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**QUALITY OF HIGHER EDUCATION IN THE UNITED KINGDOM AND IN THE
CZECH REPUBLIC**

Bakalářská práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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Abstract

The project deals with quality of higher education in the United Kingdom and in the Czech republic through identifying the key factors that can affect it. Apart from comparing and contrasting these two systems, the project also introduces some of their important issues, such as A-Levels, Maturitas and higher education funding. Furthermore, a part of this project describes the results a survey among international students (93 respondents) about the quality of higher education in these two countries.

1. Introduction

The project aims to analyse the problems concerning the higher education in the United Kingdom and in the Czech Republic, compare these education systems and deal with their main differences and their impact on the quality of education. The project consists of the following parts:

The first chapter of this project will deal with the concept of quality and its evaluation. What is quality and how to measure it, is the key question for this work. Quality is a value that can be highly relative, as well as the methods used for its assessment. Therefore, this chapter aims to identify the key aspects of education that can have impact on its quality.

The second part of this project will focus on the different approaches used in higher education system in both countries. To compare two different education systems, it is necessary to understand how they function first, therefore, this chapter will describe these systems. This will include mostly aspects like system of learning and teaching, form of assessment, types of qualifications, and other formalities.

Another important issue this work will focus on are the A-Levels (in the United Kingdom) and the Maturita exams (in the Czech Republic). The Maturita exam is a very complicated issue, as it is about to change its form completely. The “new” Maturita exams are going to be taken this spring (2011) for the first time. There are some features of the new form of this exam that could be compared to the A-Levels. These exams are still connected to the Secondary education, as they are the leaving exams. However, they are included in this project because their aim is to prepare students for higher education, and therefore have an impact on higher education to certain extent. Furthermore, based on the results the A-Levels (and possibly the new Maturitas, in the future) the students are accepted to the individual universities and colleges, which makes them a part of the admission process.

Next, this project will deal with the issues of higher education funding. Tuition fees can have a significant influence on the quality of education and it is a burning issue of

the education system in both countries. This chapter will attempt to describe the situation both in the United Kingdom and in the Czech Republic, compare them and sum up the consequences of the tuition fee and its amount on education.

Additionally, this work will present the result of a survey among students, concerning the specifics of studying in these two countries. The respondents of this survey are mostly international students, studying for a limited time either in the UK or in the Czech Republic. These students were asked to describe the differences between studying in their home country and in the United Kingdom or the Czech Republic, to determine what are the most specific features of the country's education system and what are the advantages and disadvantages of each country's higher education system.

To evaluate the quality in higher education is a very complex issue. It is difficult to establish objectively what is the level of quality in an individual country, and to compare two different education systems. However, this project will attempt to introduce certain points which can be considered when assessing the quality of education, identify the key differences of the two systems and explain their impact on education quality.

2. Quality in Higher Education

2.1. The concept of quality

Since quality of education is one of the main topics of this project, it is necessary to determine what is meant by the term “quality” in education. This includes the ways to assess the quality as well as factors influencing the quality of higher education.

Comparing the quality of education of two different countries is very difficult, mostly because of the limited and subjective ways to assess quality. Brennan and van Vught (1993) emphasize that “quality in higher education is multi-dimensional,” and therefore, comparing quality in different institutions, and more importantly, different systems, should not be based on rankings and league tables. Furthermore, Becher (2000) claims that quality assessments in higher education cause enormous amount of paperwork, unwanted bureaucracy and are demanding for the academics' time. Therefore, assessing quality can be a very difficult procedure and the result might not always be completely objective.

The first question when talking about quality is, what aspects of education should the evaluation of quality be based on. Green (1994) points out, that the quality of education can be viewed based on two main functions that academic education should have:

“1. Producing graduates to meet the human resource needs of organization in the business, industrial and service sectors (including public services)

2. Pushing forward the frontiers of knowledge via research.”

(Green, 1994)

Therefore, there are two different values that need to be considered when talking about education quality, the first one being learning and teaching with the aim of producing graduates for the purposes of future employment and the second one being academic research. This project will focus more on the first aspect, and on the student's point of view of quality in higher education.

It is also necessary to emphasize how relative the perception of the overall higher education system of a country can be. There are many factors that need to be considered and even then, it is difficult to establish the overall quality, since this value varies at every institution within the country.

2.2. Evaluation of Quality in the Czech Republic and in the United Kingdom

Although we cannot objectively assess the overall quality in a country, there are certain institutions that are certified to inspect quality of individual academic institutions within a country. This chapter aims to introduce the major institutions of this kind.

Higher Education Funding Council for England is an organization responsible mainly for distribution of funding to academic institutions in the United Kingdom and the Quality Assurance Agency for Higher Education (QAA) is responsible for the assessment of quality of teaching and learning at British universities. (Universities UK, 2011) Its purpose is ensuring the sound standards of British higher education qualifications as well as encouraging improvement in the quality of higher education. (Universities UK, 2011)

While both these institutions assess the quality of universities and colleges by giving certain features that indicate quality, they do not produce rankings. Some academic institutions “league tables” exist; however, these are created by several newspapers (Guardian, Times, Times Higher Education etc.), using various factors and cannot be considered completely objective.

In the Czech Republic, Accreditation Commission (Akreditační komise) is probably the most important institution for ensuring quality in higher education. Its aim is to supervise the higher education quality by “evaluating the activities of higher education institutions and the quality of accredited activities and publishing the results of such evaluations.” (Akreditační komise, 2011) This institution carries out regular internal and external evaluations. The commission has 21 members, who are appointed by the Government. (Akreditační komise, 2011)

The British Accreditation Council (which focuses on the accreditation system and improving the quality standards of independent higher education institutions), as well as the Czech Accreditation Commission, both co-operate with the European Association for Quality in Higher Education (ENQA, 2011).

3. The Higher Education Systems

Describing the Czech and British higher education systems can help us identify their key differences. However, this chapter will also deal with their similarities, as these systems have many common features.

3.1. The Bologna Process

The Bologna process is the creation of the European Higher Education Area. It started in 1999 with signing of the Bologna Declaration by the representatives of 29 European countries, including the Czech Republic and the United Kingdom. (Eurostat, 2009) This event was preceded by the Sorbonne Declaration, which was signed in 1998 by the British, French, Italian and German ministers of education, with the purpose of harmonizing the European higher education system. (Eurostat, 2009)

The Bologna process aims to unify the previously diverse higher education systems, and therefore also enables students to study abroad as a part of their studies in their home country (e.g. Erasmus programme). Some of the aspects of this process are the ECTS (European Credit Transfer System) and the unified system of academic degrees – Bachelor's, Master's and Doctorate. (MŠMT, 2011)

European Credit Transfer System was created as a unified framework of subjects. Every subject equals a certain number of credits, and every student is required to gain a certain number of credits throughout their studies.

As a result of this process, there are many similarities between the Czech and British higher education systems. Furthermore, the process contributed to the creation of Erasmus and other study programmes.

3.2. Higher Education System in the United Kingdom

The two basic types of academic institutions in the United Kingdom are universities and colleges. The title “university” is awarded based on certain criteria that the institution must meet. “These are assessed by the Quality Assurance Agency on behalf

of the Privy Council. The Privy Council is responsible, under the Further and Higher Education Act 1992, for approving the use of the word 'university' (including 'university college') in the title of a higher education institution.“ (Universities UK, 2011)

Number of institutions (as at August 2010):

| Country | Universities* | Higher Education Institutions** |
|------------------|----------------------|--|
| England | 89 | 131 |
| Scotland | 14 | 19 |
| Wales | 10 | 11 |
| Northern Ireland | 2 | 4 |
| United Kingdom | 115 | 165 |

* Institutions with 'university' title. Federal institutions such as the University of Wales and the University of London are counted as one University.

**The term higher education institutions includes universities, university colleges, specialist higher education institutions and other higher education colleges.

