

Republic of Serbia

*Self-evaluation report
of
The Commission for Accreditation and
Quality Assurance (CAQA)*



CAQA

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LIST OF ABBREVIATIONS

BAS	Basic Academic Studies
BPS	Basic Professional Studies
CAQA	Commission for Accreditation and Quality Assurance
COHS	COncference of Higher Schools
CONUS	CONference of UniversitieS
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENQA	European Association of Quality Assurance in Higher Education
ESG	European Standards and Guidelines
HE	Higher Education
HEI	Higher Education Institution
IAS	Integrated Academic Studies
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
LoHE	Law on Higher Education
MAS	Master Academic Studies
MoES	Ministry of Education and Science
NCHE	National Council for Higher Education
QA	Quality Assurance
SCOHS	Student CONference of Higher Schools
SCONUS	Student CONference of UniversitieS

1 INTRODUCTION

Dynamic adaptation of the higher education system towards European and international standards aimed towards transforming Serbian society into a knowledge-based society, transformation towards the Bologna system of education and, finally, the change in the Law of Education in 2005, were in the recent period reasons for establishing the Commission for Accreditation and Quality Assurance (CAQA) as it is now. To respond to the challenges mentioned above in the best possible manner, CAQA has intensively developed its expertise, learning from European and international best practice, as well as from its own experience in quality assurance procedures. This required accountability and focus towards constant and guided improvement of the academic community. Since establishment, CAQA has been continuously raising awareness of the academic community regarding a quality culture in Serbian higher education. For CAQA it is of essential importance to recognize the needs of all stakeholders through developing quality communication and to have them involved in structuring of mechanisms for quality assurance in higher education.

Nowadays CAQA acts as a major stakeholder in the area of higher education in Serbia as well as a driving force fostering improvements. CAQA has also been recognized in ENQA by its activities and achievements. Since September 22nd 2010 CAQA has the status of candidate membership. CAQA has paid a special effort to alleviate shortcomings stated in the ENQA board Letter in response to the CAQA request for the status of candidate member. At the CAQA meeting on October 2012 it was decided to make an official request for its evaluation to ENQA to obtain the status of ENQA member.

The major objective of doing the self-evaluation report is to provide evidence on CAQA compliance with the ENQA membership criteria and, hopefully become a member. It was, also a valuable learning experience for CAQA members and staff as well as an opportunity to conduct both external and internal quality control of our agency. All of that will contribute to improvements of CAQA work.

For the purpose of making the self-evaluation report, a working group was formed at CAQA with the task of drafting the document. Each group member has been in charge of a particular part of self-evaluation, followed by joint meetings where the proposed content was commented on and edited, and supplemented with parts written jointly by the whole team. An international expert was also involved during the drafting process. To involve the largest number possible of stakeholders in the drafting process, CAQA decided to conduct a survey among its stakeholders on the extent to which it fulfills its tasks and contributes to the overall improvements of HE in Serbia. The survey was sent electronically to the addresses of 1077 stakeholders who have directly cooperated with the CAQA, with a total of 430 questionnaires returned (40%).

The draft self-evaluation report was accepted at a CAQA meeting on 24th February and then released for a public discussion at the Conference on Trends in HE, Section on International accreditation on February 26/29th 2012, a Conference of the Serbian academic community (both student and teacher representatives) held on 12th March 2012 and a CUBRIK Tempus Workshop External evaluation of Quality Assurance Agencies, Belgrade 13th and 14th March 2012. At these conferences representatives of all relevant stakeholders were present. After that, all comments

were adopted, and a revised version of the report accepted at the CAQA meeting on 23rd March.

1.1 BACKGROUND INFORMATION REQUIRED FROM THE AGENCY AS BASIS OF THE REVIEW

1.1.1 An outline of the national higher education system

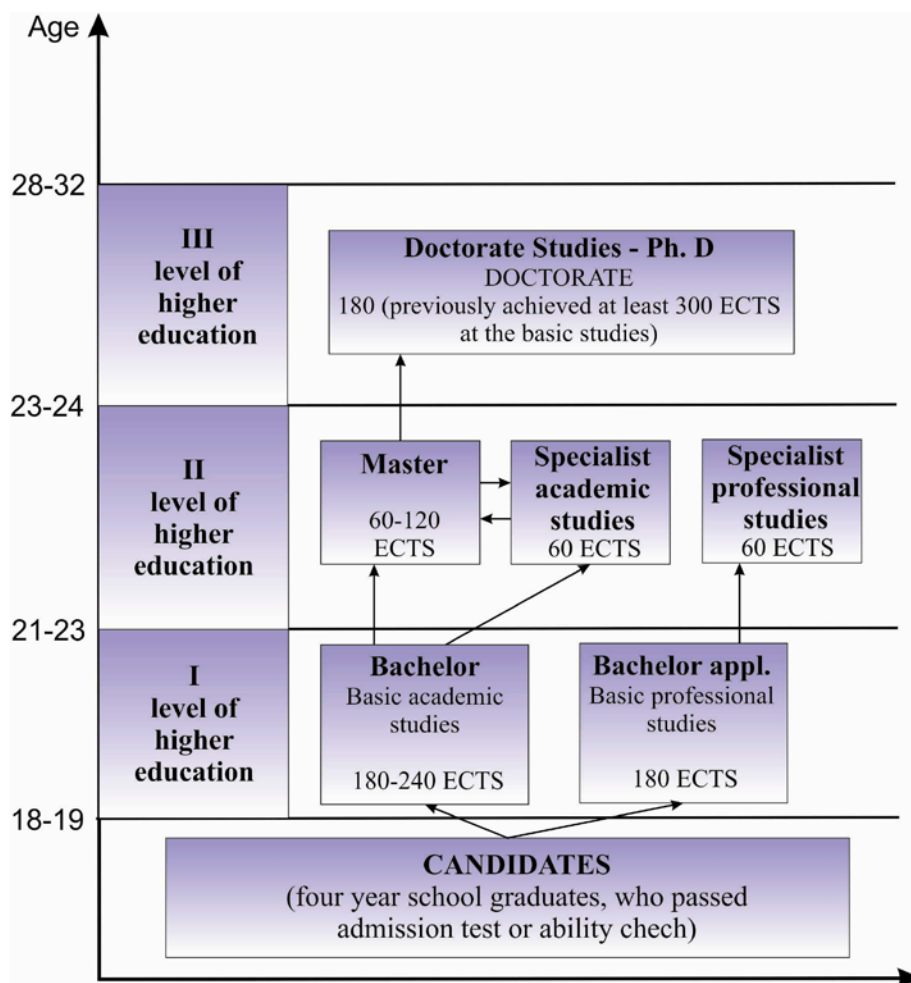
Higher education in Serbia is part of the national educational system of the classical type: pre-primary, primary, secondary and higher education. The length of the primary school programme is eight, and secondary (grammar, vocational and art schools) is four years. From 2000, higher education institutions in Serbia became involved in the European trends of reforms and harmonization in the field of higher education – Bologna process. In September 2003, Serbia officially signed the Bologna Declaration and the main principles of it were incorporated in the Law on Higher Education (LoHE) ([ANNEX 1](#)) that came into the force two years later, in September 2005. By adopting the main principles of the Bologna process, Serbia committed itself to become a full member of the European Higher Education Area. A three-cycle education process, accreditation and external evaluation of higher education institutions and its programmes, mobility of students, professors and staff, as well as recognition of diplomas have been the main pillars of Serbian reform.

1.1.1.1. Degree structure

Higher education activities are carried out through academic and professional career courses based on accredited study programmes for acquiring higher education degrees. There are 3 levels of studies (degrees) in our HE system (presented in scheme 1):

- The first level includes: basic academic and professional courses.
- The second level includes: academic courses for a master's degree, specialist professional courses and specialist academic studies.
- The third level includes doctoral academic courses.

Each subject within a study programme receives a certain number of ECTS credits, whereas the scope of studies as a whole is expressed by aggregate ECTS credits. A total of 60 ECTS credits should correspond to an average of 40 h per student for the work done each week during an academic year. ECTS credits may be transferred between study programmes, but only within the same type of courses. Criteria and conditions for the transfer of ECTS credits are determined in the general act of an independent HEI or in an agreement reached between HEIs. LoHE offers the possibility of acquiring a joined diploma or degree organized and implemented by several HEIs.



Scheme 1. Degree structure of Serbian HE

Bachelor - Basic studies are organized by all HEIs defined by the LoHE and last three to four years. Total number of credits earned at this cycle could be 180 to 240 depending on the length of study programme (3 or 4 years). The degree for basic professional studies should be completed in three years. The study programme of basic studies can include a final paper. A person who finishes the basic academic studies and earns 180 credits acquires the professional title that includes the name of the profession of the first degree academic studies in the corresponding area - *bachelor*. If a person earns 240 credits, he or she acquires the title *bachelor with honors*. A person who finishes the basic professional studies acquires the professional title that includes the name of the profession of the first degree of the professional studies in the corresponding area - *bachelor appl.*

Master and Specialist studies - Master and specialist academic studies can be organized by the university, faculty or higher school of academic studies (college). Master degree academic studies last one or two years depending on the duration of the basic academic studies. Study programmes of master academic studies contain an obligation to create a master thesis. A person who finishes master academic studies acquires the academic title - *master*, with the name of the profession of the second degree of academic studies in a

corresponding area. The number of ECTS that can be earned in this cycle is 60 to 120. Specialist academic studies last one year with 60 ECTS. Specialist professional studies can be organised by the university, faculty, higher school of academic studies or higher school of professional studies. The number of ECTS that could be earned is 60.

Integrated studies (one cycle programme) - Academic study programmes can be organized and integrated within basic and master academic studies with 300 ECTS. One-cycle study programmes in the field of medicine can be organized with 360 ECTS.

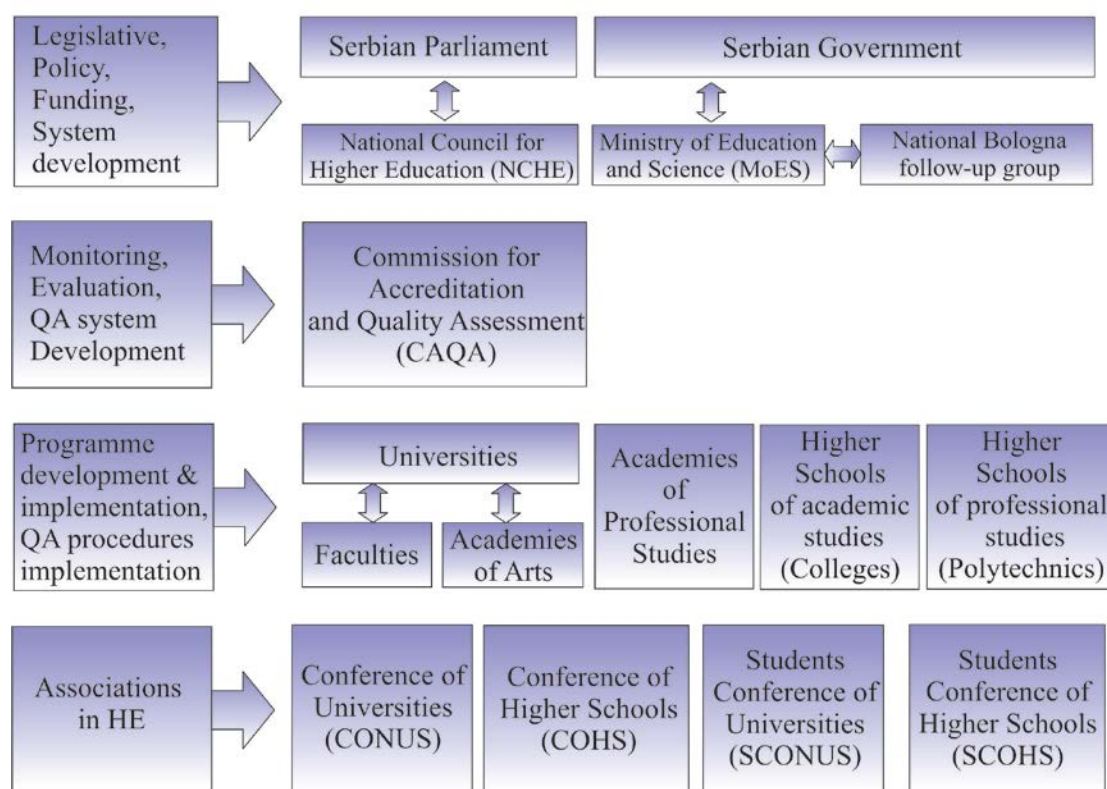
PhD studies - PhD studies can be organized by universities and faculties. PhD studies are carried out for at least three years with previous basic and master academic studies. Serbia has adopted the ECTS system for PhD studies. The number of ECTS that should be earned is 180, if the candidate has at least 300 ECTS collected in previous levels of education. A PhD dissertation is the final part of the study programme of PhD studies, with the exception of a PhD in the Arts which is an artistic project.

Grading system

A student's achievement in a specific subject is continuously assessed during the teaching process as well as at the end of the course (final exam) and it is expressed in points. By fulfilling the duties preceding an exam and passing the exams, a student can achieve a maximum of 100 points. Every course establishes the proportion of points achieved during the pre-exam duties and in the exam, the pre-exam duties being worth a minimum of 30 and maximum of 70 points. A student's success is assessed by grades from 5 (failed) to 10 (excellent). An institution of higher education can establish a different, non-numeric method of grading, by establishing the relation between these grades and those of 5 to 10. A general act of an institution of higher education defines more closely the way in which exams are taken and grading.

1.1.1.2. Institutional structure

Relevant bodies in the system of Serbian higher education including their responsibilities are presented in Scheme 2:



Scheme 2. Relevant bodies in the system of Serbian HE

Higher Education Institutions (HEIs)

According to the LoHE, activities in the area of higher education are carried out by both: state and private higher education institutions that are equally treated. The total number of accredited HEIs in the Republic of Serbia is 206.

Universities – are carrying out activities combining educational and scientific-research, professional and/or artistic work. According to the LoHE, a university has to have accredited academic study programmes in at least 3 scientific/artistic fields at all 3 levels. The LoHE gives certain integrative functions to the universities. There are 16 accredited universities in Serbia, of which 8 are founded by state and 8 are private universities. State universities enrol 85% of the student population.

