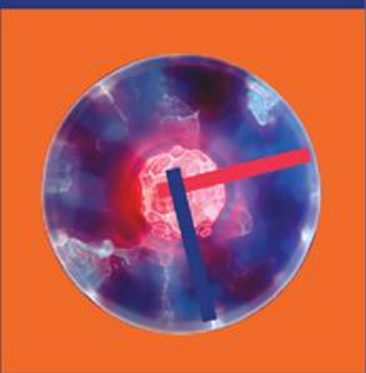
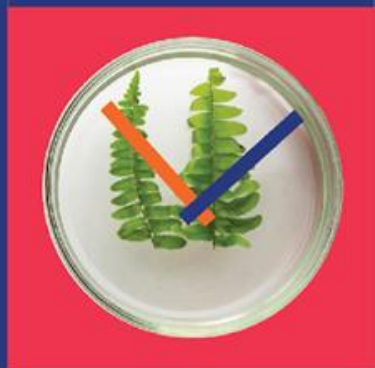




# Quarter to Quality Education



**A** SLOVENSKÁ AKREDITAČNÁ AGENTÚRA  
PRE VYSOKÉ ŠKOLSTVO

# Outline

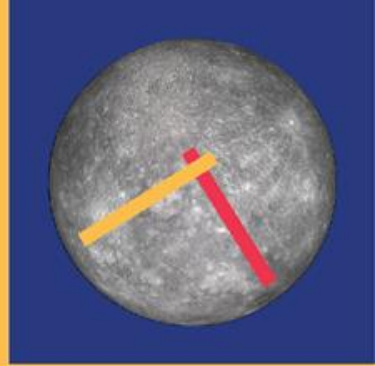
1. Demography and general information
2. Pandemic and higher education
3. Traineeship and work
4. Development of skills
5. Transition to labor market



# Quarter to Quality Education



**SLOVAK ACCREDITATION AGENCY  
FOR HIGHER EDUCATION**



# Demography and general information

# Demography and general information

- 20 056 survey responses, **19 983** valid answers
- 4 language versions (SK, EN, HU, UA) and one for visually impaired
- Represented all public, private and state higher education institutions (HEIs), full and part-time students, all study fields
- Data collection: 30 April – 31 May 2021
- 1024 responses from students with special needs
- 1419 responses from students with non-Slovak citizenship (e.g. international students)

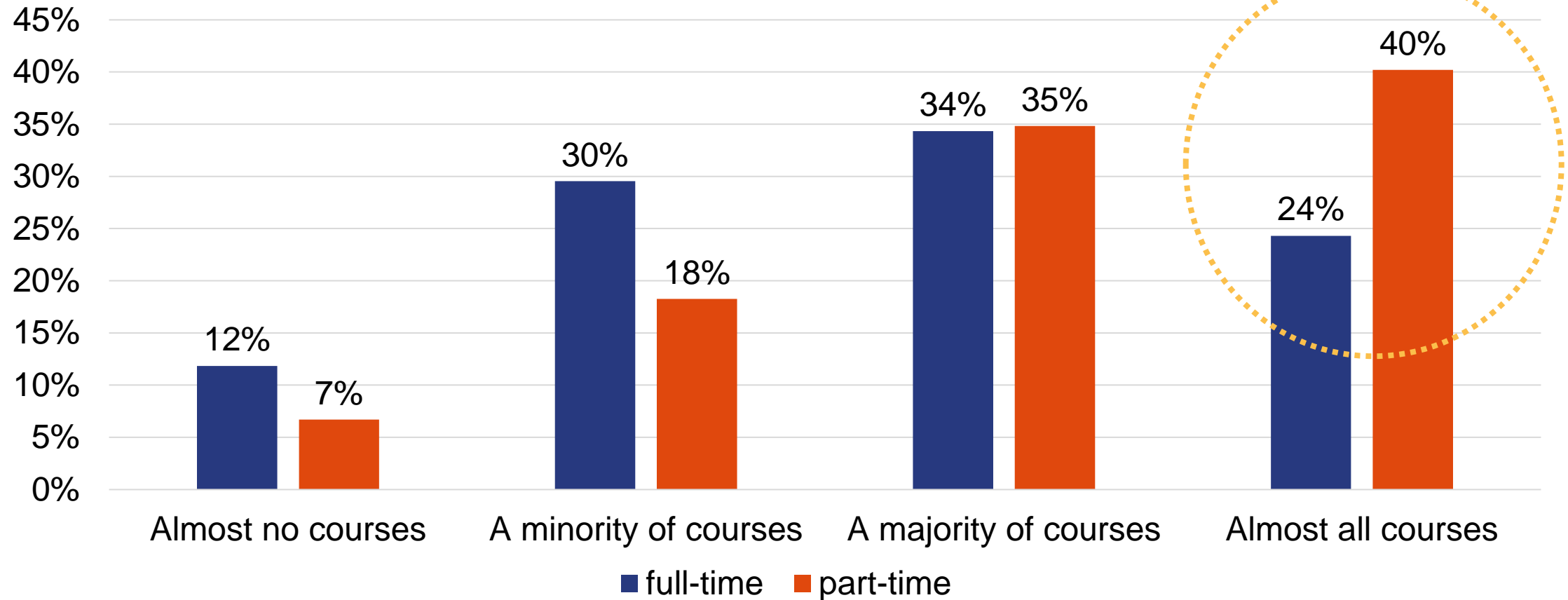
# Topics covered by the survey

- Selection motivation, application, admissions and adaptation to HEI
- Learning organization and outcomes, learning methods, evaluation and assessment
- Approach of teachers to students
- Student participation in HEI management and governance
- Impact of the pandemic
- Academic fraud
- Internationalization (mobilities, international students)
- Students with special needs
- Part-time studies
- Preparation for life after college