(Chart from: Universities UK, 2011)

The basic higher education qualification in the UK is the Bachelor's degree, with the usual length of study being three years. Postgraduate programmes are the Master's degree, which can be either taught or research-based, with the usual length between one and three years, or a Doctorate degree, typically taken over three years. (Universities UK, 2011)

The system used at different universities and colleges may vary. Furthermore, there are some significant differences in higher education systems used in England, Scotland, Wales and Northern Ireland. Therefore, the following chapter will attempt to summarize the features that are frequent and common in the institutions' systems, since it is difficult to describe any universal model of a British university.

The admission system to undergraduate study relies heavily on the A-level results (Hodgson, Spours, Waring, 2005), but some institutions may require further qualifications, an essay or an interview. Postgraduate admissions can be based on a number of various criteria, such as bachelor diploma, CV, motivation letter, essay, etc.

The system of assessment (typically using letters for evaluating student's work, A being the best possible grade) often uses written tests, essays, and various assignments, that can be done throughout the semester, each affecting the final grade into some extent. As the survey in the 6th chapter of this project illustrates, the system of assessment is one of the most significant differences compared to the Czech Republic.

Most British universities now use the two-term systems, which is suitable for foreign exchanges, because it resembles the usual European model. However, Oxford and Cambridge still use the traditional three-term system.

Many British universities offer distance learning courses. These can be done completely depending on technology (email, video), without students present in class.

3.3. Higher Education System in the Czech Republic

The following chapter aims to describe the system of higher education in the Czech Republic. There are some rules of the academic system defined by the law - zákon 111/1998 Sb., o vysokých školách, but the study system depends significantly on each institution's regulations (§6 z. 111/1998 Sb.). Therefore, most of the following information relates to general features that are common for most of the Czech universities, based heavily on the writer's observations.

The system of admission varies significantly depending on the individual universities and academic courses. Maturita exam is required by law (§48 z. 111/1998 Sb.), and its results may be requested by the academic institution; however, in many cases they do not have any impact on the admission process. On the other hand, some courses can accept students based on the grades.

Each university and each course has a specific admission system (§49 z. 111/1998 Sb.), usually based on the system that the applicants must reach a certain number of points in the entrance examinations, which often involve a written test or an interview. There can also be talent tests, e.g. for artistic or sports courses. Many academic courses

require an OSP (obecné studijní předpoklady) or TSP (test studijních předpokladů) test results. These tests are designed to assess the students' knowledge and skills in various subjects (Mathematics, Czech Language etc.). Many universities require a certain score in these tests to accept students, or award the student some extra points for the admission process.

The Czech Republic is using the Bologna system of qualification, with the Bachelor's degree, Master's degree and a Doctorate being the basic types of qualification. Many students continue with postgraduate study after achieving the Bachelor's degree (MŠMT, 2009). This might be caused by the fact that until recently, a majority of courses were the five years' Masters course, and therefore it is still considered the basic qualification. In the 2001 law amendment it was decided that all five years Master's degree courses should be transformed into a three year Bachelor's degree course and a two-years Master's degree. Since 2004, students have only been admitted to the new type of courses. (MŠMT, 2009) Nevertheless, study of certain specific courses require an uninterrupted five years (or longer period) of education, and it was decided to keep these courses united, such as six years study of Medicine or five years study of Law.

The academic year is usually divided into two semesters, the winter and summer term. The winter term usually begins in September (the date differs each year for each university), and ends in December, before Christmas holiday. The summer term usually starts in February and ends in May. The last week of a semester is so-called Credit week, when students are expected to finish their tasks and write their credit tests. The following six weeks are the exam period (zkouškové období), when students take their exams from individual modules.

The system of assessment can differ at individual universities in the Czech Republic. However, the majority of academic institutions use systems that share some of the following features.

Each module can close either with “zkouška” (exam), “zápočet” (credit) or “kolokvium” (colloquium). An exam can have different forms, it can be a written test as well as oral examination. The result is a grade on the following scale:

- 1 – *výborně* – excellent
- 2 – *velmi dobře* – very good
- 3 – *dobře* – good
- 4 – *nevyhověl* – failed

However, at some universities (such as Masarykova Univerzita v Brně) a different scale of letters A to F, have replaced the traditional one and came closer to the British model. Using this scale means that there are more grades that students can be awarded, understanding that while A is an equivalent of 1, B is seen as an inter-grade between 1 and 2. This means that the E grade is the equivalent of 3, while F is, naturally, a 4 – failed. (Studijní a zkušební řád Masarykovy Univerzity v Brně, 2006)

A credit (*zápočet*) is generally seen as a simpler form of assessment, as opposed to an exam. There are no grades awarded and the students can only pass or fail. Its very frequent form is a credit test, or, alternatively, some kind of final work – essay, project, presentation etc.

A colloquium can be understood as a combination of the two. While it is not graded, and its result can only be pass or fail, it can be in an oral form. However, this type of assessment is not very frequent. Furthermore, some modules may require both credit and exam/colloquium.

Each academic course (that is awarded a degree) closes with *Státní závěrečná zkouška* (The state final exam) and the students' presentation of their thesis (§53 z. 111/1998 Sb.). A student receives a number of grades, depending on the course of study, usually using the same scale as for module exams. Based on these grades, they can be awarded an honours degree, a degree, or fail.

There are two basic types of academic courses in the Czech Republic: full-time and “combined” (meaning distance or part time). The second one is popular especially among people who already work, but want to improve their qualification. Some academic courses may be in both of these forms. This form of study is usually based on a certain amount of individual work, as well as weekend lectures.

3.4. Comparison

Both of these systems share some common features. Some of them are due to the attempts for a more united higher education system in Europe – e.g. The united system of credits, division of year into two semesters, the Bologna system of degrees.

However, there are some significant differences in the system that can have an impact on the education quality. This includes the different admission process and assessment system. Moreover, tradition still plays an important role in methods used in the academic education. As a consequence, there are some major differences in the approach to academic study, apart from the formal system. Some of these aspects were mentioned by the respondents of the survey described in Chapter 6.

4. The A-Levels And The Maturita Exam

Both the A-Levels and the Czech equivalent have a significant impact on higher education, although they are not a direct part of it. Both these exams are a part of the process of applying to a university or a college. The form and content of these examinations differs, as well as the amount of impact of their result on future higher education.

In the following chapter, the form and content of these exams will be described. Furthermore, the chapter will identify the main differences between the A-Levels and both versions of the Maturita exam. Finally, the chapter will deal with the impact of these exams on accepting the student to a college or university.

These exams have an important role in the quality of higher education, for several reasons. They have an impact on the admission process, and, consequently, on the amount and structure of students. These are an important factor when considering the education quality.

4.1. GCE Advanced Level

The Advanced Level General Certificate of Education, commonly known as the A-Level is the exam that the students take at the end of their secondary education, and is a required qualification for undertaking academic courses in the United Kingdom (Hodgson, Spours, Waring, 2005).

The A-Levels were introduced in 1951 and replaced the High School Certificate (HSC, established in 1918) (A-Levels, 2011). Since its introduction, the only major change of this exam came in 2000 in the form of Curriculum 2000 (Hodgson, Spours, Waring, 2005). This change lay mainly in increasing the number of subjects to five or six instead of the traditional three to four. (A-Levels, 2011)

The subjects

The students prepare for this exam during the last two years of their secondary

education. After GCSEs, the students choose six modules that they want to take the exam from and continue studying only these. At the end of the first year, examination from one half of these modules takes place (the AS-level) and the remaining three modules are assessed at the end of the following year (A2 level) (A-Levels, 2011). There are approximately eighty subjects to choose from; however, not all institutions can offer the same variety. (A-Levels, 2011)

The most popular choices include Mathematics, English Language, English Literature, Physics, Chemistry, Biology, Psychology, History, Geography, Drama, Sociology, Media Studies, Health and Social Care, Home Economics, Geology, Astronomy, Politics, Philosophy, Sports Studies, Music, Economics, Accounting, various Artistic subjects and different languages. (A-Levels, 2011)

The Form

The A-Level exam now consists of two parts, The AS-Level (Advanced Subsidiary Level) and the A2 Level. Examination is in a form of written tests. The passing grades of the A-Level exams are A*, A, B, C, D and E. The top A* grade has been introduced recently, in 2010. (A-Levels, 2011)

Criticism

There has been a gradual rise in the grades received by the students over the last few decades and for there has been a gradual increase in the pass rate, reaching 97,6% (Guardian, 2010). Due to these improving results, there has been a discussion whether the students' knowledge is improving, or the exam standards are decreasing (BBC, 2010).