Faculties or Academies of arts within universities - are higher education units within a university carrying out academic study programmes and developing scientific-research, professional and/or artistic work in one or more areas. The Law provides the possibility for individual faculties/academies to act as legal bodies if they have at least 3 accredited study programmes. All faculties and academies of arts are legal entities in our country – they count as HEIs and are subjects of institutional accreditation. The total number of accredited faculties is 118.

Academies of professional studies - are carrying out their activities combining educational, research, professional and artistic work. According to the LoHE, an academy has to have 5 accredited professional study programmes in at least 3 scientific/artistic fields. There are no such HEIs in Serbia, so far.

Higher schools of academic studies (Colleges) - have basic academic, specialist and master degree courses in one or more areas within scientific/artistic fields defined by the LoHE. There are 5 accredited colleges in Serbia.

Higher schools of professional studies (Polytechnics) – offer basic professional and specialist professional courses in one or more areas within scientific/artistic fields defined by the Law. There are 65 accredited polytechnics in Serbia.

National Council for Higher Education (NCHE) is established by the National Assembly to ensure the development and promotion of quality of higher education in Serbia, particularly in creation of strategy and policies concerning higher education and its correspondence with European and international standards (Articles 9-12, LoHE). The Council has 21 members who are elected by the National Assembly of the Republic of Serbia. The NCHE elects members of CAQA on the recommendation of CONUS. The NCHE approves QA standards, rules and regulations defined by CAQA.

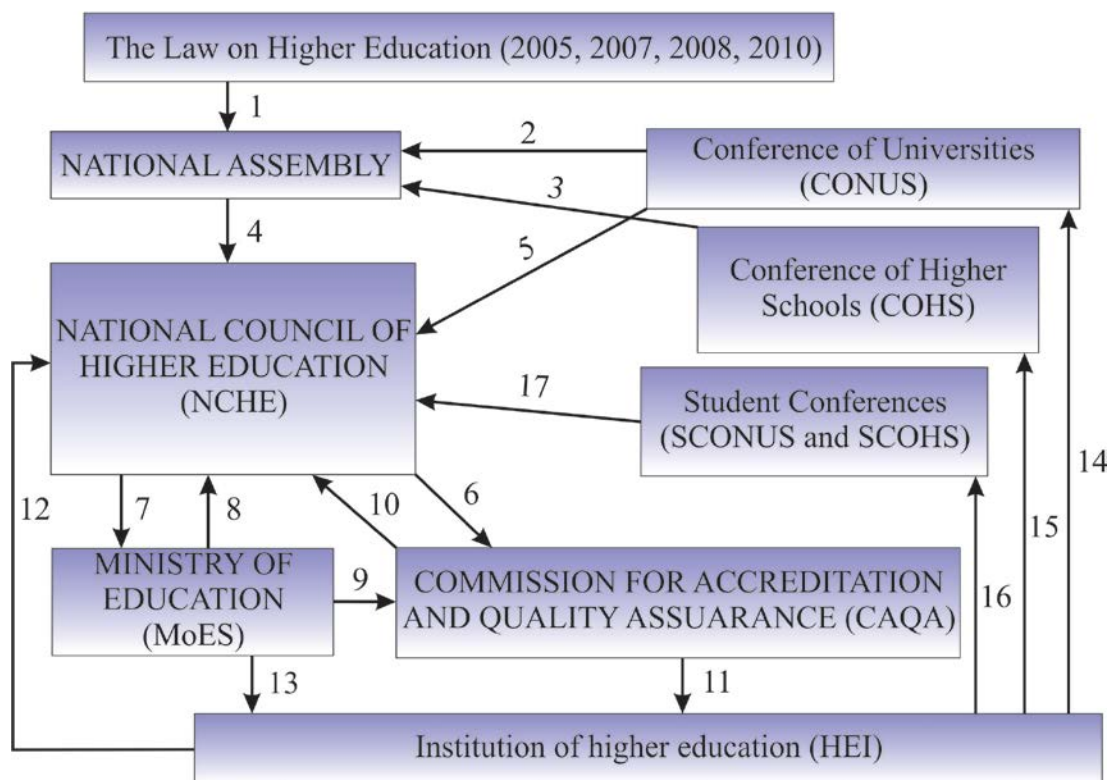
Conference of Universities (CONUS) and Conference of higher schools (COHS) – are both established for the purpose of coordinating work, formulation of common policies, realization of shared interests and for carrying out of tasks defined by the LoHE (Articles 18 and 19 for CONUS and 20 and 21 for CSPS). All rectors of Serbian universities are members of CONUS and all higher school principals are members of CSPS. CONUS recommends the members of CAQA to the NCHE.

Student Conference of Universities (SCONUS) and Student Conference of higher schools (SCOHS) – are established to pursue the common interests of students as partners in the process of developing higher education as defined by the LoHE (Article 22). SCONUS and SCOHS provide lists of student evaluators taking part in the site visits of HEIs for the purpose of accreditation and external QA.

Ministry of Education and Science (MoES) is responsible for overseeing the development of higher education by recommending higher education policies to the Government, issuing operating licences, administrative supervision of higher education, keeping records on the register of professors. On the basis of the certificate for accreditation of an HEI given by CAQA, the Ministry automatically issues the operating licence and performs administrative supervision. The Ministry does not have the right to change accreditation decisions made by CAQA. The Ministry provides administrative and technical support to the CAQA.

National Assembly (Parliament) elects members of the NCHE and brings the document that defines the system of higher education-LoHE.

The structure of the QA system in Serbia involving all relevant parties is presented in Scheme 3.



Scheme 3. Links between the relevant parties in the QA system in Serbia

1 - passes, 2 and 3 - recommends NCHE members, 4 elects NCHE members, 5 – recommends CAQA members, 6 – elects CAQA members, 7- creates HE policies, 8 and 9 – provides administrative and technical support, 10 – reports, 11 – evaluates (accredits, warns, rejects), 12 – appeals, 13 – gives operating licence, 14 – delegates rector, 15 – delegates director, 16, 17 and 18 – delegates student representative

1.1.1.3. Status of higher education institutions in relation to the government

The status of state and private HEIs in relation to the government differs as the government is the founder of state HEIs and it covers the material costs of their activities, enables free of charge studies for a certain number of students, gives salaries to the staff, provides finances for improving teaching activities, etc. Regarding QA, the government has the same responsibility towards all HEIs – giving the work permit after the decision of accreditation is brought, performing inspections of the financial and material management of HEIs, etc. All HEIs undergo the same accreditation procedures.

1.1.1.4. Procedures and involved parties in establishing new institutions, programmes and subjects

Founding a new HE institution requires the fulfilment of a certain number of conditions defined by the Law regarding the number of permanent teaching staff, number and area of study programmes, infrastructure etc. The founder then prepares the documentation defined by CAQA rules and regulations, and after the accreditation procedure performed by CAQA, including a site visit, a decision on accreditation or refusal of the request is brought by CAQA. The founder can appeal to the NCHE. A

positive decision on accreditation of the HEI is sent to the MoES for issuing an operating licence to the HEI.

A new study programme has to undergo the whole accreditation procedure. Once given accreditation, a HEI can enroll students in the study programme. Accredited HEIs and study programmes are subjected to re-accreditation every 5 years. In between two accreditation cycles HEIs have to undergo external quality assessment by CAQA, as a form of follow-up procedure.

The usual procedure for establishing new subjects (courses) in already-existing and accredited study programmes is that the decision bodies of the HEI (council of faculty and university senate, or college/polytechnics council) approve the establishment of new subjects (courses) and direct it to CAQA for final approval.

1.1.1.5. Internal quality assurance in HEIs

LoHE Article 17 established an obligation of self-evaluation upon HE institutions. According to accreditation standards, every HEI has to have a body for QA called "Commission for Quality assurance and Self-evaluation" - "COQS". The composition of that body, also defined by the above-mentioned document, consists of teaching staff, non-teaching staff and students. The role of every group is related to the set of standards for self-evaluation that are the most relevant for them. The role of students in the self-evaluation report is additionally strengthened by the requirement of the LoHE (Article 17) for their compulsory input in evaluating the quality of an HEI as a result of student surveys. Its activities are regulated by HEI statutes. A regular activity of this body is to run and analyze student questionnaires at the end of every term for every subject. The HEI also does its own SWOT analysis for a self-evaluation report. This body is the team for preparation of the self-evaluation report.

Self-evaluation of an HEI is an obligatory process according to the LoHE, article 17 and is performed periodically according to self-evaluation standards. The set of standards related to self-evaluation ([ANNEX 8](#)) together with the Guidelines ([ANNEX 13](#)) provide help to HEIs in preparing a self-evaluation report. The self-evaluation report is made to control the quality of study programmes, teaching and working conditions. Internal assessment should be carried out at intervals of three years maximum and should include student's comments and opinions. As part of the processes of external quality control and accreditation of an institution, an HEI has to submit this report together with other necessary documentation.

1.2 . History of the agency and of the evaluation of higher education in general

The first Commission for accreditation was formed in 2002 by the first democratic government led by Zoran Đinđić who was the first president of the National Council for Higher Education. The major activities of this Commission were the evaluation of the newly-formed private HEIs as well as creating the first document on accreditation criteria and procedures in 2004.

The Commission for Accreditation and Quality Assurance (CAQA), as it is now, was established by the LoHE (Act of parliament) adopted in 2005 (Official Gazette no 76/2005 and amendments in 2007 and 2010 ([ANNEX 1](#))). CAQA members in the first mandate were elected in June 2006, and in the second mandate in March 2011.

At the beginning of the first mandate in 2006, CAQA developed the documents related to external quality assurance processes: Rules and regulations, standards, guidelines, instructions. During 2006 and 2007 a pool of reviewers was created by conducting training seminars together with briefings of HEIs on how to prepare accreditation documentation. At that time it was necessary to provide a legal basis for the operation of the existing state HEIs, as well as for the growing number of private HEIs by accreditation of both: institutions and their study programmes under the same criteria and procedures. Since then, the first accreditation round has been completed and results of this process are presented in chapter 2. Now we are in the period between two accreditation rounds and most of the activities are external quality controls of HEIs with the aim to check whether their performances have changed since accreditation, to monitor the development of their quality system and to prepare them for the second accreditation round.

1.2.1 Mission statement

The Mission of the Commission for Accreditation and Quality Assurance (CAQA) is to contribute to the maintenance and enhancement of the quality of Serbian HE, to comply with internationally-accepted quality standards, to create a pool of trained reviewers for the process of accreditation and external quality control and to act as the main driving force for the development of quality assurance in the HE of Western Balkan countries by fostering cooperation between agencies in the region.

The mission was officially adopted by CAQA and publicised on the web-site (www.kapk.org).

CAQA tasks

CAQA, since its establishment, actively participates in a whole variety of tasks aimed at implementing changes and reforms in the field of quality assurance in HE. By LoHE, tasks and competences of the CAQA in relation to its mission are:

1. Carries out the accreditation procedure for HE institutions and study programmes, decides on the application for accreditation and issues a certificate of accreditation [Certificates are issued by CAQA and not NCHE are they?]
2. Recommends to the National Council
 - standards concerning initial accreditation;
 - standards and procedures for accreditation of higher education institutions;
 - standards and procedures for accreditation of study programmes;
 - standards for internal assessment and quality evaluation of higher education institutions;
 - standards and procedures for external quality assessment of HEIs

3. Assists and cooperates with higher education institutions in assuring and promoting quality assurance
4. Assists stakeholders (students, labour market and government representatives, etc) in understanding the importance of quality assurance and demonstrates their ability to foster changes.
5. Creates a pool of evaluators
6. Endeavours to ensure that accreditation standards and procedures conform to those of the European Higher Education Area;
7. Reports on initial accreditation in the process of licensing of new HEIs by the MoES
8. Cooperates with other national and international QA agencies

To accomplish its mission, CAQA cooperates with the NCHE, MoES and other state bodies and higher education institutions, educational and scientific research institutions, labour market and student organizations. The Commission endeavours to establish an active cooperation with similar institutions and organizations in other European countries aiming to implement fully the Bologna declaration guidelines and to establish the European Higher Education Area (EHEA).

1.2.2 Description of the legal framework and other formal regulations concerning the agency (e.g. parliamentary laws, ministerial orders or decrees)

Foundation of the CAQA is provided by the Law on Higher Education (LoHE), for the purpose of quality enhancement of higher education institutions and study programmes. The novelty, introduced by this Law, was that CAQA was explicitly established by the LoHE (Article 13), and is independent in its decision-making process either in giving accreditation to the institution, giving an act of warning or rejecting it.

The work of the Commission is governed by the LoHE, Articles 13-17 ([ANNEX 1](#)). The documents that regulate CAQA activities are: Rules on CAQA work ([ANNEX 2.1](#)), Standards of CAQA work ([ANNEX 3.1](#)) and Code of ethics ([ANNEX 3.2](#)). All CAQA members, staff and reviewers are obliged to obey these 3 documents and to sign a non-conflict of interest statement ([ANNEX 3.3](#)).

The overall CAQA activities are regulated by a set of internal documents that define various procedures with instructions: procedure for administrative support to the evaluation processes (procedure 1), for financial operations (procedure 2), for introducing a purpose-designed IT system (procedure 3) ([ANNEX 2.2](#)). CAQA has also developed methods for improving the quality of its work by implementing the software NEXTAIR that monitors the entire process of accreditation ([ANNEX 2.3](#)). This method has been fully-implemented since July 2010 and has significantly improved the efficiency of CAQA administration.

At the beginning of its mandate, in June 2006, and in accordance with the task assigned by the LoHE Article 14, CAQA made a decision to prepare a draft of standards and

procedures for accreditation that should be adopted by the National Council. This draft was made on the basis of the European Standards and Guidelines and Dublin Descriptors.