# The pandemic had a negative impact on interpersonal relations and their development, thus affecting future perspectives of students.

- **33 %** does not feel as part of the community
- **44 %** does not spend time with classmates outside classes.
- over **75 %** is not participating in activities of student societies and clubs

# Graph 1. I have acquired knowledge COMPARABLE to in-class learning.

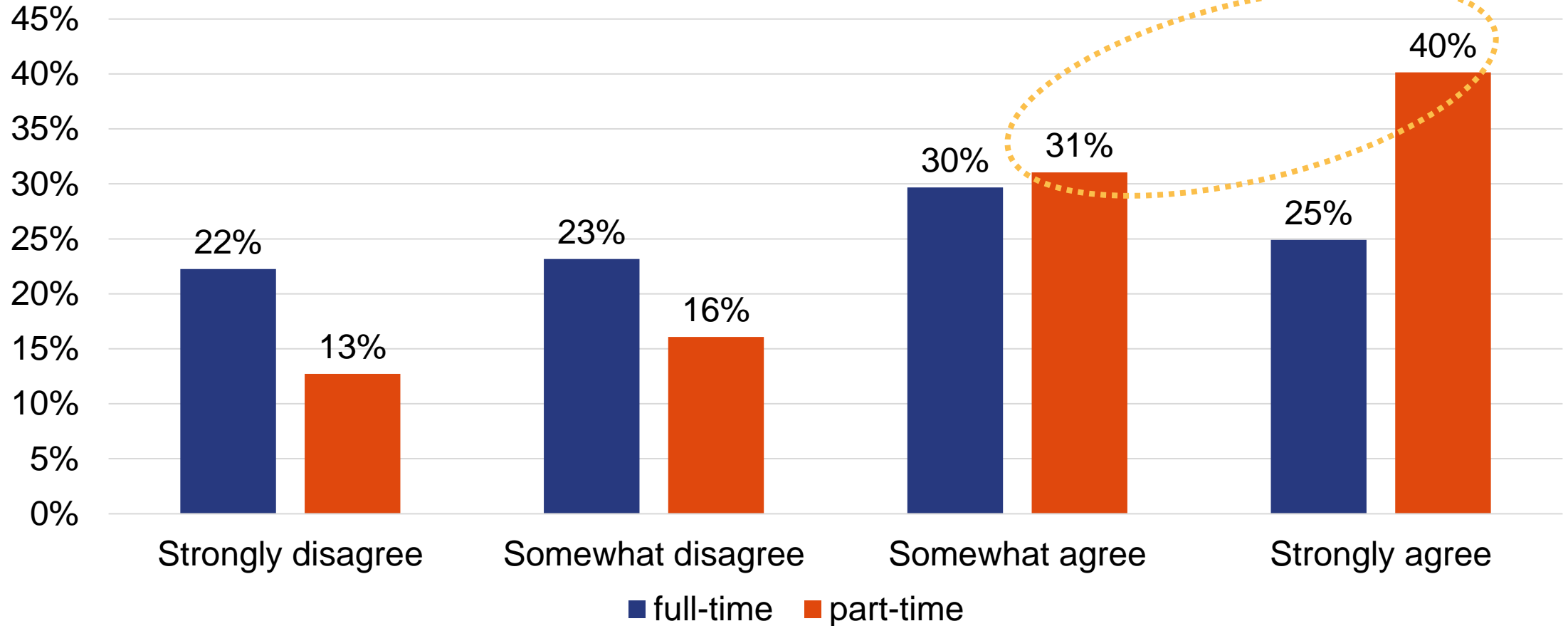


*All responses except first-year students (SAAHE, 2021, n=14985)*

*Scale multitude of courses (1-4), responses "not applicable" excluded*



Graph 2. My study programme should CONTINUE using elements of distance learning even after the pandemic.



All responses (SAAHE, 2021, n=19983)

Agreement scale (1-4)

# Part-time students favour maintaining elements of distance learning

Príliš nárazová výučba len u **37 %** externistov, zosúladenie štúdia a iných povinností uvádza **78%** z nich a možnosť rozložiť si študijnú záťaž deklaruje **80 %** týchto študentov.

