweck & Legett (1988), Pintrich, Smith, Garcia & McKeachie (1991) etc. Radford & Holdstock (1993) examined university students' expectations. The result was the distribution of students in to the three categories, based on their own objectives: i) students who wish to gain knowledge, ii) students who want to gain skills, iii) students who want to gain experiences. In addition, the students were divided into two additional categories:

- Students motivated by discipline - they need to have clear rules, learning tasks and fixed dates. They want to know exactly what are they obliged to study, how courses will be taught, what are the requirements for participation in lectures and seminars, what will be the details of closing the courses, etc. Quality for them is the sort of education which corresponds exactly to the description in syllabus.
- Students motivated by gaining skills and competences – they want to learn practical applications. They expect a large number of practical workshops, lecturers from practice, preparation of real business cases, meetings with successful people in their business field. Quality for them represents interactive teaching and teacher's ability to apply practical experience supported by the theory.

To evaluate the quality of education seems to be important also the difference between the student's approach to learning and student's demands on the quality of education - teaching which is associated with the personality of the teacher and the application / non-application of modern teaching methods.

**The higher education institution should initiate, promote, correctly interpret and taking into consideration students' feedback, which can indicate students' preferences and challenges in education and encourage faster and more effective improvements and changes.**

### **Concept of quality from teachers and students perspective**

Students, on the one hand side, and the faculty responsible for the quality of teaching on the other side, work with a different priorities and evaluation criteria.

Based on Donald & Denison (2001) research findings, teachers and students (N = 400) of English literature, physics and psychology at Ohio State University were looking for answers to the question of "what should be the ideal student". The both sides agreed on first three places:

- commitment to study
- study obligations fulfilment
- overall readiness for university study

In fourth place, the two groups began to differ. Students prioritized critical thinking, self-confidence and responsibility, teachers at the same time highlighted communication skills, study habits and intelligence. Students and teachers considered very important the ability to synthesize, critically consider the facts, and think independently, general academic readiness and independence in learning. To what extent have students clarified their educational goals, was the last priority for both groups. The results of this research were

subject to some distortion - authors chosen evaluation criteria, among which the respondents had to decide and reduced them to a choice.

Reid & Johnston, at the University of Manchester coped with this lack by using qualitative method of repertory grids to determine what "good teaching" means for students and teachers. Authors of this study, like Donald & Denison focused on differences in the views of teachers and students. Students lined up on the scale “interaction” – students’ engagement and their motivation, teachers preferred the helpfulness and human approach.

Figure 2.1: quality teacher characteristic, Reid & Johnston (1999)

Teacher characteristic	Description
<b>Approachability</b>	Teacher is responsive and accessible, encourages interaction and discussion.
Clarity	Delivering well-prepared and clear presentation.
Depth	Challenge students to explore deeply their own ideas from different points of view, promote discussion. Is challenging, but not off-putting.
Interaction	Students are actively involved, discussion is continuously supported.
Interest	Expressed interest, demonstrates broad understanding and knowledge. Is on top of current development of science, has new knowledge in the particular field.
Organization	Teaching is clearly and concisely organized and variable, using and alternating different instructional techniques and methods.

Source: based on Reid, D.J., Johnston, M. (1999). Improving Teaching in Higher Education : student and teacher perspectives. *Educational Studies*, Vol. 25, No.3.

Students' requirements variability for teaching quality, content and methods of education is so great that the teacher can never please everyone. Likewise, the views of teachers on the quality, content

and methods of education varies a lot. The need for mutual communication, in order to get full understanding of what the other side is trying to achieve, is becoming more and more important.

Self-reflection of teachers is an important factor for continuous improvement of teaching quality. By self-reflection we specifically mean self-understanding of their knowledge, skills and experiences and control over teaching, consulting, testing and other related activities.

High level of self-reflection is to be considered as important to the success of the teacher and necessary condition for their professional growth.

### **Higher education quality from employers perspective**

Real education quality assessment occurs on the labor market. The readiness of students to perform specific job requirements is the single most important measurement. The success of students in the recruiting process can be considered as education quality assessment. This success depends on the requirements of individual employers for each entering position and success of candidates in meeting those requirements during the selection process.