In October 2006, after public discussion on the document drafted by the CAQA, the NCHE adopted 6 sets of standards:

1. Standards for accreditation of HEIs;
2. Standards for accreditation of study programmes of the 1st and 2nd level;
3. Standards for accreditation of study programmes of doctoral studies;
4. Standards for accreditation of study programmes of doctoral studies in arts;
5. Standards for (internal) self-assessment of HEIs;
6. Standards for external evaluation of the quality of HEIs

as well as:

- Rules and regulations of accreditation standards and procedures for HEIs and their study programmes with 4 sets of standards ([ANNEX 6.1](#))
- Rules and regulations of standards for self-evaluation and quality assessment of HEIs with a set of standards ([ANNEX 8](#))
- Rules and regulations of standards and procedures for external quality control of HEIs with a set of standards ([ANNEX 7.1](#))

All standards, rules and regulations are published in the book: Accreditation in Higher Education and publicised on the web-site (www.kapk.org).

According to the LoHE (Articles 13, 14) and Rules and regulations for both accreditation and external quality control, CAQA members have dual responsibilities in the evaluation process: as members of a decision-making body as well as members of expert teams/panels for site visits and report preparation.

1.2.3 Financing of the agency

Financing of the CAQA is regulated by the LoHE and Budget Law of the Republic of Serbia, which is adopted for each fiscal year. According to the LoHE Article 13, the Commission's work is funded by the accreditation fees that are paid by the HEIs which are in the process of accreditation, from a separate treasury budget line managed by the MoES for this purpose. The LoHE Article 13 strictly states that these resources cannot be used for any other purpose except for financing the work of CAQA in the accreditation process ([ANNEX 1](#)). These resources are managed according to Articles 35-43 of the Rules of CAQA work, section on CAQA financing ([ANNEX 2.1](#)). According to the statements in Articles 37-40 of this document, payments from the CAQA sub-account can be made only with the approval and signature of the president of CAQA which provides CAQA with independence in the financial management of its resources. The CAQA has operational autonomy of its budget.

Accreditation fees include the costs for accreditation of institutions and each study programme. The level of fees is determined by the NCHE. The accreditation fees range from 540,000-900,000 RSD for HEIs and 180,000 RSD for study programmes. External evaluation of HEIs is free of charge.

In the process of accreditation of each HEI and study programme it is necessary to engage two reviewers, which, having in mind the total number of institutions and programmes, is a significant expense within the CAQA's budget. The level of reviewer's fee is defined by the NCHE and ranges from 20,000 to 30,000 RSD. Another major expense is salary for 15 members of the CAQA, established by the decision of Parliament, as well as travel expenses for mandatory site visits plus international and domestic conferences. CAQA also has some material costs, costs for numerous services (such as software services ...), membership fees for various international organizations for quality assurance in higher education and acquisition of essential equipment such as computers, printers, faxes, etc. CAQA purchases the equipment in the process of public procurement in accordance with the relevant Serbian laws. According to the LoHE, the MoES is responsible for technical and administrative support to the Commission and therefore some staff members are paid by the MoES while others are financed by the CAQA. At present, the MoES finances 4 staff members, while 7 are financed by CAQA.

Financial management is regulated by CAQA rules and regulations ([ANNEX 2.1](#)) as well as by a document that defines financial procedures ([ANNEX 2.2](#)). Each year CAQA adopts the financial plan ([ANNEX 5.1](#)). Money during the year is managed by order of the president of CAQA in accordance with the previously-adopted plan and defined procedures. Administrative work for financial transactions to and from the CAQA's account is conducted by MoES staff. So far, CAQA's financial balance has been positive each year ([ANNEX 5.2](#)).

According to the annual financial report for 2011 ([ANNEX 5.3](#)), CAQA had available 231,043,814.57 RSD on its account, of which 22,530,062.50 RSD was income for 2011, and 208,513,752.07 RSD was transferred from the previous year. Total expenditure in 2011 amounted to 27,537,557.99 RSD and its breakdown is presented in the report.

1.2.4 Internal organization of the agency including procedures for appointment and composition of the board/council

CAQA members

CAQA members represent the decision-making body corresponding to the board or council in many agencies. According to the LoHE Article 13, CAQA has 15 members, three members from each of the 5 educational-scientific and/or educational-artistic fields – natural sciences and mathematics, humanities and social sciences, medical sciences, technical and technological sciences and arts. The mandate of the Commission members is four years. A member of the Commission cannot be a person elected or appointed to a government body, a body of territorial autonomy or local governance, the NCHE, a body of a political party or be the executive officer (dean, rector, director) of a higher education institution. The same

person may be eligible for re-election only once. According to the LoHE, the Commission elects a President and vice-president among its members. It was agreed that the president and vice/president swap their functions after 2 years.

CAQA members are elected by the NCHE with a mandate of 4 years with the possibility of a second mandate, among renowned university professors, experts in QA and HE reform, from both state and private HEIs, at the recommendation of CONUS. CONUS makes a public call for the submission of candidacies for CAQA membership. Candidates submit their candidatures within 15 days from the date of the announcement of the public call. A list of nominated candidates is made available to the public within a period of eight days from the expiry of the deadline for the submission of candidacies. Comments and suggestions relating to the candidates proposed may be forwarded within thirty days from the date of making public the list of proposed candidates. Upon considering the comments and suggestions, CONUS makes a final proposal containing a maximum of five candidates from each educational-scientific and educational-artistic field defined by the LoHE from various areas and submits it to the NCHE within 15 days from the date of the expiry of the period of thirty days mentioned above. The NCHE elects members of the CAQA within thirty days from the date of receipt of the proposal. The NCHE is entitled to deselect a CAQA member before the end of his/her term in three cases. The first two reasons are: if a member requests to be deselected and also in the event of being elected into one of the executive positions mentioned above. The third reason, for which a member could be deselected is linked directly to the substance of the work performed by the member: if he or she fails to perform duties in the Commission conscientiously or if he or she ruins the reputation of the Commission and its duties. A crucial difference between the third reason and the first two is that the NCHE cannot deselect a member without an argumentation made in writing by CONUS. Deselection has never happened so far.

Members of CAQA are experts not only in their scientific/artistic fields, but also in various aspects of QA as experience in QA is one of the criteria for electing them. However, overall CAQA expertise in evaluation has been built up during the period of the first Commission (2006-2010) especially due to their participation in various international/European seminars and workshops on aspects of QA procedures, due to their role in developing standards, rules, regulations, protocols and guidelines for various evaluations and, finally due to their experience in executing evaluations described in chapter 2.6. The present CAQA members were elected in 2011 and half of them happen to be old members who spent a lot of time in briefing the new members for different evaluation activities. These briefings are always based on direct communication, discussions and e-mail and telephone contacts.

CAQA members are also trainers for referees. Since 2007, CAQA has organized 20 seminars for training referees for evaluation of accreditation documentation in all big university centres. In 2010 and 2011, CAQA organized 2 seminars for training students for accreditation and external quality control. These were 2-days seminars with theoretical background in the QA system, CAQA mandate, case studies and some practical examples of evaluations being given in the form of workshops. Participants were given printed material with presentations and other relevant documents and literature. Considerable briefing and discussion between members of CAQA and students takes place during the preparation of site visits as well as after

the site visit during preparation of the report. At the beginning of the first round of external quality control in 2011, CAQA held one seminar for reviewers on procedures and methodology for external quality control of HEIs.

CAQA members are in charge of writing all evaluation decisions and reports, based upon referees reports, reports on the site visit and personal insight into the documentation submitted by the HEI. Since February 2012 administrative support in these activities is provided by 12 assistants.

CAQA has regular meetings every 2 weeks, and sometimes weekly. On the Agenda are always reports on various types of evaluations for which decisions are made after reporting of the relevant sub-commission members. Other issues may also be Agenda items, such as organizational problems, a report on events between 2 sessions, reports from meetings and activities of CAQA members in Tempus projects, a report on ENQA events or on activities regarding ENQA membership, etc. Between regular CAQA meetings, CAQA members work separately on preparing various reports, doing site-visits, attending meetings, preparing publications, giving trainings, etc. Members of the sub-commissions meet at the CAQA office to prepare for site-visits, during the site visit and for preparation of draft reports. CAQA members spend on CAQA activities an average of 2 days/week.

CAQA is considering the idea of including students, international and labour market representatives in the decision-making body, though these would need changes in the legislature.

Administrative office

CAQA has administrative support from an administrative office ([ANNEX 4.1](#)) and assistants for providing technical support in writing evaluation reports, all highly educated. The MoES provides professional, administrative-technical and information services for the majority of CAQA activities. CAQA uses offices and administrative support of the MoES, but also hires additional staff paid by CAQA. Of 12 administrative staff the MoES has assigned 4 officers to CAQA who are employed and paid by the MoES while the remaining 7 officers are appointed and paid by CAQA. The appointment procedure includes a public call, interviews by only CAQA members, and a joint decision by CAQA members. The person is then appointed by signing the contract ([ANNEX 4.2](#)). Appointed officers have to sign a non-conflict of interest statement ([ANNEX 3.3](#)). All of them have responsibilities for a particular set of evaluation activities:

- 6 administrative officers belonging to different fields (natural sciences and mathematics, social sciences and humanities, medical sciences, technical and technological sciences and arts) administer applications within their field and communicate with relevant referees and members of the sub-commission
- a financial officer takes care about CAQA finances and communicates with the relevant office at the MoES
- a system analyst to create procedures for administration including IT
- a CAQA secretary who is in charge of taking minutes at CAQA meetings
- an IT officer who is in charge of the electronic database, use of various software applications, upgrading and maintenance of computers in the office,

- and gives support to members of CAQA to sort out computer problems,
- a lawyer who takes care of the legislation issues, communicates with the relevant office at the MoES and has a managerial role for the whole office
- an officer in the Unit for communication with ENQA who helps the CAQA contact person in ENQA in communication with the ENQA office

The organisational structure is presented in Table 1:

Table 1. CAQA organisational structure

Type of staff	Function					External support
CAQA members	President and vice-president (selected from the 15 CAQA members)					Pool of national and international experts for every subject area
	Subcommission for Natural Sciences and Mathematics 3 members	Subcommission for Humanities and Social Sciences 3 members	Subcommission for Medical Sciences 3 members	Subcommission for Technical and Technological Sciences 3 members	Subcommission for the Arts 3 members	
Administrative staff	1 administrative officer	2 administrative officers	1 administrative officer	1 administrative officer	1 administrative officer	12 assistants for preparation of reports
	1 financial officer + 1 system analyst + 1 IT officer + 1 CAQA secretary					
	1 CAQA office manager/lawyer					
ENQA contacts	Unit for contacts with ENQA (1 CAQA member + 1 administrative officer)					

1.2.5 Responsibilities of the agency other than the evaluation of higher education

CAQA has an educational role – it organizes and runs trainings on various aspects of quality assurance: for academics at universities and higher schools on QA standards implementation and preparation of documents for accreditation, for reviewers on evaluation procedures, for students and representatives of the labour market on how to integrate into the QA system and help improve HE in Serbia. CAQA members are integrated into the European QA system in HE in different ways: by participating in ENQA and other events related to QA, by being part of the ENQA pool of agency reviewers, by organizing QA workshops and, thus, contributing to the integration of the national HE system into the EHEA.

1.2.6 International activities of the agency, including formal agreements as well as other activities, e.g. participation in conferences, working groups and staff exchange

The Commission for Accreditation and Quality Assurance has candidate membership status at the European Association for Quality Assurance in Higher Education – ENQA granted on September 22, 2010. CAQA is a full member of the International Network for Quality Assurance Agencies in Higher Education – INQAAHE. In October 2009, CAQA was the host of the German Rectors Conference: *International Quality Assurance Networks in Higher Education*, held in Belgrade. The Commission was co-host together with the World University Service – WUS of the seminar “Self assessment and quality assurance of HE institutions” held in July 2010 in Belgrade. CAQA hosted a Tempus CUBRICK project meeting in Belgrade on March 13-15, 2012 with a Workshop for the Agencies on external assessment.

Beside this, members of CAQA have participated in regional conferences dedicated to the reform of higher education and QA and visited quality assurance agencies in several countries (Ireland, Finland, Hungary, Croatia, Austria), including the headquarters of ENQA. CAQA has regular meetings with members of the Bologna Follow-up Group (BUFG) to keep up to date with recent development of the EHEA. To achieve goals more successfully, CAQA was a partner in several projects funded by TEMPUS, WUS and Council of Europe.

CAQA members are very active in almost all ENQA events including the General Assembly. CAQA will host an ENQA Workshop on developing Quality Assurance procedures in Belgrade on 3-4 May, 2012.

1.3 Internal quality assurance mechanisms undertaken by the agency

The development and implementation of internal quality assurance mechanisms is needed to provide an account of the agency’s capacity to adapt to new demands and trends and to permanently improve its actions while maintaining a solid and credible methodological framework and governance model.

CAQA has implemented so far 2 types of internal QA mechanisms: by using an external component such as feed-back analysis of questionnaires given to various stakeholders and by using internal components such as SWOT analysis, implementing measures for preventing conflict of interest, by interviewing staff, preparation of this self-evaluation report and by analyzing comments from meetings where the self-evaluation exercise was presented, etc.

1.3.1 External component: perception of the stakeholders

This chapter presents an analysis of the feedback provided by universities (Rectors and Vice-Rectors), faculties (Deans and Vice-Deans), directors of higher schools of professional studies, as well as reviewers (university professors and students) and employers.

The document compiled answers received by 106 members of the management of higher education institutions (79 from state and 29 from private institutions), 55 directors of high school of professional studies, 102 university professor reviewers, 62 student reviewers and 23 employers. The questionnaire for the academic community had 17 questions, for which answers were ranked on the basis of four options. The questionnaire for employers had 7 questions with three options for the answers. All results are presented on the web-site (www.kapk.org).

None of the participants was generally opposed to the concept of accreditation and they also expressed understanding for the various problems they have encountered due to the fact that this was the first exercise of its kind. The large majority of answers to all questions in all groups was very positive or positive, and only a very small percentage was negative.

Here we present as an illustration the results of responses to 2 questions for the academic community and 3 questions for the employers.

When asked whether the accreditation process organized by CAQA is effective and efficient, more than half the answers from the academic community were “Yes, very” and one third of them were “Reasonable” (Chart 1).