# HEIs coped well with managing education during the pandemic

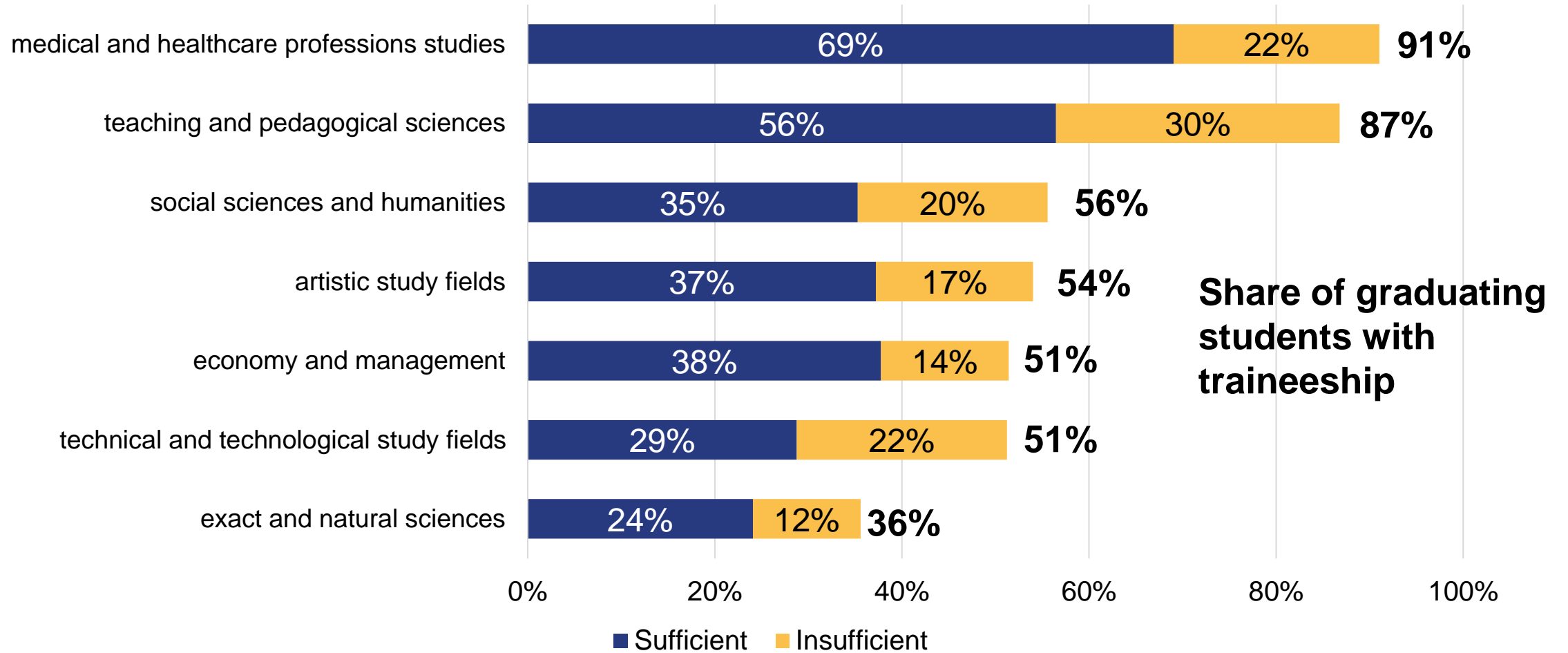
Students were enough (84%) and in timely (81%) informed about changes, they had access to necessary study materials (77%).

**71% of students had only a limited share of traineeships and practice lessons supplemented and due to the isolation**

# Students are lacking traineeships

- Only about half of the bachelors' graduates had traineeship
- About 71% masters' degree graduates had traineeship
- Connection between traineeship providers and HEIs is limited