The main argument for the criticism of A-Levels is that the preparation for the exams is concentrated more on the routine ability to write a test rather than deeper knowledge of the subjects (BBC, 2010). Therefore, the effectiveness of the examination is questionable.

4.2. Maturita Exam

Maturita is the final exam at grammar and secondary schools in the Czech Republic and it is a required qualification in order to study at a college or a university in this country. Since the exam is currently in the process of changing its form, this chapter will describe both versions. The name “Maturita” comes from the latin (meaning maturity), and in the past it was called “zkouška dospělosti” which could be translated as “the test of adulthood”.

In the Czech Republic, the Maturita exam is typically taken at the end of the four years of Secondary or Grammar school, or alternatively in the final year of studying at a “Gymnázium”. The exam takes place usually in May and is preceded by the “Holy week” - a period of one week before the exams, during which the students are expected to prepare for the exam by individual study.

4.2.1. The former Maturita

The traditional form of Maturita is an exam in four subjects. These subjects are generally chosen by the students. Czech language and literature are compulsory, as well as one foreign language of the student's choice. The other two subjects are usually chosen by the student. Exceptions are the specialized grammar schools, which may have a compulsory exam in a fifth subject, usually connected with the specialization. Furthermore, students can take the exam in more than four subjects, optionally.

The form of the exam is oral, with fifteen minutes for preparation and fifteen minutes of the examination for each subject. However, there is also a written part, in the form of an essay, included in the exam from the Czech language and literature.

The exam is evaluated using marks on the following scale:

- 1 – *výborně* (outstanding)
- 2 – *chvalitebně* (very good)
- 3 – *dobře* (good)

4 – *dostatečně* (sufficient)

5 – *nedostatečně* (insufficient)

Therefore, the mark 1 – *výborně* is the best possible result, while the mark 5 – *nedostatečně* means that the student failed.

4.2.2. The State Maturita

In the spring 2011, the new form of the Maturita exam, called *Státní* (state), is expected to be launched. This new Maturita exam will be divided into two parts (the first one executed by the individual schools, the second one by the state), as was determined by the amendment to the school law in the years 2005 and 2006 (MŠMT, 2011). The concept of this exam is considerably different from the traditional form of this exam. The new Maturita examinations are prepared by the CERMAT company. (MŠMT, 2011)

There have been numerous problems concerning the start of new Maturita exams. The launch has been postponed several times. There are issues with both the form and the content of the tests and even now, a few months before its start, the new Maturita is a controversial topic, often appearing in media. (iDnes, 2010)

There was a test run of the written part of the new exam in October 2010. Approximately one third of the students failed in this test and about 12 000 (4%) of the tests were incorrectly evaluated. (iDnes, 2011) However, the ministry of education decided not to postpone the new Maturita exams anymore, assuring the public that these problems will be solved in due time. According to Josef Dobeš, the minister of education at the time of these test runs, the results were poor mainly because the students were missing the knowledge from the final year of their studies and were less motivated than for the actual exam. (iDnes, 2010) Moreover, about 600 students decided to leave the answer sheet blank, as a protest against this reform. (iDnes, 2010)

The exam consists of two parts – collective and profiled. (Nová maturita, 2011) To pass the exam, the student has to pass both parts. The collective part will be jointly designed and centrally evaluated for students in the whole country, while the profiled

part will be managed by the individual schools. (Nová maturita, 2011)

The main aim of the examination, and also the most frequent argument why it should be established, is to be more objective. The written part will be designed and evaluated centrally, therefore it could be expected that the results will show how the Czech schools differ in quality. This could be useful if the Czech Higher education institutions decided to accept students according to their Maturita results and cancel the entrance examinations. However, the Czech universities and colleges have not yet confirmed that they would wish to do so and there will be entrance examinations held in 2011. (MŠMT, 2010)

The collective part

The collective part of the new Maturita will consist of three mandatory exams. Firstly, it is an exam from the Czech language and literature, secondly, a foreign language and the third subject can be one of the following: Mathematics, Civics and Computing. Furthermore, the students are allowed to take up to three more, optional exams from other subjects. (Nová maturita, 2011)

The students will have the possibility to choose between the lower and higher level of the exams from all these subjects. The exams from the Czech language and literature and from any foreign language consists of oral examination, written test and an essay, while the exam from all the other subjects is entirely in the form of a test. (Nová maturita, 2011)

The written part of the exam is going to be evaluated centrally for the whole country and will have the same content. This means that there will be the same demands for the students of different types of school, which is the most important change compared to the old Maturita exam. Therefore, this part is expected to show what differences there are between various schools.

The profiled part

The profiled part of the new Maturita will consist of two or three exams. These can

have various forms – written test, oral examination, an original project, practical test, or a combination of these. (Nová maturita, 2011) In institutions and classes where a language of a national minority is taught, exam from this language is a compulsory in this part of Maturita. (Nová maturita, 2011)

The profiled part of the Maturita exam is designed and evaluated by the individual schools, and therefore is different at every school. (Nová maturita, 2011) This can be seen as an attempt to preserve certain features of the original form of the exam. This approach can allow the schools to have individual demands for their students, for example, based on the school's specialization.

The main differences

The first of the main differences between the original and the new type of Maturita exam is format of the exam. The exam is no longer going to be entirely oral - a written part will be added. There is also a difference in the number of parts of the exam (now the minimum is five, as opposed to the usual four). However, probably the most important difference is the united evaluating system in the collective part, which is expected to give more objective results. That is the main reason why the exams are called the State Maturitas (the tests and marking will be uniform for students in the whole state).

4.3. Maturita and A-Levels comparison

Basically, it could be said that the new form of Maturitas is attempting to be closer to the A-Levels than the former type of exam. The main common features of the new Maturita exam and the GCE Advanced Level include the centralized grading system and the written form.

The advantages of the united form and content of the exam is definitely more objective grading. This enables the academic institutions to base their admission process on the results of these exams and also makes it possible to monitor the quality of education based on the overall results.

However, there are also certain aspects which could be considered negative, especially the previously mentioned methods of preparation. Some claim that because of the uniform type of the tests, students are rather mechanically trained to sit the exams. This can be seen as a disadvantage of the united system of examination, with the education concentrating more on the test-taking skills rather than the knowledge itself.

5. Tuition fees

One of the major differences between British and Czech education systems is the tuition fees. Higher education funding is an important issue that needs to be considered when talking about quality.

Basically, tuition fees are more widespread in the United Kingdom than in the Czech Republic. While cases when payment of the tuition fee is not required is quite rare in the United Kingdom (e.g. in Scotland, most undergraduates are offered a scholarship), in the Czech Republic, majority of students are not required to pay a tuition fee.

5.1. Tuition fees in the United Kingdom

Directgov (2011) informs that the maximum tuition fees a university or college can charge will be £9,000 from 2012/13. Not every university will charge this maximum. Universities that charge over £6,000 are obligated to ensure that every student, regardless of their social background, can afford to access their courses. (Directgov, 2011)

5.1.1. System of Financial Support

The main argument against tuition fees is that it can eliminate some students from higher education. However, thanks to the system of student loans, it is possible to study an academic course without having to pay for it immediately. This is an option that many students choose as a way to finance their studies. (Directgov, 2011)

Another option, for some students, can be various scholarships offered by universities or other institutions or organizations. Certain scholarships cover only the tuition fees, while others also provide financial support for living costs.