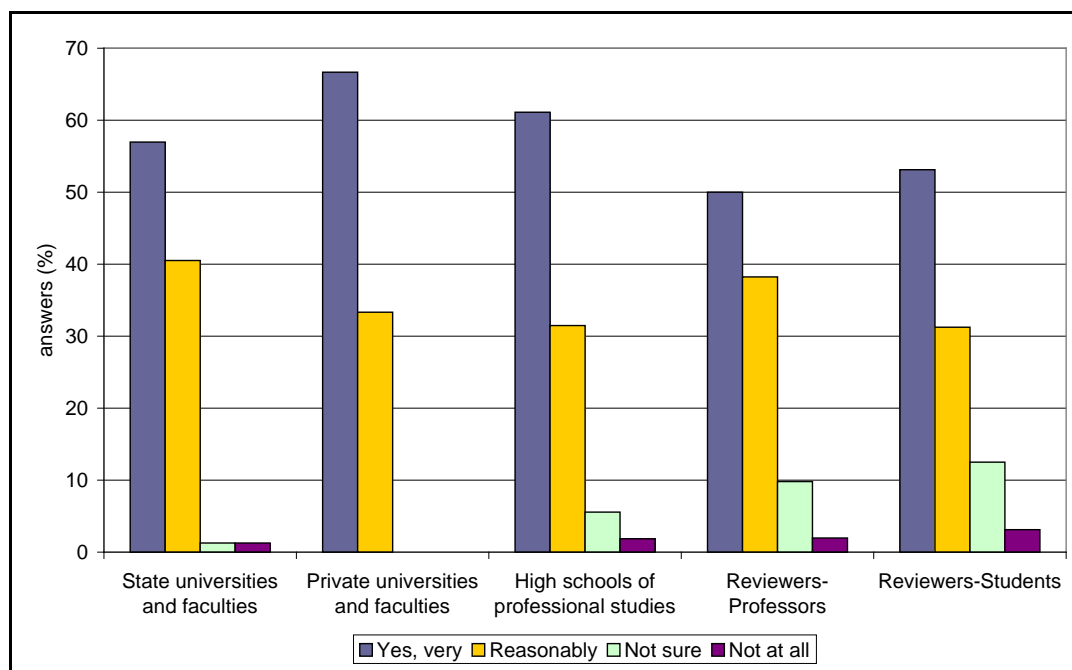


Chart 1. Answers to the question “To what degree the CAQA organizes and carries out the accreditation process in an effective and efficient manner?”

When the academic community was asked whether the work of CAQA members is professional, competent and ethical, the answers were different (Chart 2). Almost 70% of participants from professional schools and more than 80% of participants from private institutions, as well as half the participants from state institutions and student reviewers answered “Very good”. In the group university

professor peer reviewers more answers were “Good”. Less than 6% of answers were “Bad”.

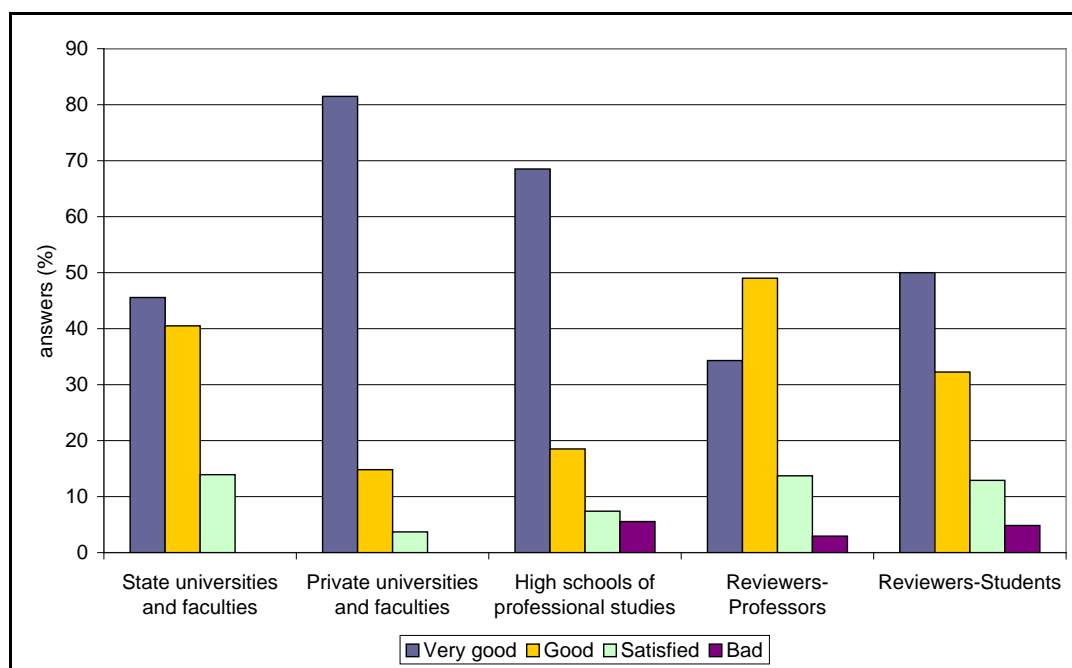


Chart 2. Answers to the question “How would you rate the professionalism, competence and ethics of the CAQA members?”

The first three questions for employers were:

1. Are you familiar with the process of accreditation in higher education?
2. If the answer is YES, do you believe that accreditation contributes to the improvement of higher education?
3. Are you informed that a Commission for Accreditation and Quality Assurance (CAQA) exists in Serbia?

The answers were very encouraging as more than 60% of stakeholders were familiar with the process of accreditation in higher education and more than 50% of them believed that accreditation contributes to the improvement of higher education (Chart 3). About half of stakeholders were informed that CAQA exists in Serbia.

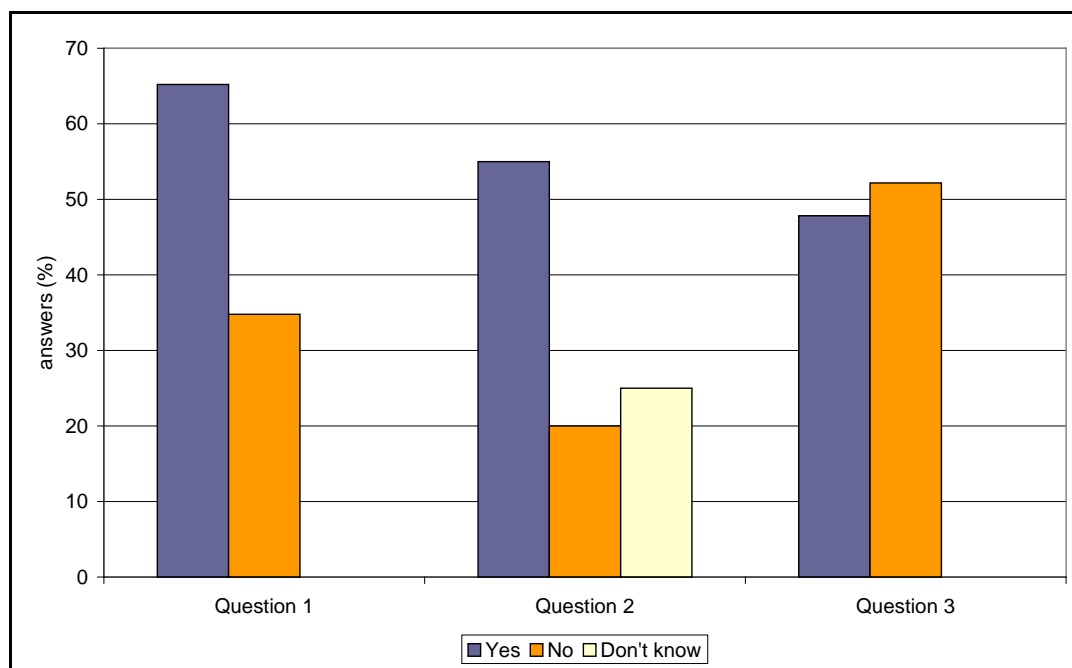


Chart 3. The answers from stakeholders (the questions are in the text)

The general conclusion is that all participants have positive opinions about the accreditation process, CAQA criteria, recommendations and decisions, as well as about the CAQA members' work. No participant was fundamentally opposing the idea of accreditation. The majority of criticisms related to problems of organisation, communication and lack of experience, expressed with the hope that those constitute just initial problems that will be overcome when the system is more established.

1.3.2 Internal component: SWOT analysis

The SWOT analysis done by the CAQA provides a realistic analysis of strengths, weaknesses, opportunities, and threats. Based on this analysis, efforts will be made to improve the work of the CAQA, i.e. to remove the shortcomings indicated by the SWOT analysis. The analysis is to serve as the basis for defining the strategic goals of CAQA. The Commission intends to alleviate and remove the threats and weak points from the SWOT analysis, especially these that can be immediately tackled. The CAQA intends to improve and further advance its strong points (strengths) and to make good use of the present opportunities.

The following members of the target group were involved in carrying out the SWOT analysis: CAQA members, administrative staff, representatives of institutions of higher education, and one student. The inclusion of CAQA members in preparing the SWOT analysis involved the use of the "brainstorming" method.

The SWOT analysis assessed the following elements and aspects of CAQA work: actions, official status, resources, mission, independence, criteria and procedures of external quality assurance used by the CAQA, and modes of work and responsibilities.

STRENGTHS

1. Competences and professionalism of the CAQA members
2. Developed and implemented standards and procedures for both internal and external evaluation in HE according to ESG
3. Dedication of CAQA members to quality improvement in HE
4. Independence of the CAQA in its decision-making
5. Involvement of students in CAQA activities
6. Activities related to continual improvement of quality assurance procedures
7. Advisory and educational role of the CAQA
8. Good cooperation with HEIs
9. Cooperation with other agencies in the immediate surroundings
10. Good cooperation and realized contacts with international associations and organizations dealing with the quality of HE in Europe
11. A large number of trained and selected reviewers, both within professors and students
12. Adequate space/facilities/web-site/IT technologies in CAQA administration

WEAKNESSES

1. Frequent changes of administrative/technical support staff by the MoES
2. An insufficient number of administrative staff with adequate expertise in QA
3. Excess workload of CAQA members
4. Insufficient involvement of international experts in the accreditation and external evaluation of HEIs
5. Numbers of reviewers in some fields not adequately distributed
6. The strictness of reviewers is not consistent in all cases
7. A distorted perception of CAQA in the general public due to strong media attacks by individuals unsatisfied with CAQA decisions
8. Selective publicising of evaluation reports in the past

9. Internal quality control of the CAQA not based on periodic feedback information from the users
10. No systematic research (system-wide analysis) of the effects of the accreditation process and external quality control on the quality and efficacy of studying

Measures for alleviating W1, W2 and W3: Increase of the number of administrative staff, training of the staff for particular activities, including administrative staff members in international activities by their participation in conferences and workshops and visits to other European agencies

Time scale: 1-3 years (most probably to be achieved)

Measures for alleviating W4, W5 and W6: Campaign for introducing new reviewers from our academic community, organising their trainings, call for international experts, regular payments

Time scale: 1-3 years (probably to be achieved)

Measures for alleviating W7: Organising press conferences, interviews to media, introducing a CAQA PR officer

Time scale: 1-2 years (probably to be achieved)

Measures for alleviating W8: CAQA decided to publish all reports

Time scale: immediate (already achieved)

Measures for alleviating W9: CAQA decided to run periodical an internal assessment of the quality of its work

Time scale: 1-3 years (most probably to be achieved)

Measures for alleviating W10: CAQA decided to do a system-wide analysis of Serbian HE with impact of the external evaluation processes on HE

Time scale: 1-2 years (most probably to be achieved)

OPPORTUNITIES

1. Creating a qualification network in the Republic of Serbia
2. Analysis and revision of the process of reform of higher education at the national level
3. Informing the general public about the activities and role of CAQA and NCHE
4. Increasing the awareness of students regarding their role as partners in HE
5. Increasing support of the government institutions
6. Increasing involvement of employers in the redefinition of learning outcomes and competences

7. Increasing recognition of the importance of quality assurance in HE in the public
8. Exploiting the privileges associated with the candidate-status for EU membership
9. Disseminating and exploiting the data and information from the CAQA web site more effectively
10. Exploiting international opportunities (mostly ENQA) through workshops and projects (mostly Tempus) on aspect of QA
11. Achieving full membership in ENQA
12. Creating a regional pool of reviewers

THREATS

1. A long-standing unfavourable economic situation in Serbia
2. The opinions of employers have not been taken into account sufficiently in the processes of revision of the curricula and learning outcomes
3. A small academic community within the country (personal contacts, a higher probability of conflicts of interest)
4. Lack of motivation of HEIs (resistance to changes, poor cooperation and exchange of experience)
5. Lack of harmonization of study programmes at the level of professional associations and HEIs in the same scientific field, in view of a minimum common structure and learning outcomes
6. Lack of benchmark statements within all scientific/artistic areas at the European level
7. Current very strong motivation of HEIs (caused by inadequate financing – per number of students) to increase the number of study programmes and number of students placing that above the need for high quality studying
8. A prolonged election procedure that interrupts the continuity of work of CAQA between 2 election terms

9. Insufficient efficacy in the MoES administration in charge of running the financial orders resulting in late payments

The SWOT analysis presented here is the first attempt to analyse our activities and we plan to continue with this by elaborating in more detail all components of this analysis and to suggest ways for maintaining strengths and alleviating weaknesses, e.g. to make an action plan for improvements.

Although we have not yet completed an action plan, we have already detailed future actions to overcome identified weaknesses (see above).

2 EXTERNAL QUALITY ASSURANCE UNDERTAKEN BY THE AGENCY

2.1 Description of the methodological scope of the agency

CAQA undertakes 3 types of external quality assurance methods:

- Accreditation of study programmes,
- Accreditation of HEIs and
- External quality control of HEIs.

The complex external evaluation process, run by CAQA, together with the measures of internal QA to enable its success is presented in Table 2.

Table 2. Review of CAQA external evaluation processes.