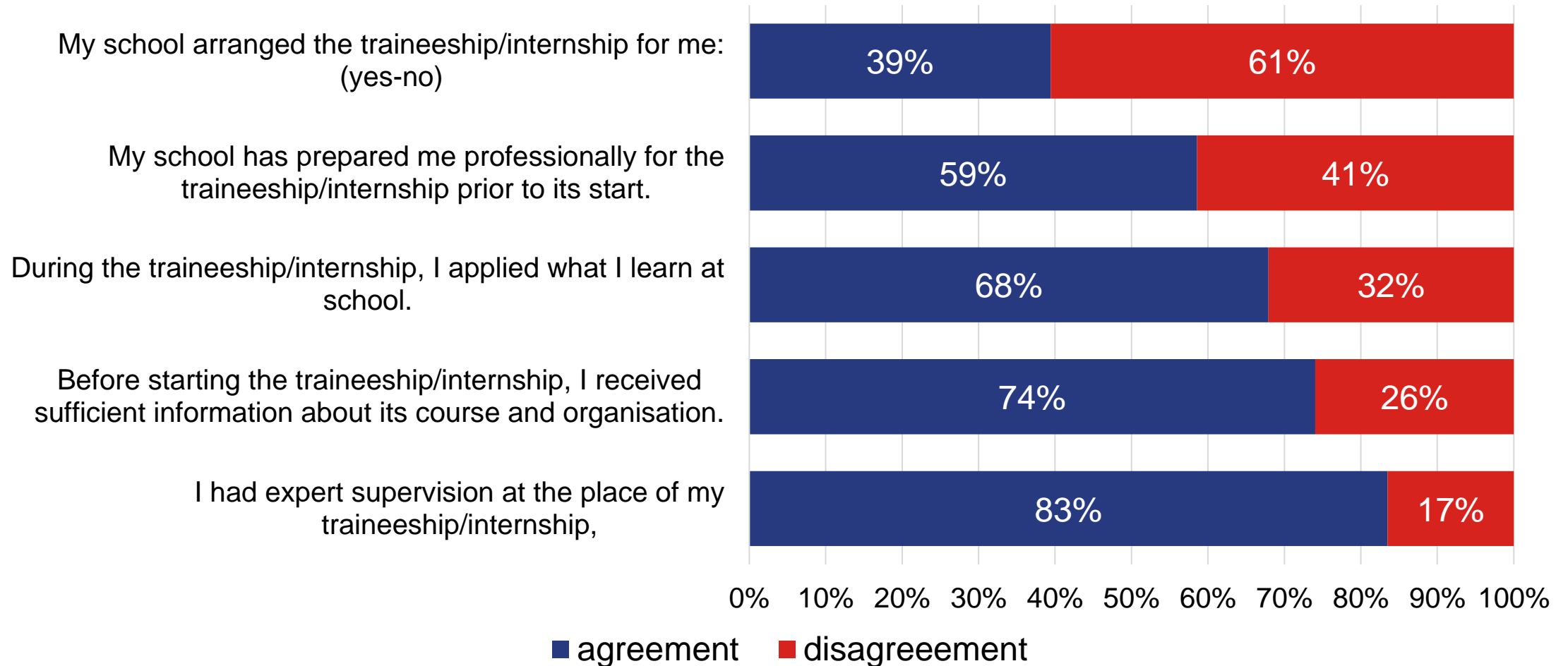
### Graph 3. The duration of my traineeship/internship was:



*Only responses of graduating students (SAAHE, 2021, n=5942)*

*Options (1-3)*

## Graph 4. Experience of graduating students with traineeships



*Only responses of graduating students with traineeship (SAAHE, 2021, n=3530)*

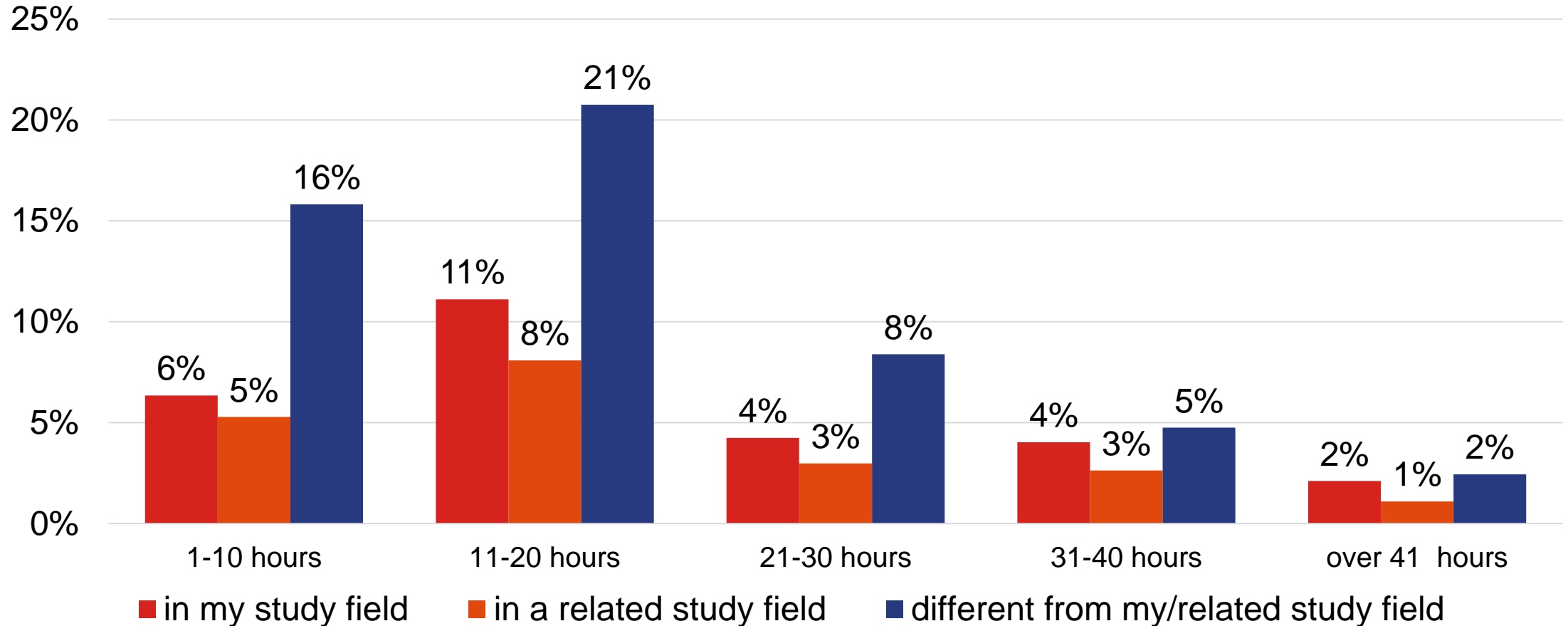
*Agreement scale (1-4), options yes-no*

# Working during studies

- Almost 60 % full-time students work during semester
- Almost 20 % work more than 20 hours a week



