

CARACTERISTICILE ASIGURĂRII CALITĂȚII ÎNVĂȚĂMÂNTULUI SUPERIOR ÎN FRANȚA ȘI ITALIA

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Prezentul articol științific se referă la analiza standardelor învățământului superior și a cercetării din Franța și Italia. Instituțiile de cercetare și instituțiile de învățământ superior continuă să promoveze atractivitate prin intermediul sistemelor lor de asigurare a calității. Din punct de vedere terminologic, asigurarea calității este un termen cuprinzător care acoperă toate politicile, procesele și acțiunile prin care se menține și se dezvoltă calitatea învățământului superior. Evaluarea calității acoperă atât mijloacele prin care se emite o judecată cu privire la calitatea și standardele unei instituții sau ale unui program, cât și judecata în sine. Acreditarea este o formă de evaluare a calității în care rezultatul este o decizie binară care implică de obicei acordarea unui statut special unei instituții sau unui program.

Cuvinte-cheie: învățământ superior, asigurarea calității, instituții de învățământ superior, cercetare, standarde, sistem, acreditate.

CHARACTERISTICS OF HIGHER EDUCATION QUALITY ASSURANCE IN FRANCE AND ITALY

This scientific article is about France and Italy analysis of standards of higher education and research. Research institutions and higher education institutions continue promoting attractiveness through their high quality assurance systems. From terminological point of view, quality assurance is an all-encompassing term covering all the policies, processes, and actions through which the quality of higher education is maintained and developed. Quality assessment covers both the means by which a judgement is made about the quality and standards of an institution or a programme and the judgement itself. Accreditation is a form of quality assessment where the outcome is a binary decision that usually involves the granting of special status to an institution or programme.

Keywords: higher education, quality assurance, higher education institutions, research, standards, system, accreditation.

CARACTÉRISTIQUES DE L'ASSURANCE QUALITÉ DE L'ENSEIGNEMENT SUPÉRIEUR EN FRANCE ET EN ITALIE

Cet article scientifique porte sur l'analyse des normes de l'enseignement supérieur de la recherche en France et en Italie. Les institutions de recherche et les établissements d'enseignement supérieur continuent de promouvoir leur attractivité grâce à leurs systèmes d'assurance qualité rigoureux. D'un point de vue terminologique, l'assurance qualité est un terme global qui englobe l'ensemble des politiques, processus et actions permettant de maintenir et de développer

la qualité de l'enseignement supérieur. L'évaluation de la qualité couvre à la fois les moyens par lesquels un jugement est porté sur la qualité et les normes d'un établissement ou d'un programme, et le jugement lui-même. L'accréditation est une forme d'évaluation de la qualité dont le résultat est une décision binaire impliquant généralement l'octroi d'un statut spécial à un établissement ou à un programme.

Mots-clés: enseignement supérieur, assurance qualité, établissements d'enseignement supérieur, recherche, normes, système, accréditation.

ОСОБЕННОСТИ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ ВО ФРАНЦИИ И ИТАЛИИ

В данной научной статье анализируются стандарты высшего образования и научных исследований во Франции и Италии. Научно-исследовательские институты и высшие учебные заведения продолжают повышать свою привлекательность посредством своих систем обеспечения высокого качества. С терминологической точки зрения, обеспечение качества — всеобъемлющий термин, охватывающий все политики, процессы и действия, посредством которых поддерживается и развивается качество высшего образования. Оценка качества охватывает как способы оценки качества и стандартов учреждения или программы, так и саму оценку. Аккредитация — это форма оценки качества, результатом которой является бинарное решение, обычно подразумевающее предоставление учреждению или программе особого статуса.

Ключевые слова: высшее образование, обеспечение качества, высшие учебные заведения, исследования, стандарты, система, аккредитация.

Introduction

Quality assurance has been one of the main issues being discussed at the Bologna Process meetings of ministers responsible for higher education. At the meeting in Paris on May 24–25, 2018, the ministers responsible for higher education confirmed the progress made in building the European Higher Education Area (EHEA) over past two decades: implementation of goals and policies agreed upon at the European level in the national education systems and higher education institutions (HEI); common landscape of higher education in the EHEA; large-scale student mobility; increased higher education quality and attractiveness; improved comparability and transparency of higher education systems. The EHEA has promoted mutual understanding and trust, and has enhanced cooperation among the higher education systems. Emphasizing that quality assurance is key in developing mutual trust as well as increasing mobility and fair recognition of qualifications and study periods throughout EHEA.