Daniel Rubeš, HR Director of Agrofert holding says: "The best way to find new employees is to identify them already during their studies. It is for us the ideal opportunity to get to know the students and directing them to different placements and internships. As of today the number of universities and their graduates has increased, but their quality is declining. "([Http://hn.ihned.cz](http://hn.ihned.cz) 20th 5th 2013)

Jana Jirasová, HR Manager of Procter & Gamble explains: "Successful candidates should have the competences and abilities to grow at least two levels above the entering level position. They must know the languages; it is necessity for the majority of positions today. Furthermore, they should focus on gaining experience and developing their skills, education itself is not enough. We assume that patterns of behaviour and personal traits are relatively stable. Thus, if the candidate has some skills and abilities, they probably demonstrated them in the past already, and therefore it is likely to prove them again. (<http://finance.idnes.cz> 26th 3rd 2013)

**The employability of graduates and thus the specific requirements of potential employers is becoming more and more important. Higher education should work closely with key employers in particular industry and sector in identifying the necessary competencies of successful candidates and expected development of requirements on these skills in the future.**

Kalousková & Vojtěch (2008) based on their research confirms that employers put approximately the same emphasis on **professional skills** - those that are "closely associated with specific expertise and their mastery enables or facilitates the performance of certain profession or occupation" and **core competencies** - "knowledge, abilities and skills that are necessary for the successful application not only in the labour market, but also in everyday life. Core competencies mastery should therefore contribute to greater flexibility of employees from broader perspective, ie. their ability to perform various specialized tasks or change the job position without major problems, and help to align employees with the skills requirements of employers." Based on market gradual development core competencies start to be more and more important especially for college students. Current employers consider as a most important i) the ability to solve the problem , ii ) individual



responsibility, iii ) communication skills, iv) decision making , v) willingness to learn and vi ) proficiency in work with information." At the same time employers assess key competencies i) proficiency in foreign languages, ii ) individual responsibility and iii ) the ability to solve the problem, as those that current graduates have at an insufficient level. ( Kalousková & Vojtěch 2008)

Similarly, Wellman (2010) based on analysis of 250 job specifications in the UK shows that i) self-organization and priority setting, ii) communication skills and iii) teamwork and working effectively with others are three groups of the most desired competencies for graduates in marketing.

To encourage and develop students not only in terms of knowledge and professional skills, but also in the personal / core competencies becoming currently an opportunity for higher education teachers. Personality of the teacher and their own level of competencies especially in i) communication, ii) leadership and iii) working effectively with others can play an important role in further development of talented students.

**From this perspective, the college, through its internal management and controlling processes, should focus on further development of teachers in both the professional and personal / core competencies.**

### **3 HIGHER EDUCATION QUALITY FROM STUDENTS' PERSPECTIVE - THE SURVEY RESULTS**

The aim of this chapter is to identify whether and how students' preference (the demand on the quality of the courses and requirements for theoretical and practical education) are developing.

Jacobs & Newstead (2000) conducted research on changes in students' motivation to study during their first three years of study. Gradually, over the three researches conducted on undergraduate psychology students (N = 423), they trying to figure out not only what motivates students to study, but also how their motivations change over period of time. Students starting their first year of education with enthusiasm and motivation, and to fulfill their goals is very important to them. The significance of all these areas generally decreases over the second year of their studies. Finally, in the third year (the last year of their studies) motivation has been rising again, while the priority becoming *to gain knowledge of research methodology and practical skills*. The decrease in the second year, the authors attempt to explain based on so-called "second-year blues" when enthusiastic student after the first year of study loses motivation (reasons not discussed). This development can be theoretically explained by the fact that the student in the second year understands the university and knows what they must do to study successfully, to compare with the third year they are not yet intensely confronted with the necessity of future steps in order to achieve bachelor degree. In the third year, students are however confronted with the challenges of their future career steps – the questions of further study or full time job addresses the issue of specialization and increase students' the importance of their study goals fulfillment again.

VSFS - Department of Sociology – conducting regularly the survey among the students of the 1<sup>st</sup> and 3<sup>rd</sup> year of undergraduate study, and students of 2<sup>nd</sup> year of master degree

studies. The survey is part of an internal VSFS grant "*Systematic exploration of the social system of VSFS (staff, students, alumni).*" The authors have set a goal:

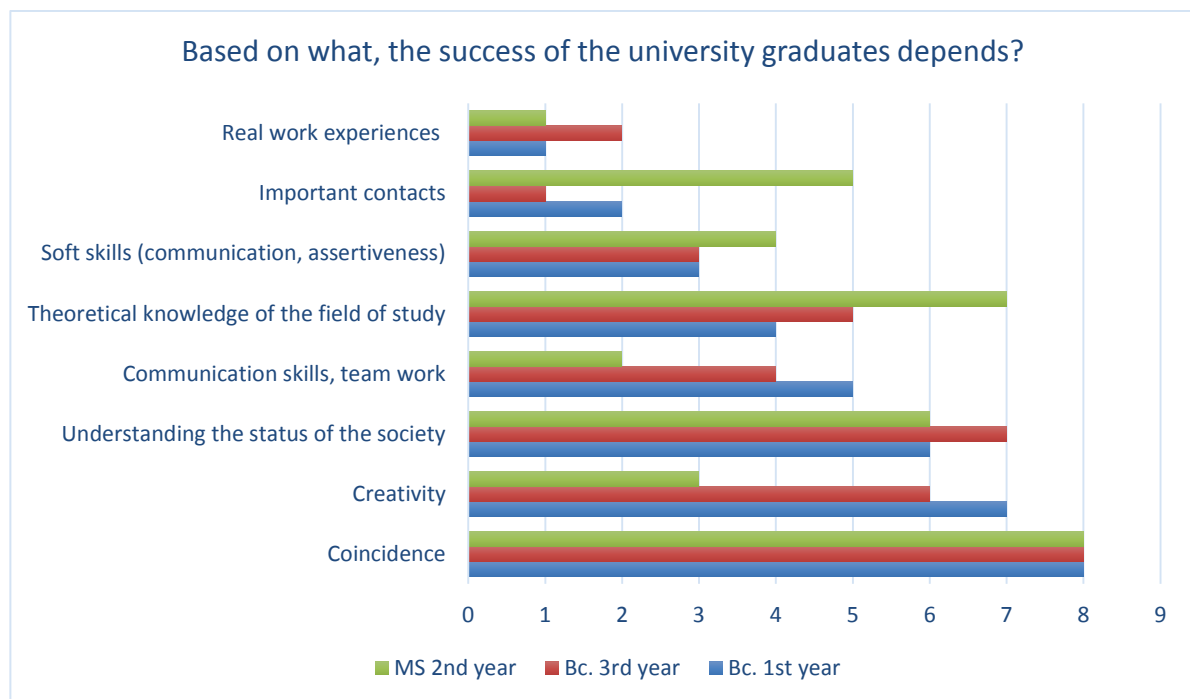
- Based on comparison of observed data from the parallel researches **to capture the factual reality of the formative impact of the educational process in which students go through during their studies.**

Hypothetically, we can assume that the students' opinions will vary according to gained experience and seniority.

The success factors of a graduate addressed the view of the students on the ideal profile of the university graduate and their chances for success after graduation.

This was covered by question, "Based on what, in your opinion, the success of the university graduates depends?" It was evaluated in the following order.

Figure 3.1: Based on what, the success of the university graduates depends?



Source: own, based on the final reports from surveys (Zich, Petrová, 2012; Zich, Rytina, 2012; Tomčík 2011)

Based on the values shown in the graph, none of the factors is dominant. Opinions of respondents in each year of their studies are not significantly different; graduation is always affected by combination of several factors. However, according to the respondents ***“real practical experiences” are most significant factor to successful start of their own careers.*** Certain "underestimation" of theoretical knowledge is a stable attitude of students of the bachelor study programmes, master study programme students are already aware of the importance of theoretical foundations.

**The question "Do you feel you got enough needed knowledge for the money you paid as a tuition?" and the question "If you are dissatisfied (partly or fully), tell us what specifically you**

*mostly missed."* were focused on the perception of the quality compared with tuition paid. This kind of “return on investment” or “value” of the teaching process, relevant information and skills for application in practice provided by higher education is from students’ side key measurement of their overall satisfaction.

