

## A.4 Tertiary Professional Education

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If the strategy aimed at the improvement of the quality of education is to be met it is also necessary to tackle the situation in tertiary professional schools (TPSs). Currently two approaches are being discussed and developed in the context of the overall development of TPSs – stabilisation of the sector of TPSs and transformation of some TPSs to structures of higher education institutions (universities and colleges). Neither approach can do without a clear legislative definition of such changes and, at the same time, such changes require that a number of theoretical and methodological, economic, organisational and practical issues, including gradual steps of their implementation, must be well-thought over. Conceptual work is based on the national as well as international experience pertaining to the area of tertiary professional education and on extensive information sources.

The CSI has been dealing with the issue of TPSs for a long time, as a matter of fact from the time they were established. The MEYS requested extensive thematic inspections, which were implemented by the CSI between 1996 and 1999. These inspection examinations covered all 166 TPSs which existed at that time. In the following years the CSI paid attention to the issues of tertiary professional education (called also post-secondary vocational education) in compliance with the focus of their inspection cycles and according to the relevant plans of principal assignments for individual school years. Due to current changes underway the CSI is concentrating on gathering the latest findings about all TPSs included in the Register of Schools and School Facilities.

In this context at the end of the school year 2010/2011 the CSI carried out a “flash survey” concerning the selected indicators of conditions, the course and results of education in TPSs and simultaneously the CSI strove to gather opinions of managements of these schools on the current status and further prospects of TPSs. The survey was conducted online from 28<sup>th</sup> of June to 12<sup>th</sup> July 2011, which means that schools were addressed by automated e-mail and were request to enter data directly onto the relevant online forms produced by InspIS (the Inspection Information System).

### I. Performance Parameters Used in the Survey

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In the given period the CSI electronically addressed all 182 TPSs entered in the Register of Schools in the school year 2010/2011. Altogether 116 records were returned to the CSI. After the checks of the records received 110 schools (60.4 % of all TPSs) were included in the analysis. The data about the remaining six schools were incomplete or were not precise.