The progress has been made in implementing the standards and guidelines for quality assurance in the EHEA into national and institutional practice. At the same time strong and ambitious commitments for further development have been made: to remove remaining obstacles to their implementation in the national legislations and regulations; to encourage development of more joint programs and joint degrees; to enable and promote use of the European approach for quality assurance of joint programs in higher education systems; to promote the development of the Database of External Quality Assurance Results (DEQAR). To an extent any action taken by a university teacher to check on quality of his or her own work or steps taken to improve it might be said to be an act of “quality assurance” – indeed the same might be said about the actions of students. So an often unstated assumption is that quality assurance is a collective action with more than one person being involved.

Approximation of quality assurance systems

The establishment of the EHEA can be mentioned for its direct influence in evaluation and accreditation processes. The Bologna Declaration (1999) and the subsequent meeting at Prague (2001) set measures in order to start the EHEA in 2010. The implementation of higher education quality evaluation systems is one of the most important measures adopted. The EHEA is characterized by the diversity of political systems, higher education systems, socio-cultural and educative traditions, languages and expectations.

Taking this into account, the European Association for Quality Assurance in HE developed the standards and guidelines for quality assurance in the EHEA. This document consists of three parts. Part 1: European standards and guidelines for internal quality assurance within HEI. Part 2: European standards and guidelines for the external quality assurance of HE. Part 3: European standards and guidelines for external quality assurance agencies.

Activities performed by quality assurance agencies, combined with internal processes within institutions, situated in a broader market or governmental context, promote changes in activities, perspectives and attitudes. Implementation of international, national and institutional policies takes place in unintended or unanticipated ways by those who generated the policy. Thus the performance of the “umbrella organizations” of European Quality Assurance Agencies include: (1) European Association for Quality Assurance in Higher Education (ENQA), (2) European Consortium for Accreditation in Higher Education (ECA) and (3) European Quality Assurance Register for Higher Education (EQAR).

European Association for Quality Assurance in HE (ENQA) was created in 2000. Since 2004 it is an independent association from the Ministry of Education. It operates as a “quality seal” of the European Quality Assurance Agencies. To become a

“full member” of the ENQA the agencies must comply with the European standards and guidelines for quality assurance. The agencies that are “candidate members” have two years to demonstrate that they can achieve the required level to get the ENQA seal and become a full member.

European Consortium for Accreditation in HE (ECA) was created in 2003 as a cooperation area among agencies, in particular in what refers to the evaluation of procedures. The agencies members of the ECA consider that mutual recognition of the accreditation decisions will contribute to recognition of qualifications and to students’ mobility in Europe.

European Quality Assurance Register for HE (EQAR) was created in 2007. Unlike the ENQA and the ECA, it is composed by organizations of so called “E4” group: (1) ENQA, European representatives of the quality assurance agencies; (2) ESU, European students association; (3) EUA, European universities association; (4) EURASHE, European Association of Institutions in HE. The EQAR’s task is to publish and administer a register of quality assurance agencies that comply substantially with the European standards and guidelines for quality assurance. It aims to provide clear and reliable information to public regarding quality assurance agencies that operate in Europe.

In France, the National Committee for Evaluation (CNE), created in 1984 by the Higher Education Act, evaluated institutions recommending measures for improvement. It did not evaluate or accredit programs. In 2006, the Evaluation Agency for Research and HE (AERES) was created by the new Research Act, and it is in function since 2007. The main duties of the AERES are (1) institutional evaluation (similar to what the CNE did); (2) research unit evaluation; (3) programs’ accreditation and categorization; (4) doctoral schools’ accreditation and categorization. As in many other European countries, the trend is to evaluate “internal quality

assurance processes” of HEI. In Italy, the Comitato Nazionale per la Valutazione del Sistema Universitario (CNVSU) exists since 1999. This Committee is responsible of “accrediting institutions” based on minimum standards, as well of elaborating national data base and information system. Unlike other countries, the accreditation is not direct but through “program accreditation”. The trend was to create an agency in replacement of the Committee. Agence nationale pour l’évaluation de l’Université et du système de recherche (ANVUR) was legally established as an independent public body by a 2006 law, but started to operate in 2011, with the objective of improving meritocracy in Italian academic research [1]. Among its various tasks, oversees the national quality assurance (QA) system for state recognized universities and is responsible for their institutional and programme assessment.