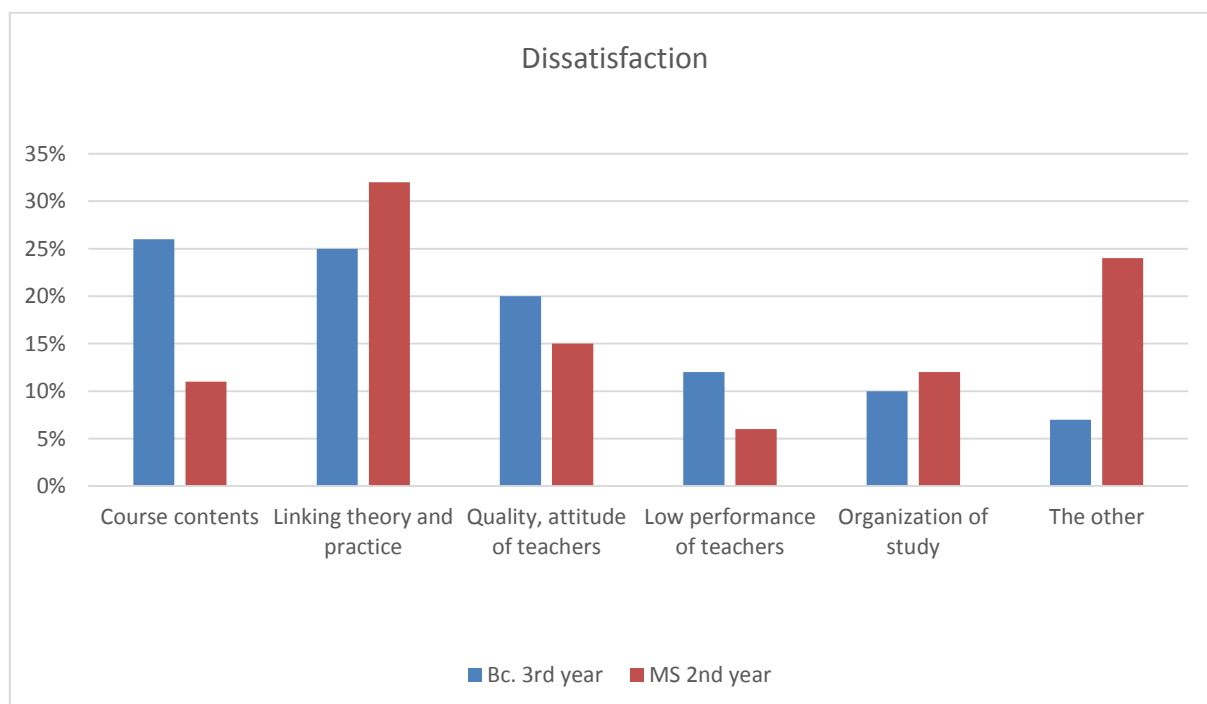
*More than 70% of respondents (undergraduate 3<sup>rd</sup> year) is satisfied with the return on investment to study at VSFS, their share slightly decreases from year to year. The proportion of respondents, who in 2012 marked the extent of the study information to be insufficient, is getting close to one quarter of all respondents.*

*More than half of the respondents of master level studies (2<sup>nd</sup> year) (58.5%) believe that they got the needed skills for tuition paid. Almost a quarter (23.2%) has a negative feeling, takes the view that the scope of information is not sufficient to compare with tuition. Absolutely satisfied is 12.6% of respondents. A small proportion of respondents (5.8%) is not able to assess the situation.*

The situation that 23.2% of the students do not consider the scope of information sufficient to compare with tuition, meaning they are not satisfied with value of their education is alarming and needs deeper understanding. Following figure tries to cope with details of unmet expectations of respondents and bring more clarity to this field.

### Unmet expectations of respondents - compared opinions of undergraduate 3<sup>rd</sup> year students and master degree 2<sup>nd</sup> year students.