5.1.2. Students' Protests

In December 2010, there have been student demonstrations in London against

increasing the limit for tuition fees. (BBC, 2010) It was decided that the upper limit would be increasing to £9,000 per year, although before the election, the Labour party claimed they would cancel tuition fees. (BBC, 2010)

5.1.3. Browne Review

Browne Review (or Independent Review of Higher Education Funding and Student Finance) is a review chaired by Lord Browne of Madingley and published in October 2010 to make recommendations about the higher education funding in England. (Browne, 2010)

The review was based on an extensive background research and resulted in a proposal for some changes in the funding system. (Browne, 2010) Probably the most important part of the review is these proposals, which could be summed up as follows:

Browne (2010) introduces the new system, in which the government would cover the cost of a student's study upfront, paying for the tuition fees. Furthermore, there would be a loan of £3,750 per year available for all students to cover living costs and there would also be additional support for students from families with annual income lower than £60,000. The students would begin to pay back their loan when earning more than £21,000 per year; the payment height should be 9% of their income. Any balance remaining after 30 years would be written off. There are also many other suggestions, concerning the funding system. (Browne, 2010)

If these suggestions were put into practise, it would mean that the whole system would change, hopefully, for the better. There are some similarities with the current system of student loans. For example, now graduates are expected to start paying back when their earnings reach certain level - £15, 000 per year. (Directgov, 2011) Probably the most important change would be that none of the students would have to pay for their education sooner than they are earning, and even after that, the payments should be quite low. Furthermore, the review makes recommendations concerning the sources of funding. (Browne, 2010)

5.2. Tuition fees in the Czech Republic

Tuition fees in the Czech Republic are required at private Universities and Colleges. However, public Universities do not require tuition fee, if the student is under 26 years of age and if the length of their studies does not extend the expected length of the course, plus one year. (§58, z. 111/1998 Sb.)

In June 2010, there has been a discussion in the media concerning tuition fees in the Czech Republic, as introducing tuition fees for all the academic institutions in the Czech Republic, including the public ones, was suggested by the government. (iDnes, 2010) The proposed maximum was 10,000CZK per semester (iDnes, 2010); that would be less than a tenth of the British limit. Nevertheless, there have been protests against the establishment of tuition fees and this idea was criticised by many people, as well as supported by many others. There was also the question of what the system of financial support should look like. There was a suggestion for the system of “postponed” tuition fees. (iDnes, 2010) However, it has not yet been confirmed that tuition fees will be launched.

The complexity of this problem, and other sources of funding for higher education system, have been the main arguments against tuition fees. (MŠMT, 2006) Presently, students are only charged for the application, for studying at a private institution, for studying more than one year longer than expected and for studying in a foreign language. This means that about 10% of university students already pay for their education in some way. (MŠMT, 2006) Additionally, introducing tuition fees would require creating a whole complex system of student loans, scholarships and other ways of funding, necessary to avoid exclusion of socially deprived students from education. (MŠMT, 2006)

5.3. The impact of tuition fees on the quality of education

There are two main questions connected to the issue of tuition fees. Firstly, whether it excludes socially deprived students from education, and secondly, whether paying for the education implies its better quality. Harvey (1993) points out that “a populist notion

of quality equates it with value, and, in particular, value for money”, and he states that quality should be also considered according to other criteria than that, such as standards, reliability and others.

When talking about the social problems arising from tuition fees, the most important factor that needs to be considered, is the system of financial support and its effectiveness. Without this system, there is a possibility that tuition fees might limit some students' chances for higher education.

Whether tuition fees lead to a better quality of education is a very complex question. It could be said, that when students pay for their education directly, through tuition fees, they probably expect certain standards in education, like in any other service that a customer pays for.

However, there is also the question of motivation of students. It can be argued that tuition fees can help to motivate students to put more effort into their studies, simply because the longer they study, the more they will pay for it. Situation in the Czech Republic illustrates this theory. Czech students can extend the length of their study for one year without having to pay for the education. This can be a good motivation for most of the students to complete their education on time.

Another comparison can be drawn from the example of mature students. This is a phenomenon that can be rarely seen in the Czech Republic, as opposed to the United Kingdom. A possible cause for this could be the Czech system that requires tuition fees from students more than 26 years old. (z. 111/1998 Sb.) However, in the United Kingdom, the tuition fees are required from both regular and mature students. This is an interesting comparison that raises the question whether the financial motivation can discourage potential students and how this fact can influence the quality.

6. Survey

It is difficult to compare two education systems objectively, as they are many factors that need to be taken into consideration. The following part of this project will attempt to compare the British and Czech higher education system from the point of view of international students.

Although the answers of the following survey are bound to be subjective, they will hopefully, to some extent, reveal the specific features of these academic systems. It is a survey among international students, who undertook a study period either in the Czech Republic or in the United Kingdom. The reason why this group of students was chosen, is that they are able to compare their own experience from studying in these countries with studying at their home university in a different country.

6.1. The Form

Total of 93 respondents took part in this survey, out of which 45 were international students in the Czech Republic and 48 in the United Kingdom. The survey was carried out online using the Google Spreadsheets system. The survey attempts to identify the key aspects of British and Czech higher education, through a number of questions concerning the students' satisfaction. (The survey can be viewed in Appendix 1)

The first six questions deal with different aspects of study. The respondents were asked to evaluate them on a scale of 1 to 5, with 1 meaning “Absolutely satisfied” and 5 meaning “Absolutely dissatisfied”. The students were evaluating the following aspects: curriculum content, curriculum form, teachers' attitude, teachers' demands, attitude of other students and university's technical equipment and facilities.

The next question concerned the difficulty of the curriculum. The respondents were asked to decide whether the subjects that they studied in the particular country were too easy, easy, balanced, difficult or too difficult.

Next, three open questions followed. These were not obligatory, however, majority of

the students decided to answer them. The respondents could point out any surprising aspect of their study experience, as well as a positive and negative one.

Finally, the respondents were asked whether or not they plan to continue their studies in a postgraduate programme, and what is their gender.

6.2. The Closed Questions

The following part aims to describe the results of the survey in the individual closed questions, compare the results of both countries and conclude possible meanings of these results. All these questions were answered by choosing a number on the scale of 1 to 5.

6.2.1 Curriculum Content

Chart no. 1 (see Appendix 3) represents the answers for first question, concerning the curriculum content, for the United Kingdom. It is visible that majority of students considers the curriculum content satisfactory. Chart no. 2 shows results for the same question about the Czech Republic. Although the responses were mostly positive as well, a significantly large number of people chose the neutral option. It is also worth noting that none of the respondents found the curriculum content absolutely unsatisfactory.

The results indicate that the students were satisfied with this aspect in both countries. However, in the Czech Republic, more people decided to choose the neutral rating, and the overall results suggest that while the respondents were not dissatisfied, not many of them found the curriculum content absolutely satisfactory either. Some of the respondents studying in the United Kingdom were discontent with this aspect, but on the other hand, more people leaned towards positive rating.

6.2.2. Curriculum Form

Charts no. 3 and 4 show that students in the United Kingdom were mostly content with the curriculum form, as well as the student in the Czech Republic. These charts are

very similar, and none of the answers were completely negative.

6.2.3. Teacher's Attitude

Chart no. 5 illustrates the students' satisfaction with the teachers' attitude in the United Kingdom. More than 60% of the respondents chose the option "Absolutely satisfied". In the Czech Republic (chart no. 6), reactions were positive as well; however, they do not seem as enthusiastic.

This suggests that while the attitude of Czech teachers is perceived more or less positively, their British colleagues seem to be much more appreciated by their students. In conclusion, teachers' attitude in the United Kingdom was rated as more satisfactory than in the Czech Republic. However, it was positive in both countries.

6.2.4. Teacher's Demands

Charts no. 7 and 8, representing the students' satisfaction with the teachers' demands, are, again very similar. Both are rated as more or less satisfactory, with the most frequent mark being 2 on the used scale.

These results indicate that the attitude and demands of teacher do not necessarily have to correspond. Although the teacher's attitude in the United Kingdom was rated significantly better, their demands are rated more or less the same as in the Czech Republic, or even slightly worse.