Development trends of French quality assurance system

International cooperation forms an integral part of the mission statement of French universities, having been enshrined in Law Faure since 1968 (Loi Faure 1968), Law Savary (Loi Savary, 1984). The concept was extended to include the development of the EHEA, and the most recent Law on Higher Education and Research (Law on Higher Education and Research, 2013) regulates new areas of internationalization, such as the possibility to deliver curricula in foreign languages.

France has been a participant of Erasmus since 1987 and joined the EU Erasmus+ Program in 2014. The main objectives of the Program is to enable citizens to acquire professional competences, promote multilingualism and European citizenship. It should be noted that France has high rates of mobility, especially inbound.

La Stratégie Nationale de l’Enseignement Supérieur (StraNES) was adopted in autumn 2015 and

it involves a clear international dimension, setting quantitative benchmarks by 2025 for doubling inbound and outgoing mobility, strongly encouraging Master students to go abroad, broadening international education programs including the development of Massive Open Online Courses (MOOCs), improving students’ foreign-language skills, and improving the organization of international cooperation projects. Some of the strategic goals proposed at the national and institutional levels include strengthening national policies to improve the reception of international students, young researchers and staff; promoting outgoing mobility by strengthening the National Mobility Agency (Campus France); introducing educational programs in foreign languages. In this sense, French strategy for the internationalization of higher education has been built on the principles of cooperation of all stakeholders and legislative background. The country’s attractiveness for international students proves the high quality of education in France.

France’s quality assurance efforts in education began with the establishment of Comité national d’évaluation (CNE, 1984), an autonomous administrative unit that reported directly to the French President. Its mission was to evaluate universities, schools, and other institutions in the education sector. Two education laws, the Act on Research (2006) and the Act on the Liberties and Responsibilities of Universities (2007) were passed by the government to enable France’s participation in the Bologna Process, and ensure that its quality assurance standards are met. To meet these higher standards CNE was replaced by Agence d’Évaluation de la Recherche et de l’Enseignement Supérieur (AERES). AERES is responsible for the evaluation of institutions such as universities, grandes écoles, and research organizations. It is also responsible for evaluating the research units of the French National Centre for Scientific Research, as well as bachelor, master, and

doctoral programs [2]. Each category has different evaluation process.

Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur (HCERES), created by the Law on Higher Education and Research (2013) relative to higher education and research, replaced the AERES from November 17th, 2014. HCERES has independent administrative authority status, is directly funded by Parliamentary vote and is financially monitored only by the Court of Auditors. HCERES manages 3 types of evaluation for each HEI on a 5-year basis. The three types of evaluation for each HEI are the following:

I. Institutional evaluation: positioning, strategy, organization, governance, management.

II. Research units: quality of research activities and products, organizational structure and general activities, five-year strategy and development plan.

III. Study programs: 1. Outcomes of the study program. 2. Position of the study program. 3. Pedagogical organization of the study program. 4. Management of the study program.

For external assessment of the study programs HCERES requires: HEI splits whole diploma offer by cluster; self-assessment by cluster; self-assessment document for each study program. Clusters creation facilitates evaluation of the university's training strategy by HCERES. It is also an opportunity for the institution to check coherence of its training offer.

As an aspect of management of study program, quality assurance imply periodic self-assessment of the study programs, prepared by quality assurance office of university: documentation based on HCERES requirements is prepared according to needs of training office direction; each responsible of program receives documents and explanation (strict scheduling of process is crucial); a self-assessment committee is created and include elected representatives of each training field and elected representatives of training

council; facilitators are appointed by self-assessment committee for each cluster and type of degree, they work directly with diploma responsables. Each self-assessment report is evaluated by 2 members of the committee, the purpose is to improve the quality of the self-report: text description, factual analysis, evidences. Two outcomes of evaluation are possible: 1. The report shows that the study program does not fit the requirements: political alert to stop it and work on a new study program. 2. The report proves that the study program fits the requirements: diploma responsible receives recommendations and uses them to improve own report.