## Graph 5. Number of working hours per week - full-time students



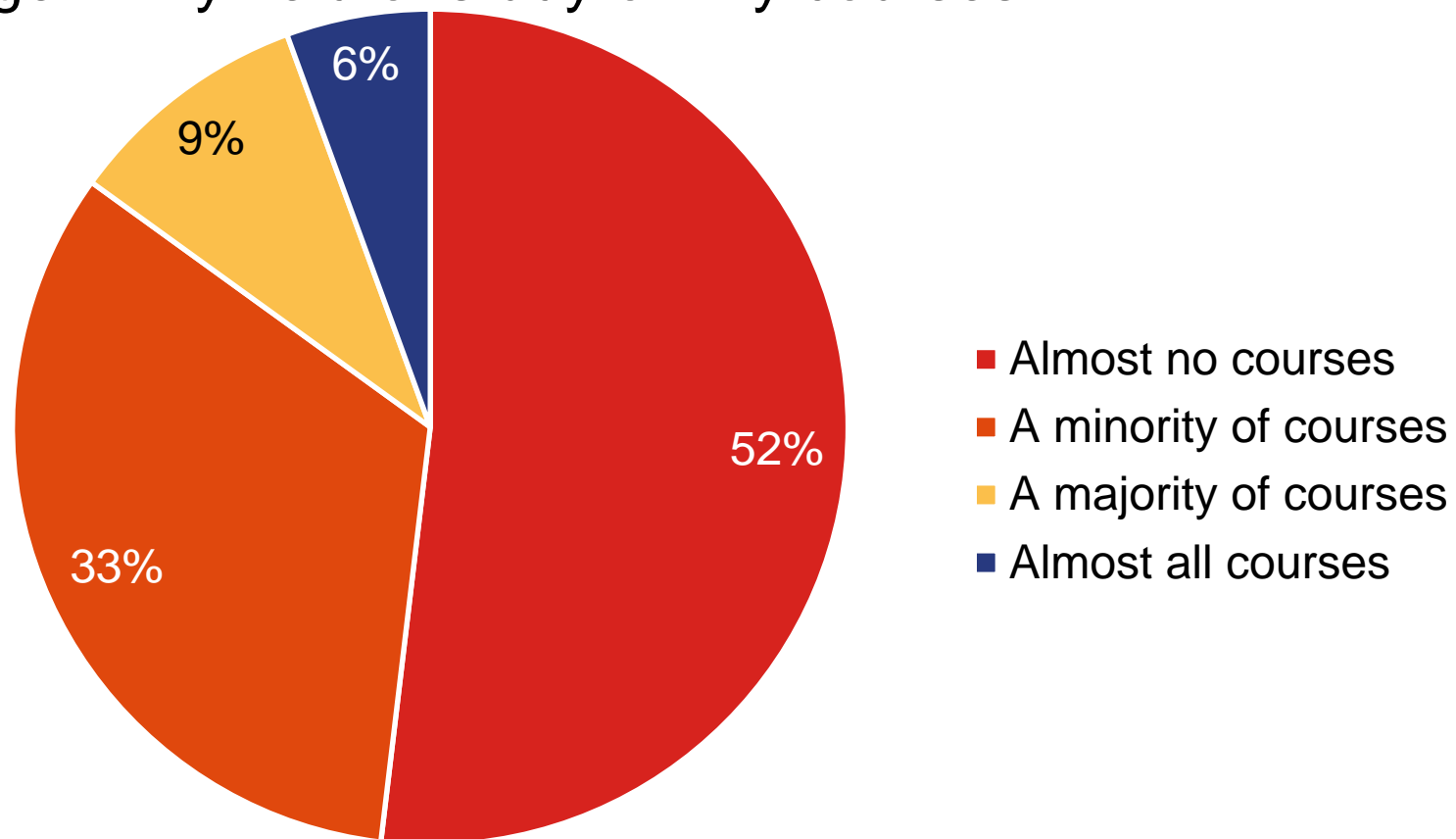
*Only working full-time students (SAAHE, 2021, n=10319)*

*Respondents were asked to estimate average work hours per week and choose relation of their work to their studies.*

# Development of skills

Only small portion of students are developing all skills useful in labor market.