External evaluation done by CAQA	Published documents on evaluation criteria and procedures	Evaluation process	Resources	CAQA internal QA measures enabling a successful evaluation process
ACCREDITATION OF STUDY PROGRAMMES (5 years)	- Rules and regulations on accreditation standards and procedures for HEIs and their study programmes - Standards for accreditation of study programmes of 1 st and 2 nd level - Standards for accreditation of doctoral studies - Standards for accreditation of doctoral studies in arts - Guidelines for preparing documentation for accreditation of study programmes	- HEI submits documentation for accreditation of study programme - Assessment by 2 external reviewers (univ. profs) - CAQA members prepare draft report - CAQA brings a decision - Follow up activity in the case of conditional decision - Appeal procedure in the case of negative decision - Certificate of accreditation - Licence	- Pool of trained reviewers - CAQA members - CAQA admin. staff - Assistants - Office premises and infrastructure - Database software NEXTAIR	- Measures for preventing conflict of interest - Professionalism of CAQA members and staff - Independent decision-making - Training reviewers - Briefing HEIs - Measures for improvement based upon: surveys (external and internal), system-wide analysis, SWOT analysis
ACCREDITATION OF HEIs	- Rules and regulations of accreditation	- HEI submits documentation	- Pool of trained	- Measures for preventing

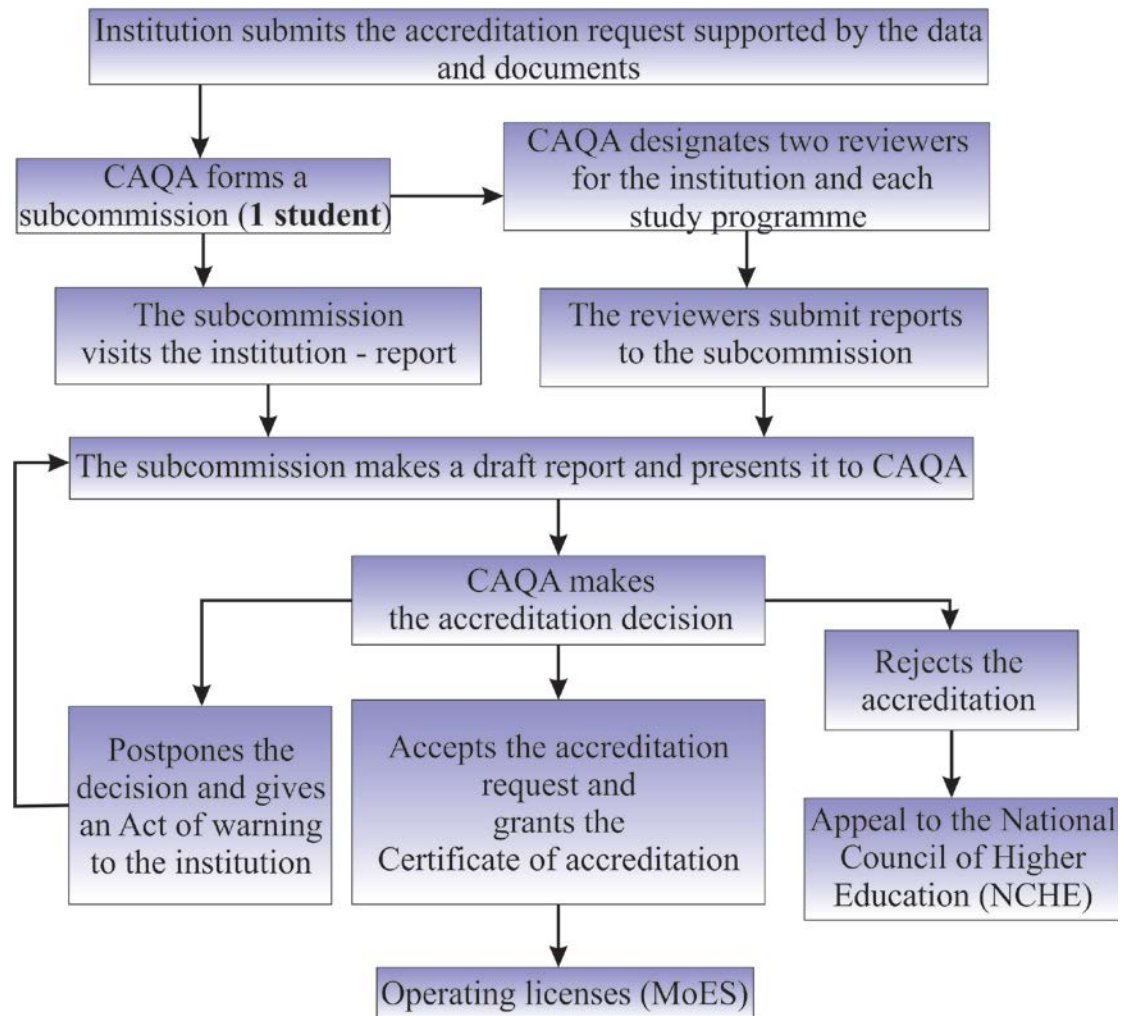
<p>(5 years)</p>	<p>standards for HEIs and their study programmes - Standards for accreditation of HEIs - Rules and regulations for self-evaluation and quality assessment of HEIs -Standards for self-evaluation of HEIs - Guidelines for preparing documentation for accreditation of HEIs</p>	<p>for accreditation of HEI - Assessment by 2 external reviewers (univ. profs) - CAQA forms sub-commission including students - Sub-commission goes on site-visit - Sub-commission prepares draft report - CAQA brings decision - Follow up activity in the case of conditional decision - Appeal procedure in the case of negative decision - Certificate of accreditation - Licence</p>	<p>reviewers (univ. profs and students) - CAQA members - CAQA admin. staff - Assistants - Office premises and infrastructure - Database software NEXTAIR</p>	<p>conflict of interest - Professionalism of CAQA members and staff - Independent decision-making - Training reviewers - Briefing HEIs - Measures for improvement based upon: surveys (external and internal), system-wide analysis, SWOT analysis</p>
<p>EXTERNAL QUALITY CONTROL OF HEIs (5-8 years)</p>	<p>- Rules and regulations of standards for external quality control of HEIs - Standards for external quality control of HEIs - Rules and regulations for self-evaluation and quality assessment of HEIs -Standards for self-evaluation of HEIs - Guidelines for preparing documentation for external quality control of HEIs - Guidelines for preparing self-evaluation report</p>	<p>- HEI submits self-evaluation report and accompanying documents - Assessment by 1 external reviewer (univ. prof.) - CAQA forms sub-commission including students - Sub-commission goes on site-visit - Sub-commission prepares draft report - CAQA accepts report - CAQA publicize report - Follow up activity in the case of some shortcomings</p>	<p>- Pool of trained reviewers (univ. profs and students) - CAQA members - CAQA admin. staff - Assistants - Office infrastructure - Database software NEXTAIR</p>	<p>- Measures for preventing conflict of interest - Professionalism of CAQA members and staff - Independent decision-making - Training reviewers - Briefing HEIs - Measures for improvement based upon: surveys (external and internal), system-wide analysis, SWOT analysis</p>

Accreditation of institutions and study programmes

Accreditation is a periodic activity by CAQA in which CAQA decides *if threshold criteria are met for the accreditation of either institution or study programme*. The process results in issuing:

- ***Decision on accreditation with Certificate*** for the higher education institution or study programme that is necessary for obtaining an operating licence.
- ***Act of warning*** to the higher education institution, pointing out the shortcomings with respect to compliance with the standards, in which case it CAQA provides an adequate period of time to the institution to eliminate these shortcomings, and after expiry of the deadline makes a final decision upon the application. This warning gives an opportunity to the HE institution to improve the quality. Deadlines for the response to an Act of warning are between 1 to 6 months, depending on the type and number of shortcomings.
- ***Decision on Rejection*** of the application for accreditation. If CAQA rejects the application for accreditation, the founder or the higher education institution concerned may appeal to the NCHE within 30 days from the date of receiving the decision.

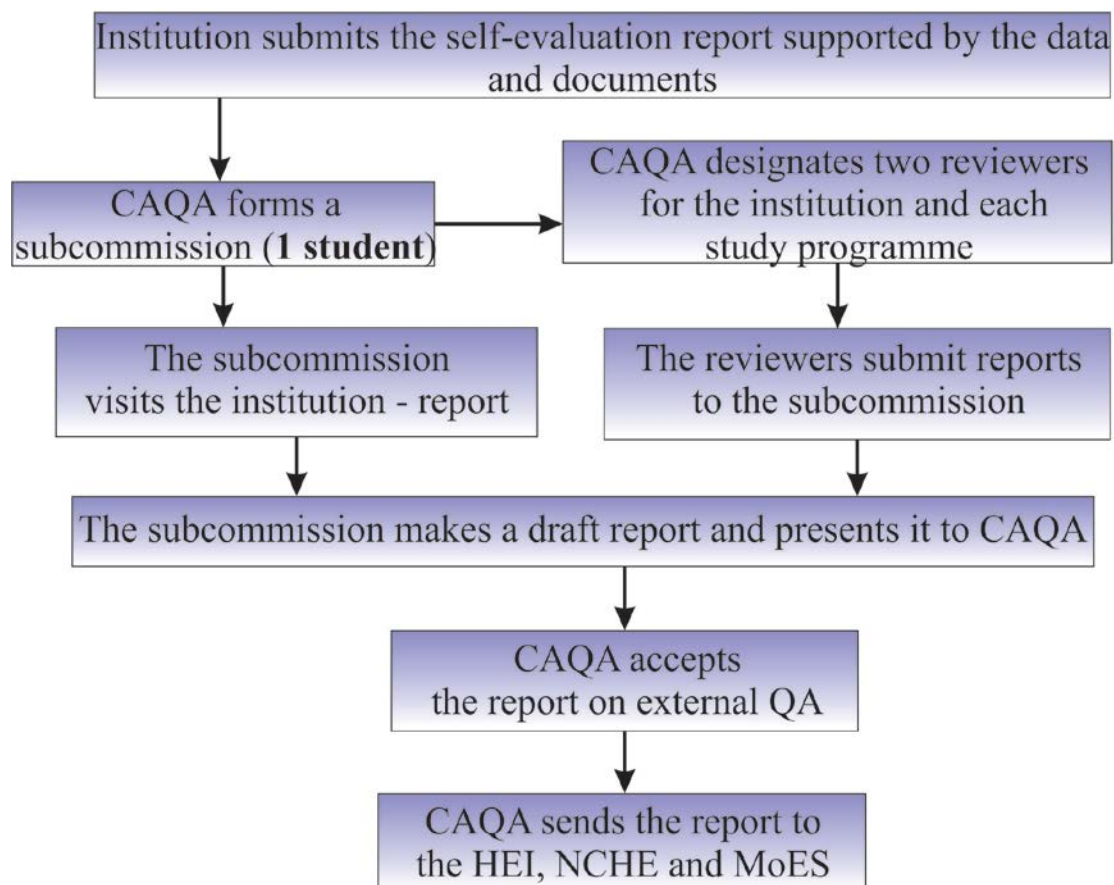
Schematic presentation of accreditation procedures is given on Scheme 4.



Scheme 4. Accreditation procedure

External Quality Control of the HEIs

External quality control is also a periodic activity of CAQA. This represents a set of auditing activities based upon a self-evaluation carried out by the HEI, and report on this completed by CAQA. In the case of any problems, an institution will not lose its accreditation. Instead it will get recommendations for improvements within the report document. *The focus in this evaluation process is to enhance the quality system of HEIs.* The procedure is presented in Scheme 5.



Scheme 5. External quality assessment procedure

2.2 Reference(s) for evaluation (predefined criteria, legal documents, subject benchmarks, professional standards, the stated goals of the evaluated institution)

Legal frameworks of the evaluation processes in Serbia are given by the LoHE Articles 13-17. By this set of Articles CAQA is nominated as an evaluation body for both accreditation and external quality control. Accreditation cycles are regulated by the LoHE (Article 16) where it says that accreditation has to be done every 5 years. Cycles for self-evaluation of HEIs are also regulated by the LoHE (Article 17). External quality control is also a periodic activity of CAQA regulated by the LoHE (Article 15). Any external evaluation process can be initiated by CAQA according to the annual activity plan, by special order of the NCHE, on the request of an HEI, or by order of the minister.

The evaluation process is regulated by a number of rules, regulations and several sets of standards for every type of evaluation ([ANNEX 6.1](#), [ANNEX 7.1](#) and [ANNEX 8](#)), including guidelines for their implementation by the HEI ([ANNEX 11.1](#), [ANNEX 12](#), [ANNEX 13](#) and [ANNEX 14](#)) and instructions for reviewers ([ANNEX 15](#)), all published in the book *Accreditation in higher education* and publicized on the website (www.kapk.org).

Within each accreditation standard there are several criteria that should be assessed.

For example in the evaluation of the teaching process in a particular HEI, the evaluator should examine: objectives of the study programme and its harmonization with learning outcomes; teaching and learning methods, factors enabling achievement of learning outcomes; the system of grading based on the measurement of learning outcomes; adjustment of ECTS workload to learning activities required for the achievement of the expected learning outcomes; procedures of monitoring of quality of the study programme; feedback information from the employers about the graduates and their competences; competences of the teachers and associates; quality of teaching facilities and learning environment; quality and amount of the textbooks, scripts, material in electronic format etc. Standard descriptions are published on the web-site and in the book Accreditation in higher education.

2.3 Overall planning of an evaluation

The first round of accreditation of both institutions and study programmes in Serbian HE was performed, during the period 2007-2011. Accreditation was performed according to the following plan:

- All polytechnics were evaluated in 2007
- Evaluation of universities, faculties and colleges was divided into 5 cycles: first and second cycle in 2008, third, fourth and fifth in 2009
- Additional evaluation of HEIs and study programmes was performed in the sixth and seventh cycle in 2010, and eighth in 2011

According to this plan all HEIs had to submit the necessary documentation by a certain deadline defined by CAQA and publicized on the web-site (www.kapk.org). In addition to that, the web-site contains information on which HEIs and study programmes were evaluated in each cycle with the outcomes of the evaluation process.

The first round of external quality control of the HEIs started in May 2011. The first institutions subjected to this were all polytechnics accredited in 2007. All HEIs accredited in 2008 and 2009 will have to submit a self-evaluation report by the end of May 2012 and 2013, respectively.