HCERES evaluates agencies or foreign institutions in Europe and at international level (Saudi Arabia, Armenia, and Vietnam); provides expertise to foreign agencies in creation or development (Lebanon, Morocco); participates in the European and international networks (European Association for Quality Assurance in Higher Education (ENQA), International Network for Quality Assurance Agencies in Higher Education (INQAAHE), G7 Research Group, European University Association (EUA)); develops a network of cooperation with equivalent foreign agencies (NIADE-UE in Japan, CNA in Colombia, CONEAU in Argentina, CONSUAN in Andin countries, CEEC in Québec, VISTEC in Vietnam) (HCERES; ENQA, members).

France also has another quality assurance body responsible for evaluation and accreditation of higher education institutions for training professional engineers – Commission des Titres d'Ingénieur (CTI) established in 1934 by the law as an independent commission whose members are both professionals from industry and academics. CTI's mission is the accreditation of engineering programs in France that obtain recognition by the government, and abroad upon demand. The objective of CTI's accreditation is:

1. To guarantee that engineering degrees are delivered according to appropriate quality standards.

2. To ensure that final competence profile of engineering graduates enables entry to the engineering profession.

CTI is active in several European and non-European countries (Belgium, Bulgaria, Burkina Faso, China, Switzerland, and Vietnam). Apart from international accreditation activities, CTI is a member of ENQA, European Consortium for Accreditation (ECA), Francophone Network of Quality Assurance Agencies (FrAQ-Sup), and European Network for Accreditation of Engineering Education (ENAE). It is one of the 14 agencies entitled to deliver a European quality label for engineering studies (EURACE label) (ENQA, members). The detailed analysis of the quality assurance agencies indicates that higher education quality enhancement is being paid constant attention at the national level.

Research collaborations of French universities are the following: numerous joint PhDs; joint groups or labs with foreign universities; mobility of students, PhD students, post-docs, faculty members and administrative staff consolidates international integration. In accordance with international strategy, universities has an active policy for encouraging outgoing mobility and facilitates and simplifies the welcome of incoming persons. Researchers support internationalization of research, whether from abroad or a national researcher in search of international development, or mobility in the context of research.

Each university has a Délégation à l'Aide au Pilotage Et à la Qualité (DAPEQ), a true design, consultancy and expertise office made up of a dozen managers. DAPEQ promotes a culture of continuous improvement and organizational development based on tools of quality management and process control [Ibidem]. Its mission and functions are described in the following way: Decision support engineering (design office, advice, expertise); Conceptual advice and support to decision makers; Analysis and design of tools; Contribution to completeness and consis-

tency of information system classifications and to quality of the data; Promote the quality approach in all areas of university activity; Audit, expertise and advice in quality management. In this regard the main 3 poles of DAPEQ are the following:

- Management Control and Economic Analysis: management control; internal audit; budget forecasts and monitoring budget execution; performance analysis via indicators and cost monitoring; retrospective and forecast economic studies; dashboards.

- University Life Observatory: expertise and advice in the design of decision support tools and carrying out of statistical surveys, analyses; study of the course and future of the students; publications.

- Quality Management: support for the establishment's strategic project; external / internal evaluation in connection with agencies (HCERES, CTI); support for the establishment of an internal quality assurance system in fields of training, research and governance; animation of the Quality Improvement Resource Center (CRAQ); assessment of lessons; consulting, audits, expertise.

DAPEQ is a member of numerous networks (Réseau Qualité Enseignement Supérieur et Recherche (RELIER), Réseau des Observatoires de l'Enseignement Supérieur (RESOSUP), Réseau d'Aide au Pilotage de l'Enseignement Supérieur (RAPESUP), Qualité en Recherche et Enseignement Supérieur (QuaRES), Qualité en Recherche (QeR)), and participates in working groups Agence de Mutualisation des Universités et Établissements (AMUE), La Conférence des présidents d'université (CPU). Thus, quality assurance system at the institutional level is a well-structured unit responsible for quality management and control.