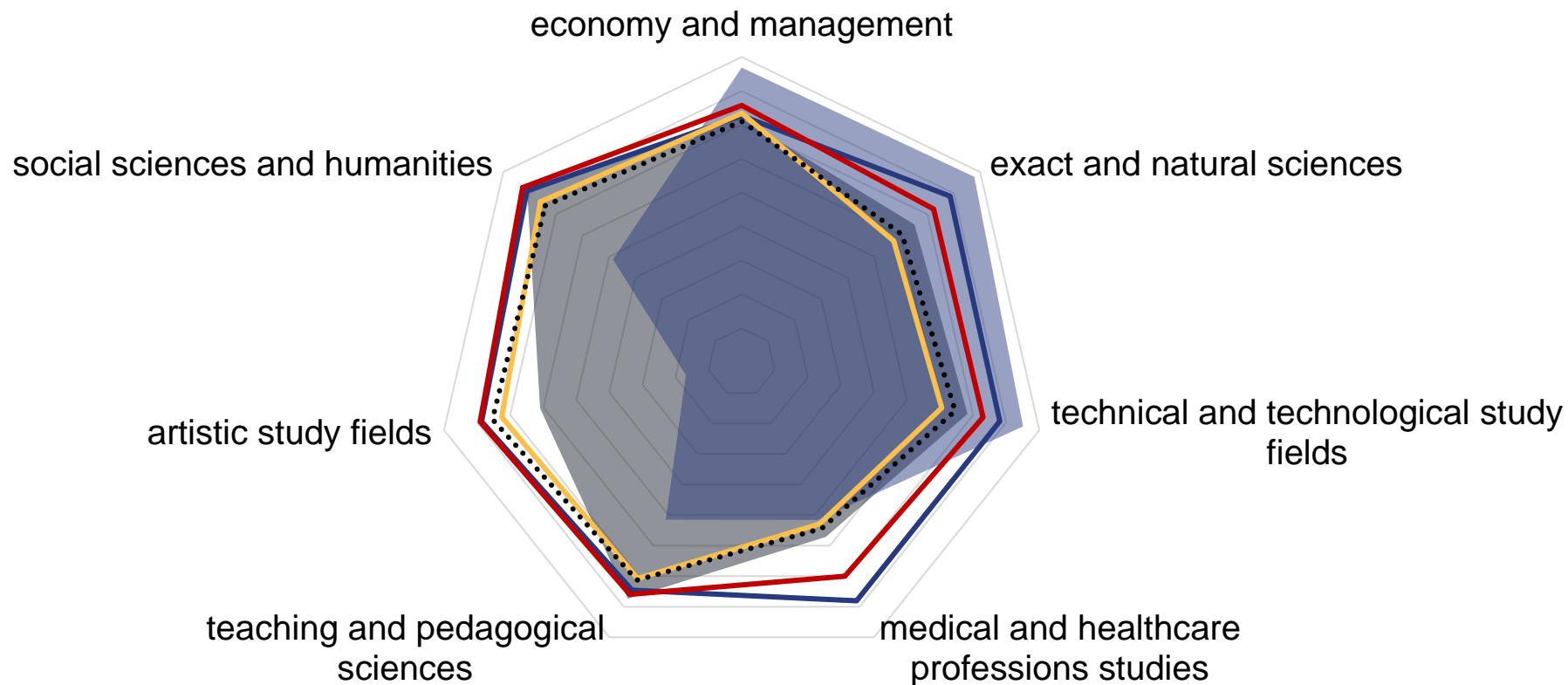
Graph 6. I train in communication in English/other world language in my field of study on my courses.