6.2.5. Other Students' Attitude

Charts no. 9 and 10 illustrate the respondents' perception of other students' attitude and friendliness. Chart no. 9, concerning the United Kingdom, is leaning towards positive rating steadily. Although chart no. 10 (Czech Republic), also reflects positive feeling of the respondents, there, vast majority of responses are on the scale 1 and 2.

6.2.7 Technical Equipment and Facilities

Chart no. 11 shows that majority of students were absolutely satisfied with technical equipment and facilities of the British universities and only very few were discontent. Chart no. 12 shows similar results, but with less students choosing the best possible option. As a result, the rating of Czech technical equipment and facilities is more neutral.

6.2.8. Difficulty of Subjects

According to the chart no. 13, most students find the subjects in the United Kingdom balanced in terms of demands. Only one respondent considered the subject too demanding. However, the Czech subjects seem less difficult, as chart no. 14 suggests. None of the respondents finds the subjects too demanding and only one finds them more difficult than in their home country. Majority of students answered that the subjects were easy.

It is obvious from the charts that the students found the subjects quite easy in the Czech Republic, as opposed to the United Kingdom, where the subjects were more balanced according to the respondents. This might suggest that the subjects are overall less demanding in the Czech Republic. However, it is important to realise, that the respondents are international students, mostly participants of the Erasmus programme. Therefore, there is a possibility that these results are caused by the possible benevolence towards Erasmus students.

6.3 Open Questions

6.3.1 Surprising Aspects

United Kingdom:

Many answers concerned the system of assessment, including the surprisingly different system of essay-writing, with different rules and always receiving feedback. Furthermore, a significant number of answers was pointing out the different timetable, which for most students, meant spending less time in classes than they were used to.

Other answers emphasised the importance of discussions and communication in classroom and active, independent, but not very friendly classmates. Many respondents mentioned the helpfulness of the tutors and a few students were surprised by the system of funding. A few respondents mentioned the large number of mature students.

Czech Republic:

Many answers concerned the examination system (zkouška/zápočet, possibility to choose a date, etc.). Apparently this is an important aspect of studying and many students are surprised and even confused by the different system of assessment. Another frequent answer was small number of students in class and organization (electronic system, timetable, etc.). Other answers included easiness of the subjects and in several cases, the answer was concerning beer and classes in pubs. The answers included various opinions on the teachers' and other students' level of English, both positive and negative.

It is worth noting that the only British respondent stated that the “standard was higher than in England”, which he found surprising. Sadly, one student answered that she was surprised by cheating on exams.

6.3.2. Positive Aspects

United Kingdom:

Very frequently, good technical equipment and library were mentioned as a positive aspect, as well as the large amount of free time for self-study. Another frequent answer was the helpfulness and approachability of tutors (a Polish student pointed out that they usually call themselves by first names and do not strictly use academic titles, as opposed to many other European countries). Other features that were often complimented were receiving helpful feedback for every assignment and encouragement of discussions and critical thinking.

Czech Republic:

Probably the most frequent answer was that the respondents appreciated the student-teacher relationship and the helpfulness of the teachers, as well as their good qualification. Some of them also found the flexible examination system and choice of subjects appealing. Many answers emphasized the good aspect of seeing a different approach to studying their subject.

6.3.3. Negative Aspects

United Kingdom:

Although many respondents stated that there were no negative aspects that they could think of, some of them did find at least one feature. Most of the critical answers were connected to the demands in the individual subjects, such as weight of the assignments, not enough time to complete them, no room for personal opinion in the essay and only one try for an exam. Furthermore, the issue of tuition fees and finances appeared among the replies several times. One respondent stated that the local students have a limited general knowledge and one found them unenthusiastic.

Czech Republic:

Again, many students claimed that there were no negative aspects. However, those who did find an unpleasant feature, often mentioned insufficient technical equipment, poor level of English and chaotic administration (in two cases even teachers not coming to classes). While the negative aspects in the United Kingdom were often connected to the high difficulty of the modules, the most frequent answer for the Czech Republic was easiness of the exams, subjects not demanding enough and even not learning anything new.

6.4. Structure Of Respondents

There were 93 participants in this survey, as mentioned above. 30% of these were men and 70% were women. (See charts 17 and 18 for details) Charts 15 and 16 show

the percentage of respondents that wish to continue their studies with a postgraduate programme. All respondents have studied either in the Czech Republic or in the United Kingdom between the years 2009 and 2011.

Unfortunately, the structure of respondents according to nationality is unbalanced. The nationalities of the respondents that studied in the Czech Republic are more heterogeneous and there is only one respondent from the United Kingdom. However, the Czechs are the most frequent nationality among the respondents who studied in the United Kingdom. Furthermore, an overwhelming majority of the students are Europeans – the few non-European respondents are Americans. (see Appendix 4)

Because of this unbalanced structure of respondents, the results cannot be considered completely objective. However, they can indicate certain general aspects that are typical for the education system of these two countries. The results of survey among international students in the United Kingdom represent the perception of British academic education by the Czechs, more than by other nationalities. On the other hand, the survey among international students in the Czech Republic gives a more global point of view, as the composition of the respondents is more diverse.

6.5. Conclusion

In conclusion, there were several aspects that were rated similarly in both countries, such as the curriculum form and the teachers' demands. Teachers' attitude and technical equipment and facilities were rated positively in both countries, but United Kingdom's results were considerably more satisfactory. Curriculum content was also rated more positively for the United Kingdom, while the Czech rating was more lukewarm. Other students' attitude was considered satisfactory in both cases, but more distinctly in the case of the Czech Republic.

One of the most significant differences was the clearly different rating concerning the difficulty of subjects. The results indicate that the students found the subjects in the Czech Republic much less demanding (and, as answers for the open questions showed, many students considered the easiness of the curriculum a negative aspect).

The first open question concerned the surprising aspects of the higher education systems. Most of the answers about the United Kingdom pointed out the importance of independent study, essay writing, discussions and helpful teachers. This indicated that for the British system, it is typical to rely more on independent work of students. Many respondents stated that the standards of the Czech academic institutions were higher than they expected. This is surprising especially since the subjects were rated as rather easy. Naturally, many students mentioned that the system was very different to what they were used to, which only illustrates the fact that even after the Bologna process, the higher education systems are still different in many ways.

The second open question, about the positive aspects, revealed advantages of both of the higher education systems. Replies concerning the United Kingdom concentrated on good equipment and libraries (as chart no.11 illustrates, this was a very positively rated aspect) and on the teachers' co-operation and helpfulness. These results indicate, again, emphasis on the amount of independent study, with feedback from teachers. The student – teacher relationship was also praised in the answers for the students in the Czech Republic.

The third question revealed that the demand for individual subjects and the workload was overwhelming for some students, as well as financial issues connected with studying in the United Kingdom. The Czech academic institutions were criticised mostly for easiness of the modules, poor equipment and bad organization.

When comparing the opinions about these two countries, some contrasts. Firstly, the technical equipment, which is praised in the United Kingdom, is often criticised in the Czech Republic. Secondly, while British subjects appear to be quite difficult and challenging, the Czech subjects were often called “too easy” in the survey. However, there are also some common features – eg. The helpfulness of teachers.

7. Conclusion

This project attempted to identify some of the key aspects affecting quality of higher education and to outline some of the differences between higher education systems of the United Kingdom and the Czech Republic. This last chapter will aim to sum up the findings of this survey and come to a conclusion about the quality of higher education in these countries.

First of all, it is necessary to remember that quality in higher education is relative and can be perceived from several different points of view, as was shown in the second chapter. There are certain institutions that evaluate academic standards; however, these rarely produce any ratings that would give exact information about which universities are the best, simply because it is virtually impossible. Of course, there are some main criteria, based on which an academic institution can be evaluated, but there are many different factors that need to be considered according to the purpose of this evaluation. Therefore, when evaluating quality in higher education, we have to bear in mind that the results will be subjective to some extent.

Next part of this project attempted to describe general features of the higher education systems of these countries and introduce some of the present-day burning issues of higher education, A-levels and tuition fees. It can be observed that the education systems resemble each other in some aspects, and that these topics are discussed in media in both countries. Especially the new Maturita exams and a change in the funding system in the United Kingdom are issues that will be interesting to observe in the following years.