Quality evaluation and engagement of Italian universities

Empirical verification draws from official data on mission performance and outcome concern-

ing Italian public universities provided by reputed public sources (such as National Agency for the Evaluation of Universities and Research Institutes (ANVUR) and Alma Laurea). Tasked to ensure the quality of HE and research in Italy, ANVUR systematically evaluates processes, results/outputs of education, and research activities in Italy, lately including technology transfer. First of all, should be taken into account the evaluation of the quality of research concerning the public universities (state funded), a category that comprises most of Italian universities, particularly largest institutions. A four-year evaluation of their scientific productivity resulted by means of ad-hoc (independent) Evaluation Experts Groups work (GEV). The new evaluation process, started only in 2021 because of extraordinary delay due to COVID-19. The overall evaluation involved 450 Italian and foreign experts, assisted by 14,000 reviewers, professors, and researchers. The evaluation analyzed over 118,000 studies by 65,000 professors and researchers. Against this backdrop, were examined all 61 (100%) state-funded universities and excluded the remaining 21 institutions private universities officially recognized by the Ministry of Education, University and Research (MIUR), HEIs funded by local administrations, and superior graduate schools with postgraduate education for several reasons (student data not fully available in period, higher student tuition fees and other fundings not comparable with public universities, very different efficiency and standing of organisation and network in many cases).

Reported data show that, recently, universities located in the South and the islands of Italy have been narrowing the traditional gap with universities of rest of the country. Research Quality Assessment (VQR) is used as a criterion to distribute among the universities an important share — more than 1 billion euros per year — of the Ordinary Financing Fund (FFO), allocated by MIUR [3]. As a consequence, scientific

knowledge productivity is a very significant public matter. In comparison, small–medium-sized universities with headquarters located in Northern Italy can better impact the student satisfaction due to more tailored and innovative services and assistance (organizational efficiency). As for the academic research and third mission evaluations reported by ANVUR, the mean values are closer to minimum than maximum. For control variables, 56% of universities are not big and 48% are located in Northern Italy, showing quite a balanced composition with distribution of the HEIs analyzed.

The ANVUR has collected five impact case studies from each university and three case studies from each department using peer review of descriptive case studies provided by universities and other higher education institutions to evaluate public engagement activities. A national committee of experts was appointed by ANVUR to evaluate public engagement activities on the basis of three criteria: clarity of objectives of public engagement activities; resources used; and ‘impact’, measured as number of participants, number of people who have accessed the website. Although the evaluation of public engagement was carried out for first time only in 2014 on a pilot basis, this shows the new commitment by ANVUR towards measuring the impact of the university system. One of the reported areas for future improvement is definition of public engagement, which remains too broad at moment. The results of the 2014 evaluation were published in 2017. The first ranking university in Italy for public engagement activities is the University of Torino, followed by Piemonte Orientale and Castellanza. The ANVUR evaluation shows that there is ample scope for improvement at national level. Only ten universities were ranked in the highest category (‘A’): Torino, Piemonte Orientale, Castellanza LIUC, Trento, Roma Tre, Ferrara, Urbino, Parma, Padova and Pisa. In 2018 ANVUR suggested that current resources are not sufficient,

despite the fact that public engagement is valued and recognized by the majority of academics in Italy. The overall number of public engagement initiatives continues to rise steadily, from 2,406 in 2012 to 2,693 in 2014.

The creation of APEnet on 16 March 2018, a network of Italian universities for public engagement, marks the start of the diffusion of a new culture at the national level and scaling up of initiatives. To date, there are national surveys of how academics engage with the public, but there is no systematic comparison in Europe and Italy of universities' institutional strategies towards public engagement. Future research is needed on comparative empirical investigation of institutional practices of universities aimed at fostering a dialogue between the public and society. Mapping individual academics' activities through questionnaires is a very useful approach, but it is important to understand the rewards and institutional incentives in place in different countries, and the link between the individual and the institutional level.

Italian agency, the ANVUR published guidance for the evaluation, public engagement being one of the activities included and is defined as 'the creation of socially and culturally relevant public goods'. It is also viewed as 'openness to the socio-economic context'. Public engagement is indeed recognized as one of the activities of public universities, this mission has been assessed in 2004–2010 VQR (Research Quality Assessment) and VQR 2011–2014 conducted by ANVUR.