*All responses (SAAHE, 2021, n=19983)*

*Scale multitude of courses (1-4)*

# Graph 7. Development skills - At school they train me:

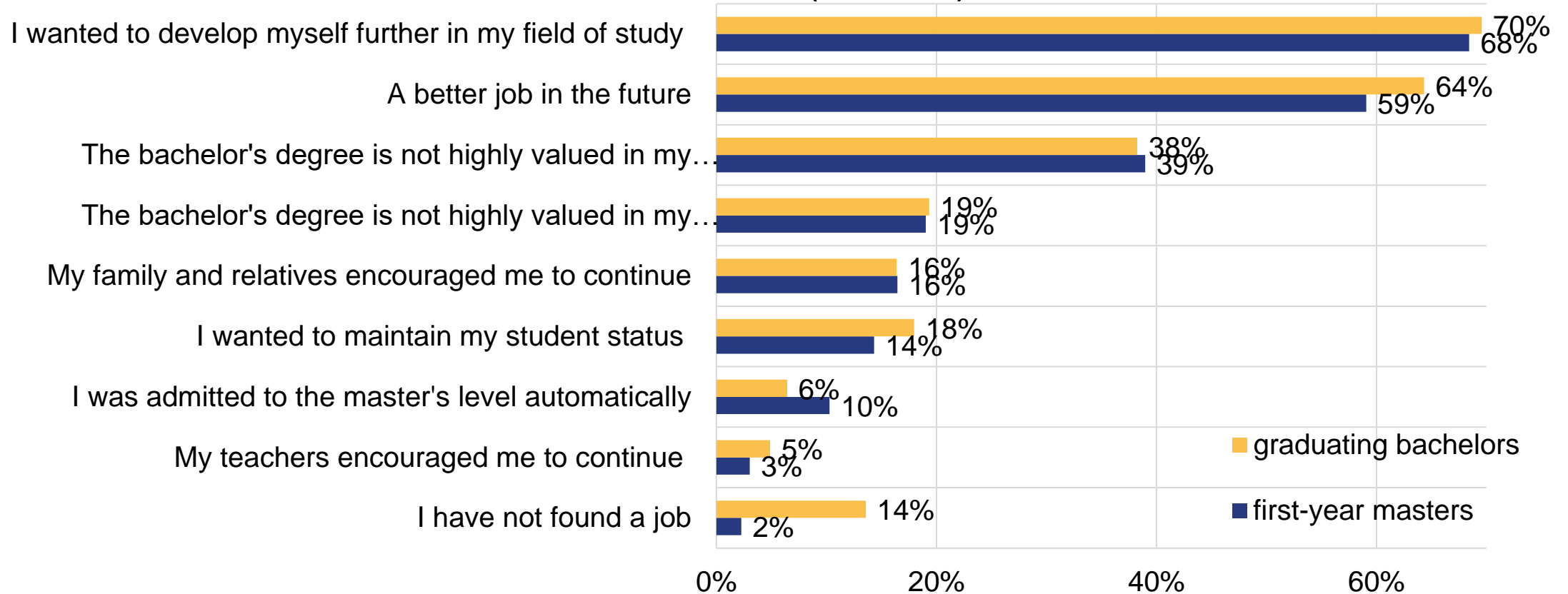


- in expert/academic writing
- to understand numeric data, tables, and charts
- to apply theoretical knowledge to solving concrete problems
- to take a position based on a critical assessment of various information sources
- in soft skills (e.g., the ability to discuss, teamwork, time management)
- ..... to present my work in an interesting and credible way

*All responses except students of foreign HEIs (SAAHE, 2021, n=199971)*  
*Agreement scale (1-4) presented are accumulated responses strongly and somewhat agree*

# Students in bachelors' studies not tempted to join the labor market

## Graph 8. Select the MOST IMPORTANT reasons why you have decided / planning to CONTINUE your studies at the master's level (max. 3).



*Graduating bachelors (n=2658), first-year masters (n=2778), (SAAHE, 2021)*

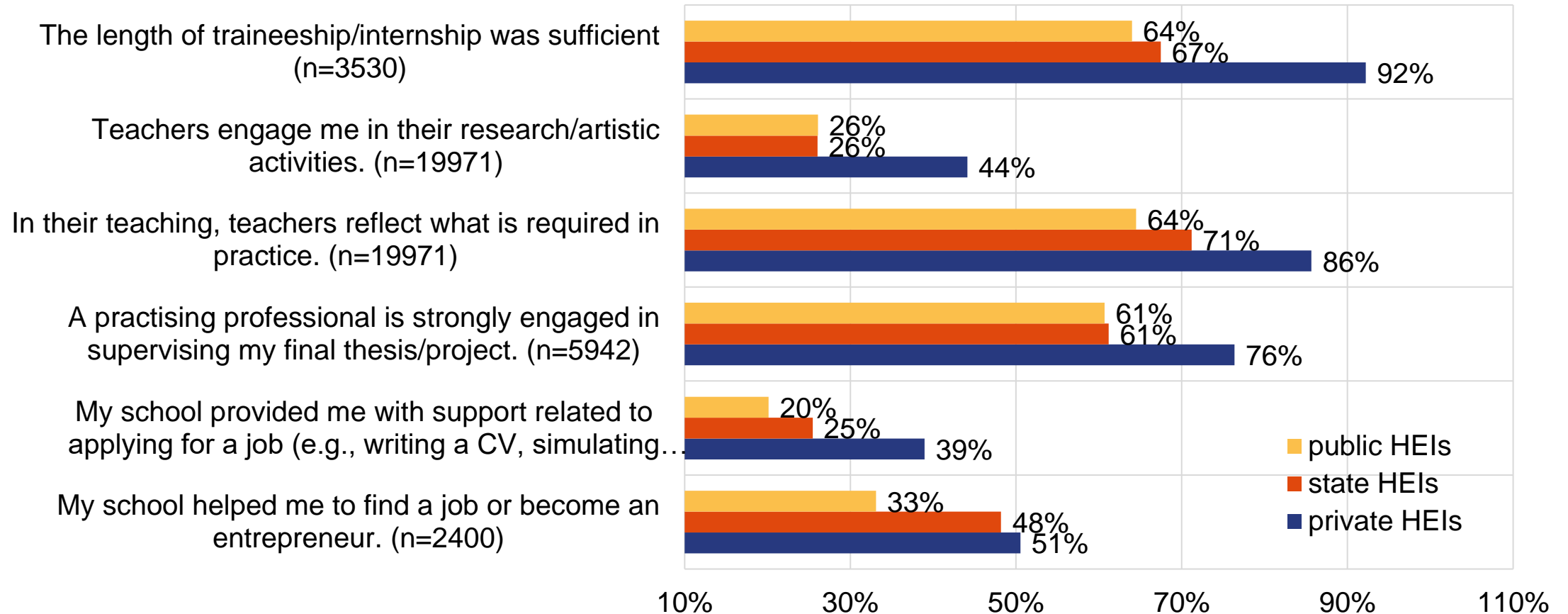
*Options (9 + none of the above), max. 3*

# Student in private HEIs feel better prepared for the life after college

85 % graduating students at private HEIs feel prepared for the life after the college, compared to 63 % at state institutions and 59 % at public HEIs.