Figure 3.2: Reasons for dissatisfaction

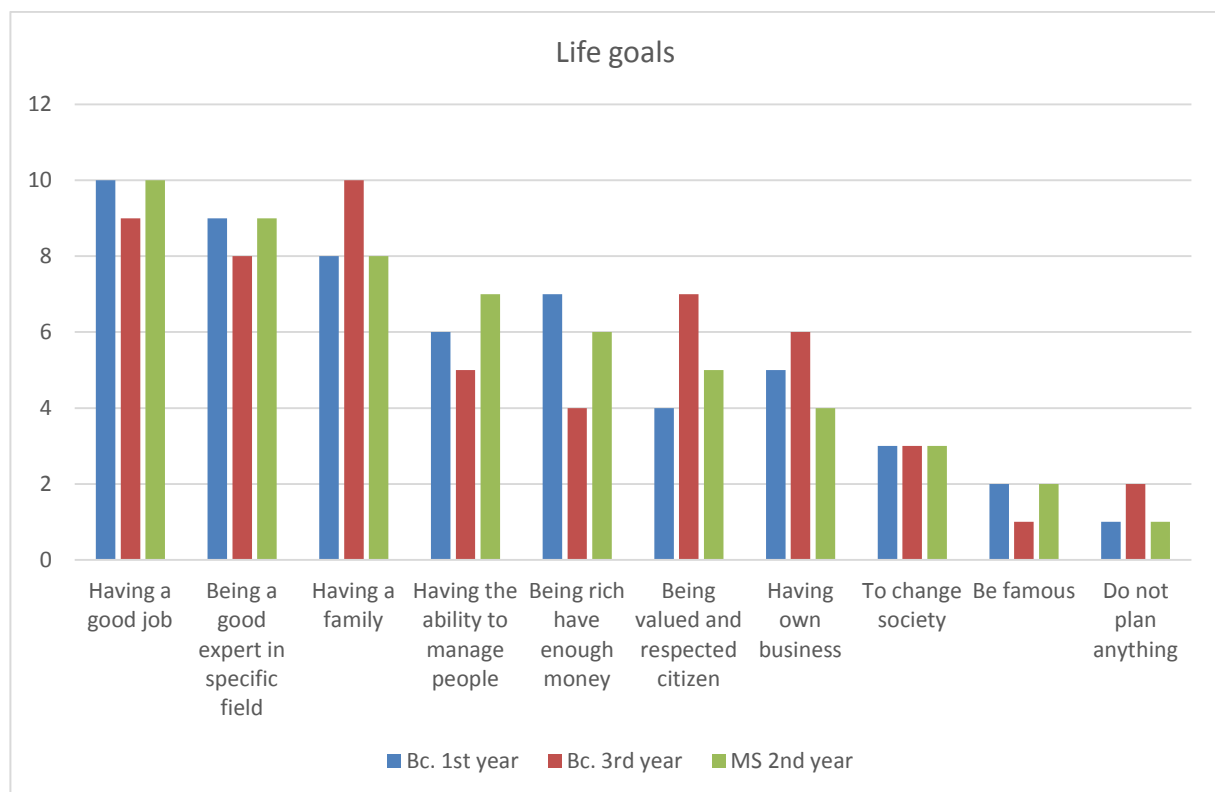


Source: own, based on the final reports from surveys (Zich, Petrová, 2012; Zich, Rytina, 2012)

The number of unfulfilled expectations of the respondents clearly shows the lack of link theory with practice, the lack of instructions for solving practical problems, little experience from practice. While students of bachelor degree point to insufficient levels of unconnected courses and their syntax, master degree students point to imbalance. Teachers' approaches are evaluated more positively on the master degree, master degree students are more critical of other factors, such as lack of language education, low quality of examination, lack of teaching materials - textbooks, materials, problematic diploma thesis supervision.

In chapter 2.2, we theoretically examined students' motivation that drives their behavior in a certain direction and aiming to a specific goal, based on which they assess the quality of education. In the questionnaires were sets of questions that examined the importance of these goals at the end of the study. Results of comparison are as follows. Note: The higher the value, the more important goal for the respondent.

Figure 3.3: Life goals



Source: own, based on the final reports from surveys (Zich, Petrová, 2012; Zich, Rytina, 2012; Tomčík 2011)

Comparisons of life goals have significant similarities. Students give the greatest importance to “having a good job” and “being a good expert in specific field”. Logically, their expectation is that the university will prepare them well to start their career successfully.

Established hypothesis - that the students' opinions will vary according to gained experience and seniority was confirmed in area of unfulfilled expectations only. Factors that affect their career start and life goals are not changing significantly during the period of their study.

The most significant deficit is seen in area of “getting real practical experience”, “creativity” and “communication skills”.

## CONCLUSION

Based on the research, the results of VSFS surveys and daily practice of authors can be stated that quality and value of higher education should be subject of considerable attention. Students' motivation certainly plays significant role in this field, however as the higher education is a complex system, the final result – successful start of individual student's career, is influenced by variety of factors.

Current higher education needs to be supported by strategy for the promotion and continuous improvement of the quality of teaching and learning. Such a strategic priority needs to be linked to overall higher education institution strategic plan (be integrated with other priorities) and to be supported by necessary human resources and financial resources. Accredited curriculum should be developed, innovated and monitored through discussion and cooperation of teachers, students, graduates and bodies active on the labor market (state and public institutions, business companies and entrepreneurs) with the use of new teaching and learning methods. Higher education should provide students with the necessary knowledge, skills and competencies, develop the ability to: solve the problem, take responsibility, to communicate, to be able to make a decision, willingness to learn, to think innovatively.

Increased international mobility of students, teachers and staff and increased frequency and intensity of contacts among students, teachers and staff on the one hand side and all kind of employers on the other side are necessary elements of this continuous improvement of higher education. Interaction, communication and feedback among these systems have positive impact on education quality (higher education teaching and learning) and thus contribute to students' readiness to start their professional career successfully.

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Plán modernizace vysokoškolského vzdělávání (The agenda for modernisation of higher education)  
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