In 2016 was evaluated VQR by ANVUR, and the method of assessment of public engagement changed significantly. Informed peer review was the approach chosen by the agency, which set up a committee of 30 experts to draw up criteria for evaluating the 'impact' of initiatives and not merely a census, as it was in the past [4]. The method of evaluation was not experimental, as previously, but it was based on rigor-

ous and solid qualitative and quantitative indicators of impact. In July 2022, ANVUR published the results of the performance of the 700 case studies submitted by Italian universities and research institutes. Despite the changes in the methods of evaluation, and great efforts to evaluate a large number of case studies, with solid indicators, the final results bear a minimum weight on overall funding criteria of universities in Italy. This approach has not changed as much as it should.

Conclusions

France and Italy has high quality research institutions and HEIs that adapt and implement strategies that promote international attractiveness of the sector. Some of strategic goals proposed at the national and institutional levels include strengthening national policies to improve reception of international students, young researchers and staff, promoting outgoing mobility, introducing educational programs in foreign languages.

Establishing a quality assurance system at university is not self-sufficient. Ensuring some standards of teaching, learning and assessment are necessary for students to take advantage of their studying. However, guidance and further efforts are needed in areas such as the percentage of similarity of curricula, the level of difficulty of courses, the amount of work required from students, certain regulations about physical presence in classrooms and necessity for some community work with evidence.

As a result of present analyses the following triggers for quality enhancement in higher education have been identified: the legislative basis, national strategies and quality assurance agencies at the national and institutional levels, networks of stakeholders involved in quality assurance processes, participation in the international projects. In this sense, French and Italian approach to higher education quality assurance is a valuable example to be followed

by members of the EHEA. EU Erasmus+ Program stimulate further development of quality assurance systems at the national and institutional levels, wider participation of stakeholders in quality enhancement and internationalization, quality monitoring through stakeholders' surveys, monitoring graduates' career paths in partner countries.

There is a strong trend of quality assurance systems towards strengthening of the "internal quality systems" that is to say, those that take place within higher education institutions. It is inferred that reflection towards quality improvement generated within institutions is most important issue achieved, although many times it is driven from external sources through public policy. These procedures promote autonomy and a greater responsibility for own quality management in the HEI. It is considered that the effort to distinguish the means (evaluation process, accreditation) from the ends (higher education quality assurance) could be a step for both internal and external quality assurance systems. Moreover, worries about the bureaucratization that these processes can cause, and in fact they do, is not a minor issue. Through policy instruments, a quality culture within institutions can be motivated and facilitated from outside – state, agencies, market and society. The challenges of ENQA, ECA and the Register is to help quality assurance agencies to have in mind that no one can give what one does not have, or that one can only give what one is, and has. If quality assurance agencies look to themselves, think about and evaluate their practices, they will be able to understand and help better the institutions they evaluate.

In France higher education quality enhancement is paying constant attention at the national and institutional levels. HCERES and CTI are authorized by law to accredit programs in France and abroad. Their membership in numerous European and international networks testifies to a great de-

gree of quality assurance internationalization. Institutional practices are coordinated with the national strategies that are demonstrated by HEI having a comprehensive internal quality assurance system with the focus on internationalization and quality culture. Students have possibility to spend one or more semesters at university through a number of exchange programs. They are also invited to apply for one of international curricula, where all or parts of courses are taught in English. Universities supports researchers in internationalization of research, whether researches from abroad or a national researcher in search of international development, or mobility in context of their research. In this sense DAPEQ promotes a culture of continuous improvement and organizational development based on tools of quality management and process control at institutional level.

In Italy the mission-related quality evaluation can shape the institutional decisions (government policy and funding) and influence management priorities by revealing the way quality of academic productivity and knowledge transfer to communities and territories can create value for the core stakeholder (university student). New resources (financial incentives and innovative tools) and human competencies in applied educational activities related to emerging strands in high-quality scientific research would be welcome and fruitful.

There remain some limitations concerning a few relevant aspects, such as different sources for evaluations and data taken into account (ANVUR and Alma Laurea), as well as limited extensibility of findings (inappropriate outside the European institutional environment and culture — namely, EHEA and ERA). For Italy, a new analysis is required with a major consideration of public engagement, after the official completion of total quality education assurance system assessment (whole university) conducted by ANVUR — instruction quality evaluation for

the accreditation of all university courses, along with accomplishment of next VQR. Equally important for future are independent data originating mostly outside of the universities. By contrast, despite this kind of study having a common limitation in number of cases, it is worth underlining that work examined the entire population of public universities enabled the structural equation modeling.

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