The second round of accreditation of both institutions and study programmes in Serbian HE will be performed during the period 2012-2016 according to the plan for the first round.

2.4 Procedures for briefing of and communication with the evaluated institutions

CAQA has developed several procedures for communication with evaluated institutions such as providing information, giving seminars for HEIs, direct communication with HEI representatives at the CAQA office to give assistance.

The most important information platform of CAQA is the internet site www.kapk.org. The procedure for every evaluation process (accreditation of study programmes of the

first and second level, accreditation of doctoral study programmes, accreditation of HEIs, external evaluation of HEIs) is given on the web-site and in the book *Accreditation in higher education*. Available information that is relevant for communication with institutions related to the evaluation procedures is: instructions for application for every type of evaluation process, a list of the necessary documentation for applications, CAQA standards, rules and regulations, forms for accreditation requests, etc. CAQA provides information by telephone and e-mail. This service is provided by administrative staff.

Seminars were held for all HEIs entering a particular cycle during the first accreditation round with *ca.* 900 participants from all HEIs in Serbia, dedicated to the preparation of accreditation documentation. In 2010, all HEIs were invited to seminars on preparing a self-evaluation report. At the beginning of the second accreditation round in November 2011, a 2-day seminar was held for all polytechnics and colleges accredited in 2007.

2.5 Role of the external experts

According to the LoHE (Article 14) and Rules and regulations on accreditation and external quality control ([ANNEX 6.1](#) and [ANNEX 7.1](#)), there are 3 groups of external experts: reviewers (referees) from the teaching community (national and international) students, and in the future representatives of employers.

Reviewers from the teaching community are elected from an open public call after submitting a reviewer application form ([ANNEX 9.1](#)). As mentioned in chapters 1.2.4 and 1.2.5, they have been trained by CAQA members and thus a pool of around 700 trained national reviewers has been created. They are also obliged to sign a statement preventing conflicts of interest ([ANNEX 3.3](#)).

For each particular evaluation CAQA nominates 2 reviewers from the area of the evaluation entity (study programme or HEI). In the first round of accreditations, no international experts were involved for a number of reasons: organizational, time scheduling, etc. This has already been discussed at CAQA meetings as a shortcoming that needs to be alleviated in the next round of accreditation.

In the case of institutional evaluation when the evaluation process requires site-visits, participation of students is compulsory ([ANNEX 6.2](#) and [ANNEX 7.2](#)). CAQA has recently suggested to the NCHE a change of the documents on rules and regulations on standards and procedures on accreditation and external quality control by which members of industry are also involved in the evaluation team. They will be delegated by the Serbian Chamber of Commerce.

The role of the reviewers from the teaching community can be briefly described as follows: each reviewer analyzes only the documentation as, according to the LoHE (Article 14), they are anonymous. Consequently, they do not go on site visits. They have instructions ([ANNEX 15](#)) and then make their report on a form specific to the type of evaluation ([ANNEX 17.1](#)). In general, the reviewer reports the extent to which the accreditation standards were met by both elaborating and grading from

weak (grades 1-4), medium (grades 5-6), good (grades 7-8) and excellent (grades 9-10) in the case of accreditation and by elaborating the fulfilment of standards for external quality control. At the end of the report they should make a list of good and bad points in the programme or HEI.

The reports of the external reviewers can be heterogeneous – ranging from accurate, focused and well founded to benevolent which do not provide a consistent, clear and sufficient source of information to the sub-commission or CAQA members. In that case, sub-commission members make a supra-revision or nominate extra reviewers, if necessary. However, a case-study analysis of 286 accreditation decisions, presented in Chart 4 shows that in 70% of the cases the sub-commission opinion agreed with both reviewers and in 9% with one. That means that in the majority of cases, CAQA can rely on the reviewer opinion.

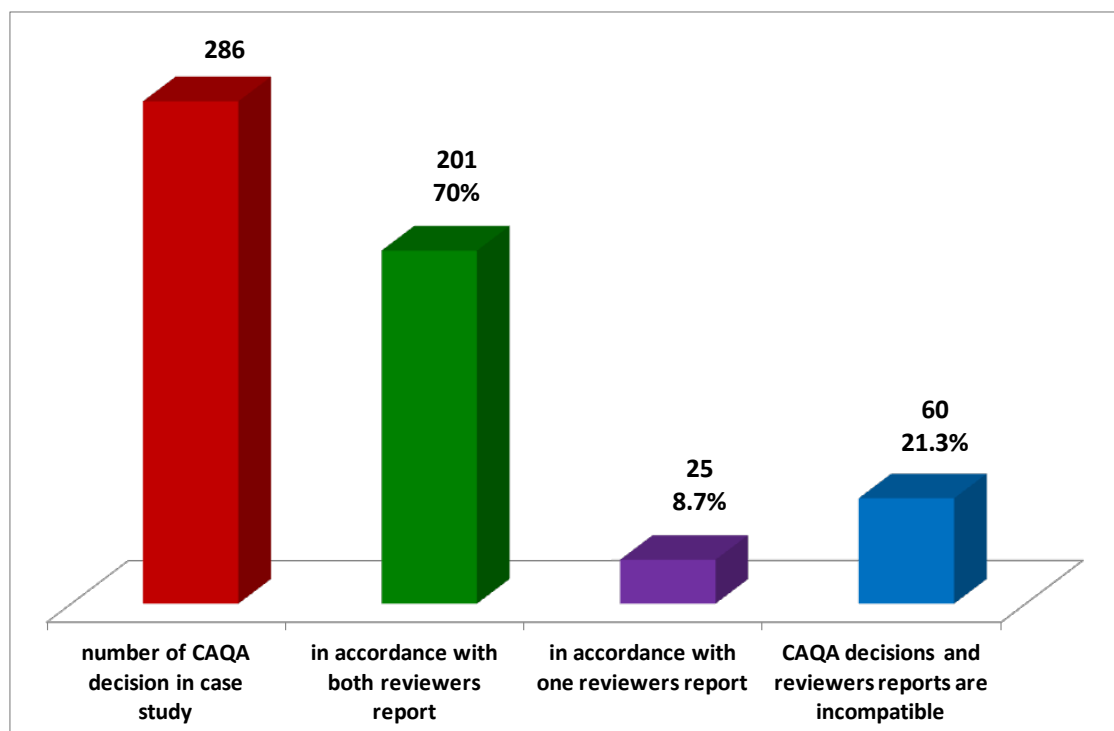


Chart 4. Case study on sub-commission and reviewer report agreement

2.6 Agency strategy for student participation

Enrolment of students in CAQA's teams in the accreditation process is not directly provided in the Law on Higher Education and their participation was limited only to the preparation of self-evaluation reports of HEIs. To improve mechanisms for quality control and in accordance with ESG standards and European good practice, CAQA initiated a change of regulations and procedures for accreditation and external evaluation of HEIs in 2010 ([ANNEX 6.2](#) and [ANNEX 7.2](#)) so that they now include students as partners in the process. Students are selected from the list of students nominated by the Student Conferences (SCONUS and SCOHS) and become members of CAQA's sub-commissions on site visits.

CAQA held 2 seminars in October 2010 and May 2011 to train students for the accreditation process and external quality assessment. As a result, a pool of 50 trained

students was made for the accreditation process and external evaluation. Since then, students have been involved in 55 site visits during the process of external evaluation of higher schools and contributed to the reports (published on the web-site).

CAQA is currently discussing changing the legal status regarding student involvement in external evaluation processes by including them as members in the study programme evaluation as well as members of the decision-making body.

2.7 Number of quality assessments conducted and the number of units evaluated

After adoption of Standards, Rules and Regulation for QA of both HEIs and study programmes in 2006, during 2007 CAQA organised 20 seminars to train around 700 reviewers (10%) of the academic community. Since then, the process of accreditation (first round of accreditation) of all HEIs and their study programmes has been completed in 9 cycles according to the plan adopted by CAQA. At the same time, external evaluation of HEIs started in parallel in 2011. HEIs that were accredited in the first cycle (2007) are now (2012) entering the process of re-accreditation (second round).

Using the method described above, CAQA has conducted since 2007 a total of 2233 quality assessments, of which 232 were accreditation requests of HEIs; 1947 accreditation requests of study programmes and 54 requests for external quality control of HEIs. Data on the annual number of the requests for the quality assessments in the period 2007-2011 are presented in Chart 5.

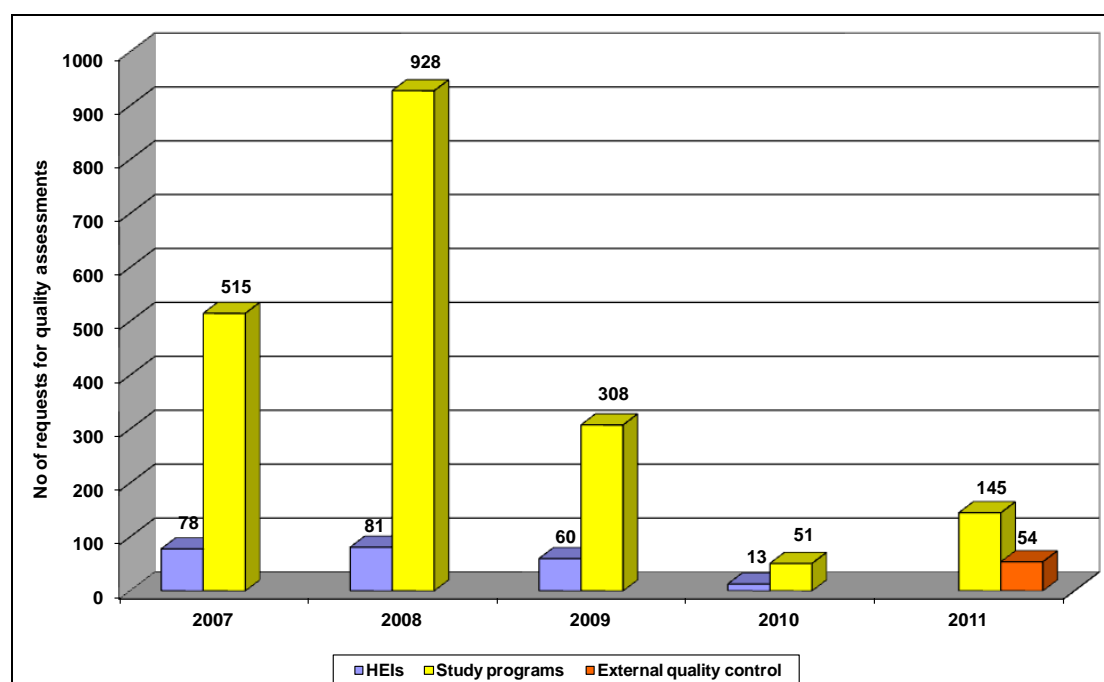


Chart 5. Number of requests for quality assessments in the period 2006-2011

Accreditation of HEIs

- 19 universities applied for accreditation (8 public and 11 private). Until December 2011, 8 public and 8 private universities were accredited and 3

were rejected. Accredited public universities cover 85% of the student population enrolling in the first year and 15% private.

- 117 faculties within universities have been accredited (85 public and 32 private)
- 69 higher schools have been accredited (47 public and 22 private)

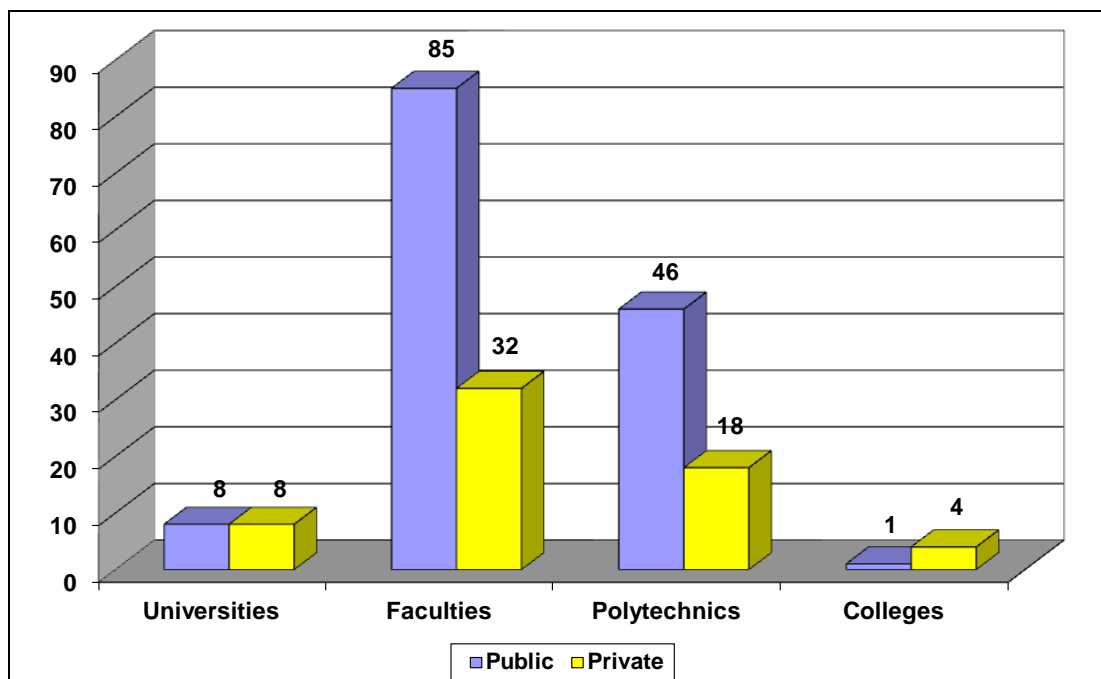


Chart 6. Number of accredited universities, polytechnics and colleges in the Republic of Serbia (2011)

Outcomes of the accreditation of faculties

86 public and 39 private faculties entered the accreditation process. According to the original accreditation decision, the outcomes were as follows:

Public: 58 accredited, 28 act of warning

Private: 6 accredited, 31 act of warning, 2 rejected

After the corrections requested in the Acts of warning:

Public : 85 accredited

Private: 23 accredited, 14 rejected

After appeals to the NCHE:

Private: 32 accredited, 3 rejected

Up to December 2011 one public and two private faculties are still under acts of warning and two private faculties have withdrawn applications.