Full-time students at private HEIs work on average 29 hours a week, 55 % has almost full-time job on top of their studies. The weekly average of working hours in state and public HEIs is only 10 and 11 hours. Only 7% of students there are close to full-time job.

## Graph 9. Practical learning and connection with labor market (types of HEIs)



*Different samples (SAAHE, 2021)*

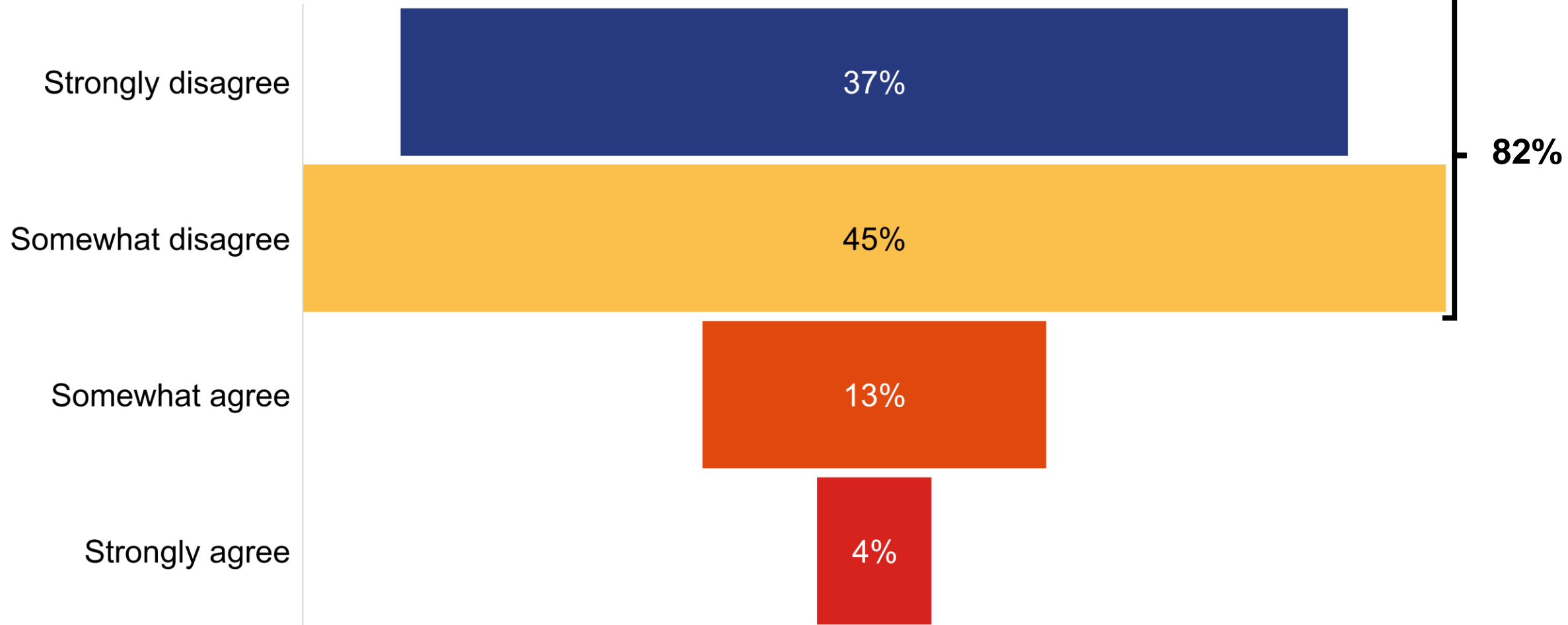
*Various scales (yes-no, agreement, multiple choice and multitude of teachers)*



# Students study their study field because it interests them

- 70% go to HEIs because of their in the field
- only 20% study just for the degree

Graph 10. I would recommend my study programme to my friends.



All responses (SAAHE, 2021, n=19983)

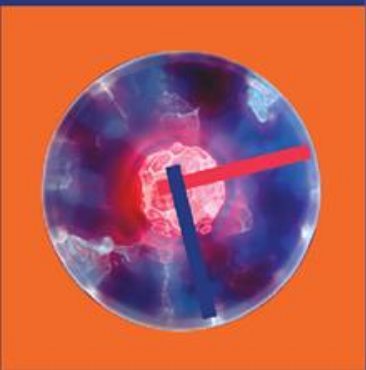
Agreement scale (1-4)



# Quarter to Quality Education



Thank you for your  
attention





# Q&A

Contact: [prieskum@saavs.sk](mailto:prieskum@saavs.sk)