The last part of this project focused on the survey that was carried out among international students. The results of this survey illustrate the differences between the higher education systems in the two countries, although they need to be interpreted with regard to their subjectivity.

In conclusion, despite the fact that both countries participated in the Bologna process

and share many general features, there are still many factors that can influence the quality of education in different ways. The survey shows some of the differences that can be seen from students' point of view. However, the question of quality in higher education is a very complex issue, therefore these should only be seen as examples illustrating this topic, as possible factors influencing the quality of these higher education systems.

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APPENDICES

Appendix 1: Survey Questions

Appendix 2: Survey Answers – Examples

Appendix 3: Survey Answers – Charts

Appendix 4: Structure of Respondents According to Nationality - Chart

Appendix 1

The Survey Questions

The following questions asked the respondents to evaluate these aspects on the scale 1 to 5

(1 = absolutely satisfied, 5 = absolutely dissatisfied)

Compared to your home university, how satisfied were you with the curriculum content?

1. with the curriculum form? (number of subjects, timetable, form of assessment, etc.)
2. with the teachers' attitude?
3. with the teachers' demands?
4. with the attitude / friendliness of other students?
5. with the university's technical equipment and facilities?

6. How demanding were the subjects?

(Too easy / Easy / Balanced / Difficult / Too difficult)

7. What was the most surprising aspect of studying in this country?
8. What was the most positive aspect?
9. What was the most negative aspect?

10. Do you plan to apply for a postgraduate programme?

(Yes / No / Haven't decided yet)

11. You are (Male / Female) ?

12. Which country do you come from?

Appendix 2 – Examples of Responses

Example 1:

Compared to your home university, how satisfied were you with the curriculum content? **1**

with the curriculum form? (number of subjects, timetable, form of assessment, etc.) **2**

with the teachers' attitude? **3**

with the teachers' demands? **2**

with the attitude / friendliness of other students? **4**

with the university's technical equipment and facilities? **3**

How demanding were the subjects? **Balanced**

What was the most surprising aspect of studying in this country?
standard was higher than England

What was the most positive aspect? **depth of education recieved**

What was the most negative aspect? **attitude of Czech Students**

Do you plan to apply for a postgraduate programme? **No**

You are - **Male**

Which country do you come from? **England**

Example 2:

Compared to your home university, how satisfied were you with the curriculum content? **2**

with the curriculum form? (number of subjects, timetable, form of assessment, etc.) **1**

with the teachers' attitude? **1**

with the teachers' demands? **1**

with the attitude / friendliness of other students? **1**

with the university's technical equipment and facilities? **1**

How demanding were the subjects? **Balanced**

What was the most surprising aspect of studying in this country?

A lot of written assignments and different form of timetable

What was the most positive aspect?

We had feedback about our abilities as well as mistakes

What was the most negative aspect?

It took a long time to get the assessment

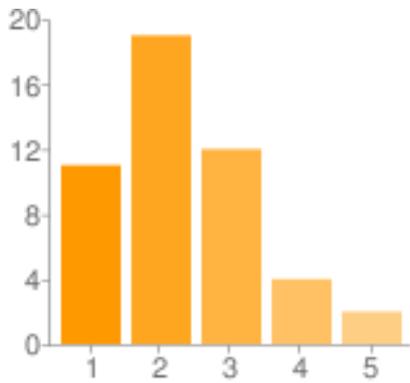
Do you plan to apply for a postgraduate programme? **Haven't decided yet**

You are - **Female**

Which country do you come from? Czech Republic

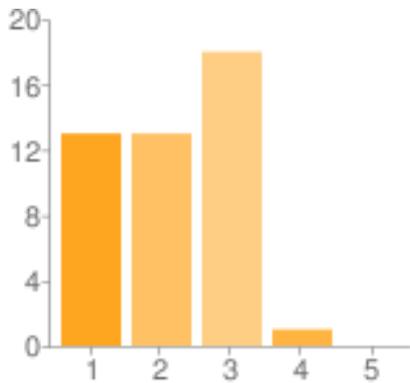
Appendix 3 – Charts of Results

Chart 1 – Curriculum Content - UK



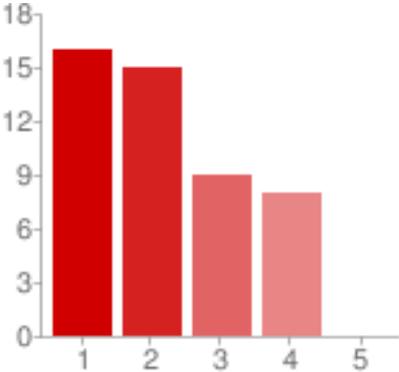
| | | | |
|-----|-------------------------|-----------|--------|
| 1 - | Absolutely satisfied | 11 | 12% |
| 2 | | 19 | 20,00% |
| 3 | | 12 | 13% |
| 4 | | 4 | 4% |
| 5 - | Absolutely dissatisfied | 2 | 2% |

Chart 2 – Curriculum Content - CR



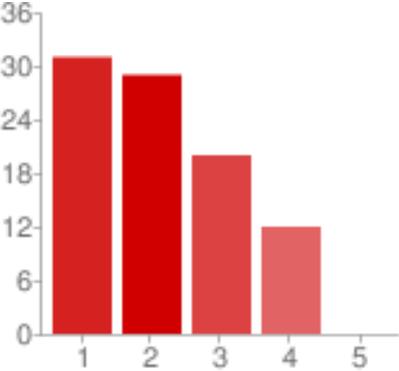
| | | | |
|-----|-------------------------|-----------|-----|
| 1 - | Absolutely satisfied | 13 | 14% |
| 2 | | 13 | 14% |
| 3 | | 18 | 19% |
| 4 | | 1 | 1% |
| 5 - | Absolutely dissatisfied | 0 | 0% |

Chart 3 – Curriculum Form - UK



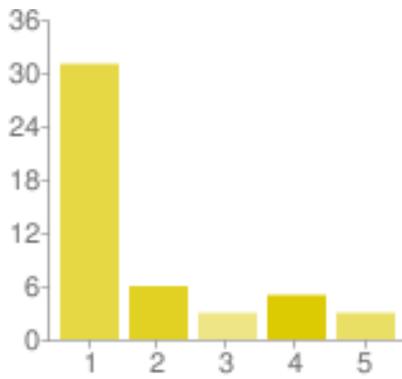
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 16 | 17% |
| 2 | 15 | 16% |
| 3 | 9 | 10% |
| 4 | 8 | 9% |
| 5 - Absolutely dissatisfied | 0 | 0% |

Chart 4 – Curriculum Form – CR



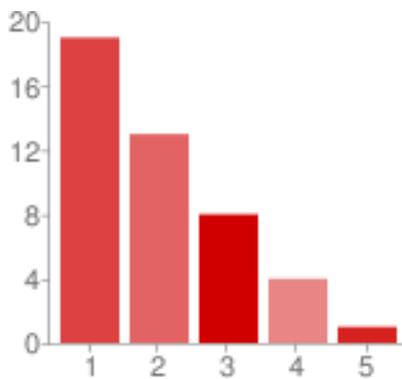
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 31 | 34% |
| 2 | 29 | 32% |
| 3 | 20 | 22% |
| 4 | 12 | 13% |
| 5 - Absolutely dissatisfied | 0 | 0% |

Chart 5 – Teachers' Attitude - UK



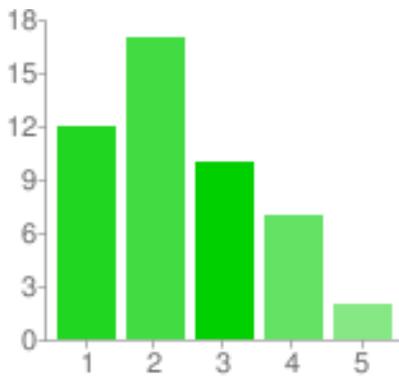
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 31 | 34% |
| 2 | 6 | 7% |
| 3 | 3 | 3% |
| 4 | 5 | 5% |
| 5 - Absolutely dissatisfied | 3 | 3% |