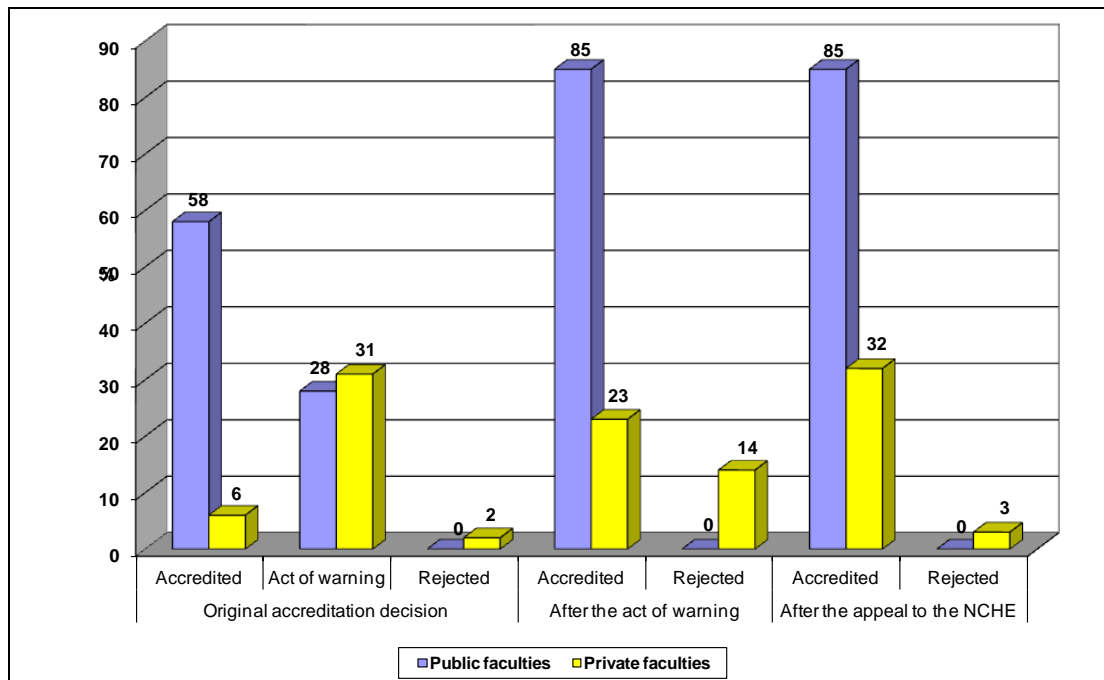


Chart 7. Outcomes of accreditation of faculties in the Republic of Serbia (2011)

Table 3. Number of accredited universities with legal status in the Republic of Serbia (2011)

Public universities	Number of faculties	Private universities*	Number of faculties
University of Belgrade	31	Singidunum University	5
University of Arts in Belgrade	4	Megatrend University	10
University of Novi Sad	14	Privredna Akademija University	4
University of Niš	13	Educons University	1
University of Kragujevac	11	Metropolitan	1
University of Priština	10	Union "Nikola Tesla" University	integrated
University of Defence	2	European University	3
University of Novi Pazar	integrated	Union University	4
Total	85		28

* An additional 4 accredited faculties belong to the private university Alpha which is in the process of appeal to the negative decision for accreditation of the institution.

Accreditation of study programmes

Until December 2011, in all accredited universities 1.205 study programmes were accredited for the enrolment of 65,607 students, of which public universities had 1040 study programmes for 55,934 students and private universities had 165 study programmes for 9,673 students

In accredited higher schools, 348 (299 in public and 49 in private schools) study programmes were accredited for 23,885 (19,976 in public and 3,909 in private schools) students.

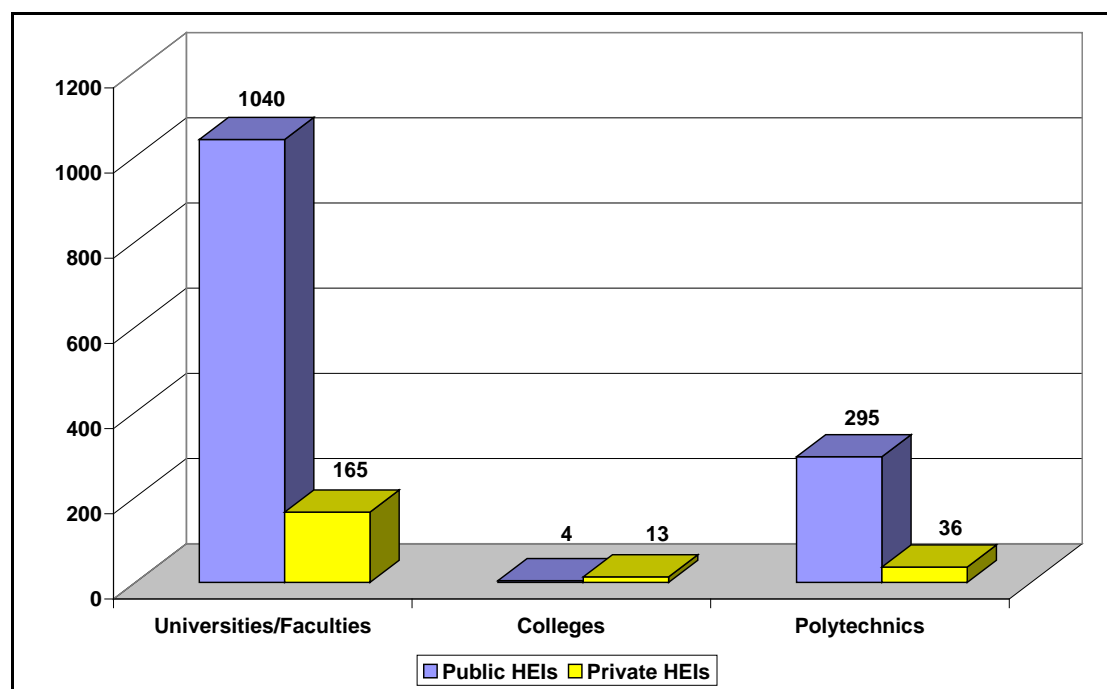


Chart 8. Number of accredited programmes at HEIs in the Republic of Serbia (2011)

Outcomes of the accreditation of study programmes at faculties

1093 study programmes from public and 243 from private faculties entered the accreditation process. According to the original accreditation decision, the outcomes were as follows :

Public: 700 accredited, 393 act of warning

Private: 61 accredited, 165 act of warning, 17 rejected

After the amendments requested in acts of warning:

Public: 1036 accredited, 17 rejected

Private: 135 accredited, 101 rejected

After the appeals to the NCHE

Public: 1040 accredited, 13 rejected

Private: 165 accredited, 71 rejected

Up to December 2011, 40 study programmes at public and seven at private faculties

are still under acts of warning.

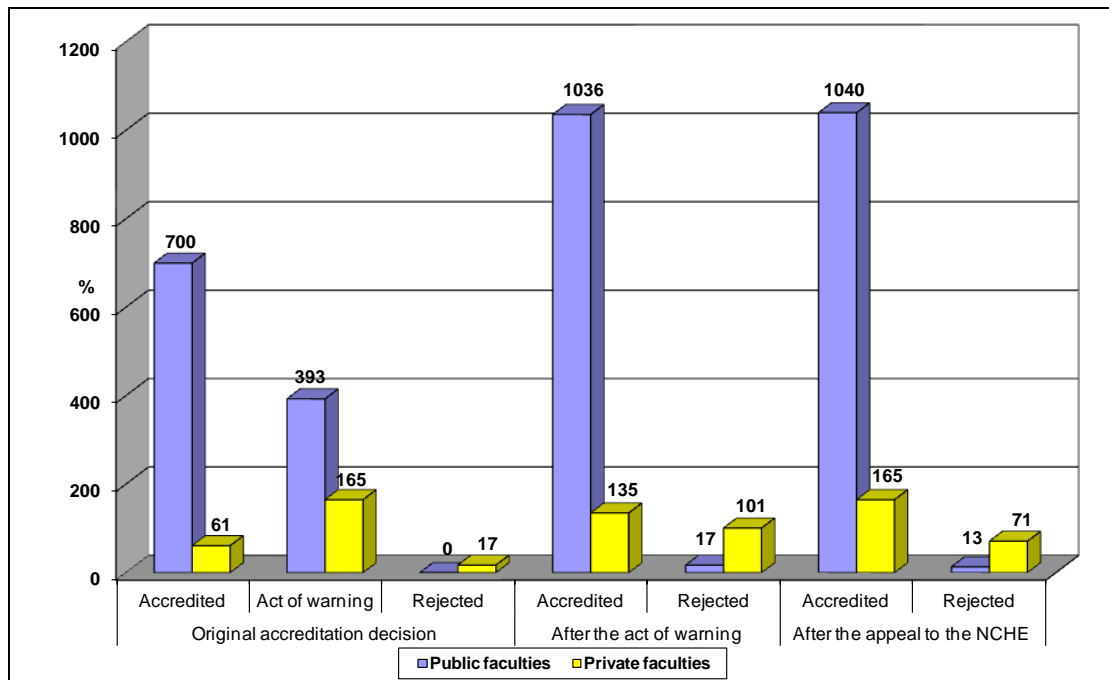


Chart 9. Outcomes of study programme accreditation at public and private faculties in the Republic of Serbia (2011)

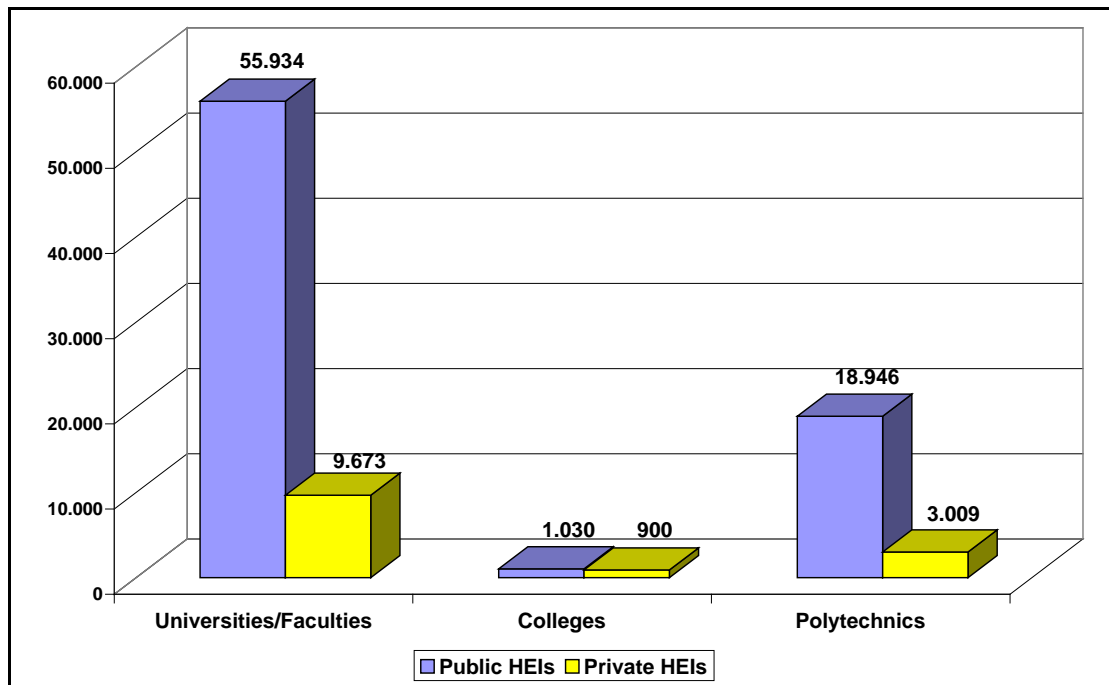


Chart 10. Number of students in accredited HEIs in the Republic of Serbia (2011)

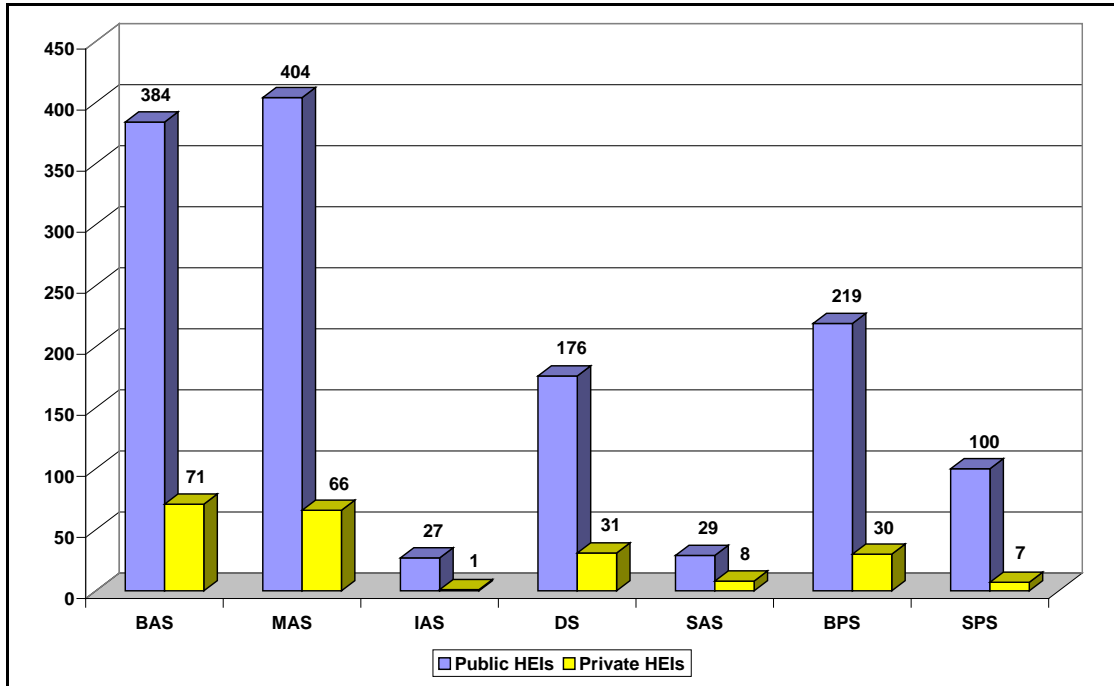


Chart 11. Number of accredited study programmes of different level and HEI type in the Republic of Serbia (2011)