Chart 6 – Teachers' Attitude – CR



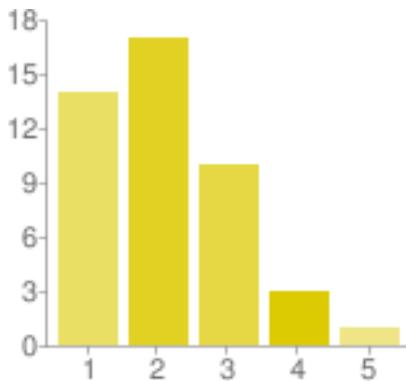
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 19 | 20% |
| 2 | 13 | 14% |
| 3 | 8 | 9% |
| 4 | 4 | 4% |
| 5 - Absolutely dissatisfied | 1 | 1% |

Chart 7 – Teachers' Demands - UK



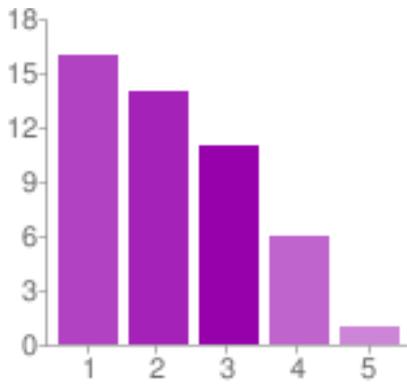
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 12 | 13% |
| 2 | 17 | 18% |
| 3 | 10 | 11% |
| 4 | 7 | 8% |
| 5 - Absolutely dissatisfied | 2 | 2% |

Chart 8 – Teachers' Demands - CR



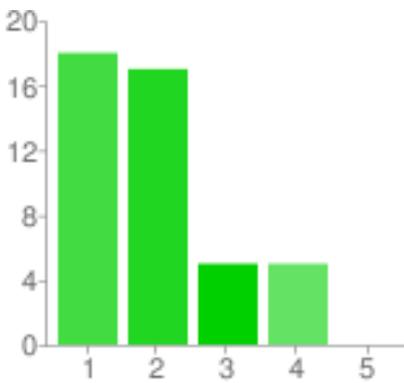
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 14 | 15% |
| 2 | 17 | 18% |
| 3 | 10 | 11% |
| 4 | 3 | 3% |
| 5 - Absolutely dissatisfied | 1 | 1% |

Chart 9 – Other Students - UK



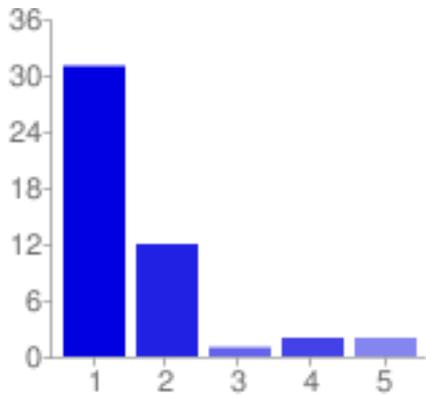
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 16 | 17% |
| 2 | 14 | 15% |
| 3 | 11 | 12% |
| 4 | 6 | 7% |
| 5 - Absolutely dissatisfied | 1 | 1% |

Chart 10 – Other Students - CR



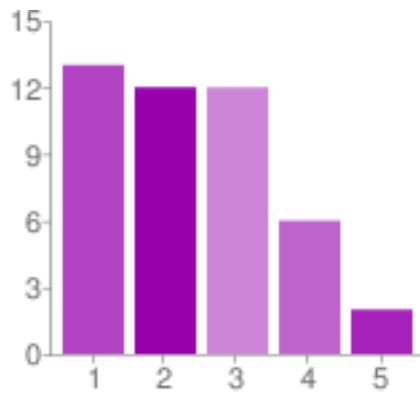
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 18 | 19% |
| 2 | 17 | 18% |
| 3 | 5 | 5% |
| 4 | 5 | 5% |
| 5 - Absolutely dissatisfied | 0 | 0% |

Chart 11 – Technical Equipment - UK



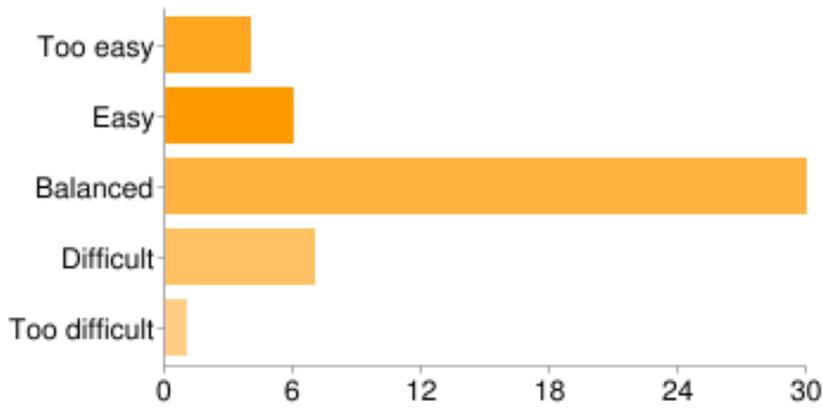
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 31 | 34% |
| 2 | 12 | 13% |
| 3 | 1 | 1% |
| 4 | 2 | 2% |
| 5 - Absolutely dissatisfied | 2 | 2% |

Chart 12 – Technical Equipment - CR



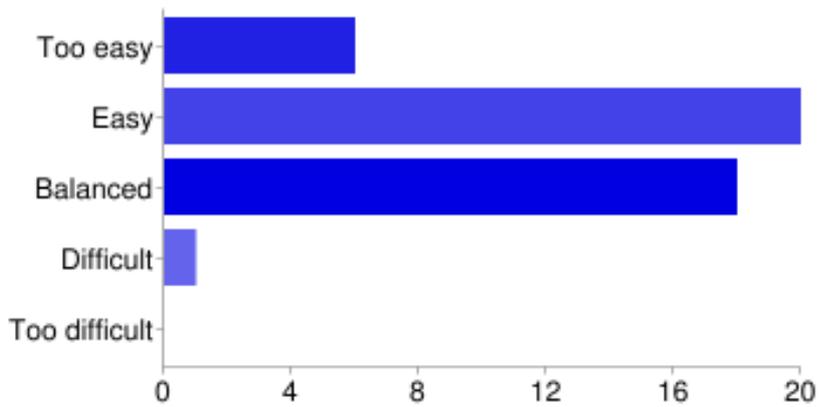
| | | |
|-----------------------------|-----------|-----|
| 1 - Absolutely satisfied | 13 | 14% |
| 2 | 12 | 13% |
| 3 | 12 | 13% |
| 4 | 6 | 6% |
| 5 - Absolutely dissatisfied | 2 | 2% |

Chart 13 – Difficulty of Curriculum - UK



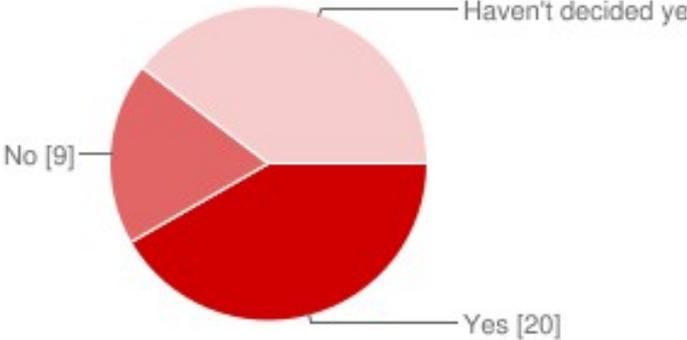
| | | |
|---------------|-----------|-------|
| Too easy | 4 | 4% |
| Easy | 6 | 7% |
| Balanced | 30 | 33% |
| Difficult | 7 | 8% |
| Too difficult | 1 | 1,00% |

Chart 14 - Difficulty of Curriculum - CR



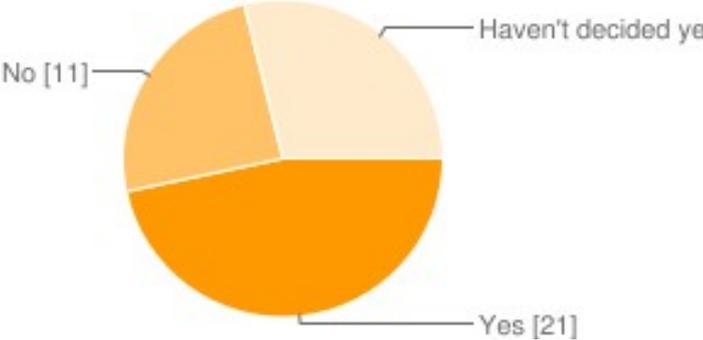
| | | |
|---------------|-----------|-----|
| Too easy | 6 | 6% |
| Easy | 20 | 22% |
| Balanced | 18 | 19% |
| Difficult | 1 | 1% |
| Too difficult | 0 | 0% |

Chart 15 – Planning Postgraduate Study - UK



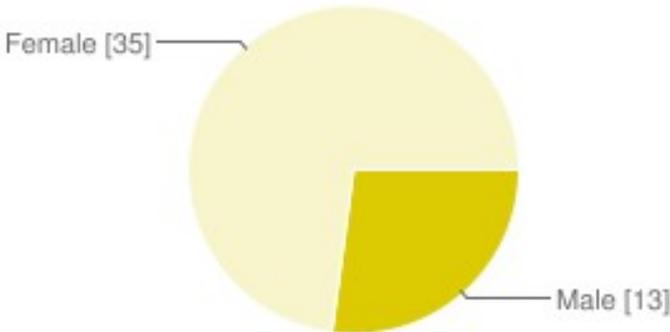
| | | |
|---------------------|-----------|--------|
| Yes | 20 | 22,00% |
| No | 9 | 10% |
| Haven't decided yet | 19 | 21% |

Chart 16 – Planning Postgraduate Study - CR



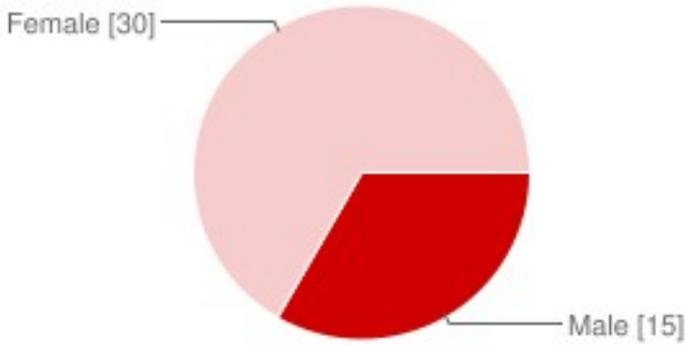
| | | |
|---------------------|-----------|-----|
| Yes | 21 | 23% |
| No | 11 | 12% |
| Haven't decided yet | 13 | 14% |

Chart 17 – Gender - UK



| | | |
|--------|-----------|-----|
| Male | 13 | 14% |
| Female | 35 | 38% |

Chart 18 – Gender - CR



| | | |
|---------------------|-----------|-----|
| Yes | 21 | 23% |
| No | 11 | 12% |
| Haven't decided yet | 13 | 14% |

Appendix 4 – Structure of Respondents by Nationalities

Chart 18 – Nationalities - UK

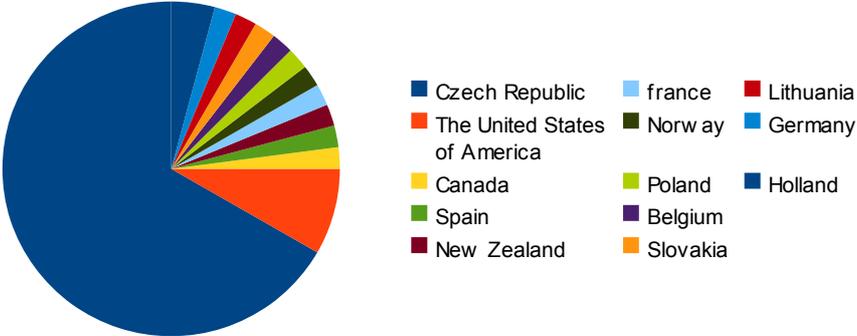
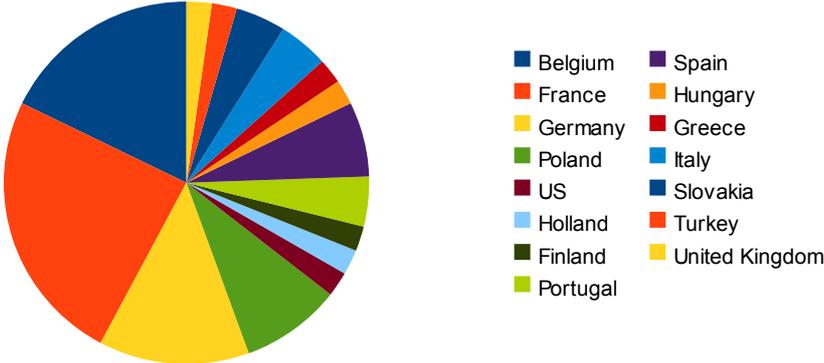


Chart 19 – Nationalities - CR



Resumé

Práce se zabývá problematikou kvality vysokého školství ve Spojeném království a v České Republice, a to zejména po stránce výuky. Jsou zde stručně popsány systémy vysokého školství obou zemí a oba systémy jsou srovnány. Dále se práce zaměřuje na dva aktuální problémy spojené s vysokým školstvím, které mohou ovlivňovat jeho kvalitu. Prvním jsou zkoušky A-Levels společně s novou formou maturitní zkoušky, druhým pak problematika školného. Práce také obsahuje výsledky dotazníkového šetření mezi zahraničními studenty zaměřený na hodnocení kvality výuky v těchto zemích.

ANOTACE

| | |
|----------------------------|---------------------------|
| Jméno a příjmení: | Jana Kotíková |
| Katedra nebo ústav: | Katedra anglického jazyka |
| Vedoucí práce: | Simon Gill, M.A. |
| Rok obhajoby: | 2011 |

| | |
|------------------------------------|--|
| Název práce: | Kvalita vysokého školství ve Spojeném království a v České republice |
| Název v angličtině: | Quality of Higher Education in the United Kingdom and in the Czech Republic |
| Anotace práce: | Práce se zabývá kvalitou vysokého školství ve Spojeném království i u nás. Poukazuje na klíčové aspekty ovlivňující kvalitu vzdělávání a upozorňuje na aktuální problémy těchto systémů. Součástí práce je vyhodnocení dotazníkového šetření mezi zahraničními studenty, které má za cíl poukázat na některé z nejvýraznějších rozdílů vysokého školství v těchto dvou zemích. |
| Klíčová slova: | Vysoké školství, Spojené Království, Česká republika, kvalita školství, Školné, Maturity, A-Levels |
| Anotace v angličtině: | The project deals with the quality of higher education in the United Kingdom and in our country. It points out the key aspects affecting the education quality and introduces the present-day issues of these systems. The project includes a survey among international students that aims to identify some of the most significant differences in higher education of these two countries. |
| Klíčová slova v angličtině: | Higher education, United Kingdom, Czech Republic, Education quality, Tuition, Maturita, A-Levels |

| | |
|--------------------------------|--|
| Přílohy vázané v práci: | Příloha č. 1 – Dotazník Příloha č. 2 – Příklady vyplněných dotazníků Příloha č. 3 – Grafy odpovědí Příloha č. 4 – Grafy složení respondentů |
| Rozsah práce: | 31 s., 12 s. příloh |
| Jazyk práce: | anglicky |