BAS – Basic academic studies, MAS – Master academic studies, IAS – Integrated academic studies, DS – Doctorate studies, SAS – Specialist academic studies, BPS – Basic professional studies, SPS – Specialist professional studies

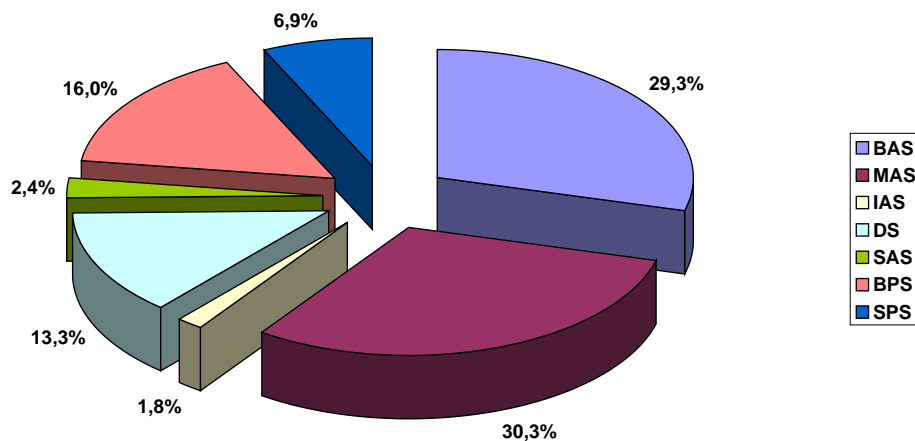


Chart 12. Percentages of accredited study programmes of different levels at all HEIs in the Republic of Serbia (2011)

BAS – Basic academic studies, MAS – Master academic studies, IAS – Integrated academic studies, DS – Doctoral studies, SAS – Specialist academic studies, BPS – Basic professional studies, SPS – Specialist professional studies

The highest percentage of students enrolled in the first year of study were in Basic

academic studies (35.5% in public and 8.8% in private HEIs). The percentage of students enrolled in the first year of Master academic studies was 21.4% (19.1% in public and 2.3% in private HEIs).

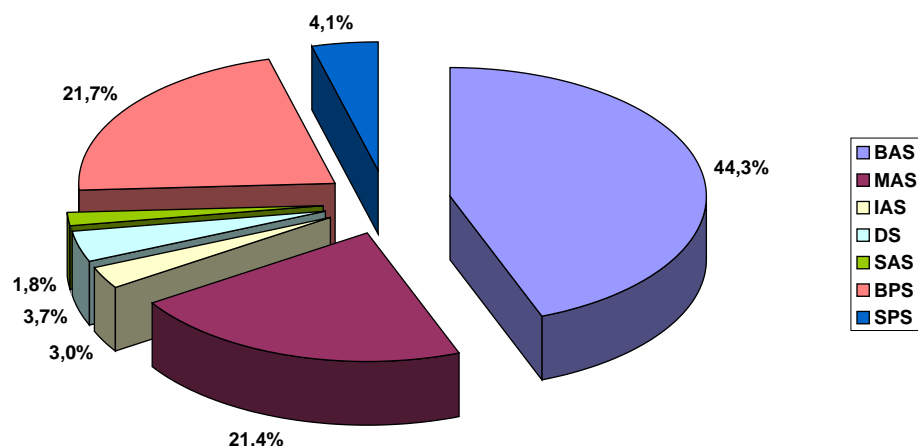


Chart 13. Percentages of students attending particular study programme types at HEIs in the Republic of Serbia (2011)

BAS – Basic academic studies, MAS – Master academic studies, IAS – Integrated academic studies, DS – Doctorate studies, SAS – Specialist academic studies, BPS – Basic professional studies, SPS – Specialist professional studies

The largest number of accredited programmes was in the field of TTS (technical and technological sciences), with 34.6% in public and 2.2% in private HEIs. In the field of HHS (humanities and social sciences), 25.4% programmes were accredited in public as well as 9.1% programmes in private HEIs.

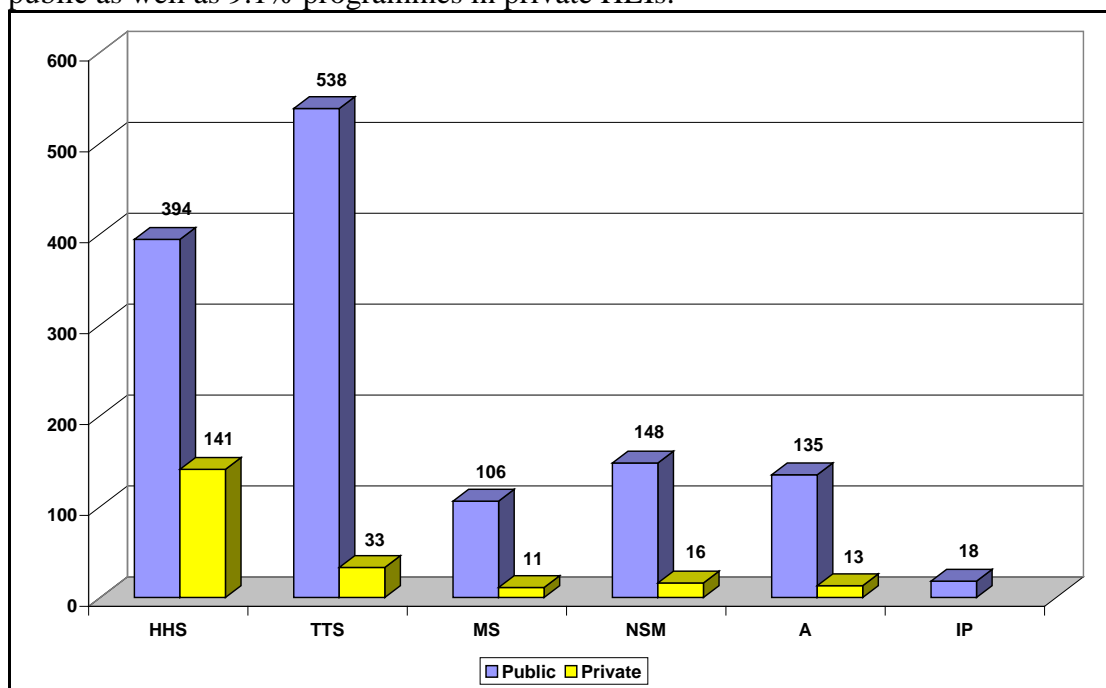


Chart 14. Number of study programmes in different scientific/artistic fields and HEI type in the Republic of Serbia (2011)

HHS – Humanities and Social Sciences, TTS – Technical and Technological

Sciences, MS – Medical Sciences, NSM – Natural Sciences and Mathematics, A – Arts, IP – Interdisciplinary Programmes

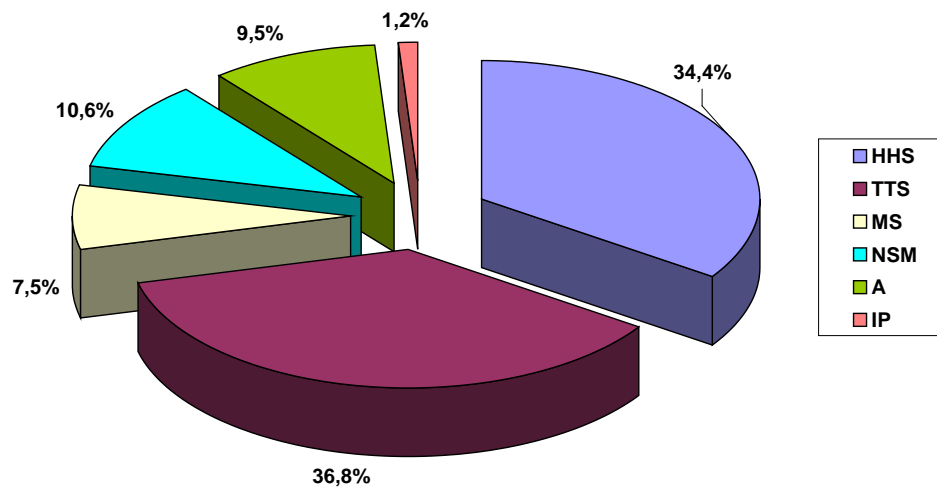


Chart 15. Percentages of study programmes in different scientific/artistic fields in all HEIs in the Republic of Serbia (2011)

HHS – Humanities and Social Sciences, TTS – technical and Technological Sciences, MS – Medical Sciences, NSM – Natural Sciences and Mathematics, A – Arts, IP – Interdisciplinary Programmes

External Quality Control of the HEIs

In 2011, 54 higher schools of professional studies entered the process of external evaluation. CAQA formed sub-commissions for site visits and appointed referees for the analysis of self-evaluation reports. By April 2012, 33 external quality control reports have been adopted and published.

3 EVALUATION METHOD APPLIED BY THE AGENCY

Before submitting a request for external evaluation, HEIs have an opportunity to get advice, recommendations and instructions during the process of preparing the documentation for accreditation either during short briefing sessions or at seminars organized by CAQA as described in chapter 2.4. Each external evaluation process has a number of steps defined according to the Rules on standards and procedures for accreditation or external quality control, including the relevant standards ([ANNEX 6.1](#) and [ANNEX 7.1](#)).

In the process of accreditation of HEIs and external quality control of HEIs it is necessary that HEIs prepare a self-evaluation report according to a separate set of standards ([ANNEX 8](#)). CAQA has created and published Guidelines for HEIs on how to prepare the self-evaluation report ([ANNEX 13](#)), and put it on the web-site (www.kapk.org). Guidelines for the preparation of self-evaluation reports have the following parts: Legal background of the evaluation process in which the procedure is described; List of self-evaluation standards; Instructions for SWOT analysis; Description of every standard with the instructions on how it should be presented (implemented); List of indicators and documents that support the fulfilment of every standard. Within each standard there are several criteria that should be assessed. For example, in the evaluation of the teaching process in a particular HEI, the evaluator should examine: objectives of the study programme and its harmonization with learning outcomes; teaching and learning methods; factors enabling achievement of learning outcomes; the system of grading based on the measurement of learning outcomes; adjustment of ECTS workload to learning activities required for the achievement of expected learning outcomes; procedures of monitoring the quality of the study programme; feedback information from the employers about graduates and their competences; competences of the teachers and associates; quality of teaching facilities and learning environment; quality and quantity of textbooks, scripts, material in electronic format, etc. Standard descriptions are presented in [ANNEX 6.1](#), [ANNEX 7.1](#), and [ANNEX 8](#), provided on the CAQA web-site and published in the book Accreditation in higher education.

3.1 Accreditation of study programmes

The accreditation process has the following steps according to the procedure defined by Rules on standards and procedures for accreditation of HEIs and study programmes, including 3 groups of standards for accrediting study programmes of the 1st and 2nd levels, doctoral studies and doctoral studies in arts ([ANNEX 6.1](#)):

STEP 1 Accreditation request

Submission of the request by an HEI has to be on a particular form ([ANNEX 10.1](#)) and has to follow the Guidelines for preparation of documentation for accreditation of study programmes ([ANNEX 11.1](#)). Within the documentation, an HEI has to present

some of its characteristics (number of ECTS and contact hours of every course, number and workload of teaching staff, number of square meters for teaching etc.) by using an e-form for the acquisition of quantitative data on the HEI ([ANNEX 10.3](#)). Upon acceptance of the accreditation request, administrative officers classify the material and forward it to a particular sub-commission depending on the scientific field marked in the application.

STEP 2 Sub-commission formation

A sub-commission consists of 3 CAQA members from a particular scientific/artistic field. Members of the sub-commission are not from the HEI that is the subject of the evaluation. The sub-commission, according to the LoHE Article 14, suggests and CAQA elects 2 reviewers from the pool of trained reviewers (teachers), ensuring that they are not from the HEI being evaluated, who have 2 months to complete their reviews. In the case of accreditation of the study programme of doctoral studies CAQA can elect reviewers from the institutes. CAQA takes care about protecting their anonymity. Information on reviewers was given in chapter 2.5.

Administrative officers communicate with reviewers, prepare contracts, and send them the documentation submitted by HEIs.

STEP 3 Reviewers' reports

The reviewers' task is to examine requests for accreditation of study programmes of the 1st and 2nd levels and for doctoral studies according to the instructions for reviewers ([ANNEX 15](#)) as explained in chapter 2.5. In the case of accreditation of a study programme for distance learning, CAQA appoints a third reviewer to evaluate the aspects of distance learning. In the report presented on the relevant form ([ANNEX 17.1](#)), they make their evaluation by both elaborating and grading the level of fulfilment of every standard. Each reviewer submits his/her own report.

Administrative officers are in charge of receiving reviewer's reports. All relevant documentation and reports are then given to the sub-commission for further processing.

STEP 4 Sub-commission report

After analysing reviewers' reports and having an insight into the documentation, the sub-commission prepares a report for a CAQA meeting. This consists of the review on marks and comments given by reviewers for every standard, description of the fulfillment of every standard and recommendation for the accreditation decision ([ANNEX 18.1](#)). The decision on accreditation/act of warning/rejection of a study programme (written by members of the sub-commission) is typically around 4 pages. Its structure follows standards of accreditation of study programmes (standards 1-12 presented in [ANNEX 6.1](#)).

STEP 5 Decision making process and outcomes

Members of the sub-commission present the report at a CAQA meeting and it undergoes analysis and discussion, especially if reviewers' evaluations differ. Very often documentation is then presented and analysed at the meeting. After that, CAQA members

either accept or change the decision recommended by the sub-commission. CAQA members from the institution under evaluation are not present at the time of decision-making, which is done by voting. The decision for all 3 types of outcomes (accreditation, warning and rejection) contains a description of the fulfilment of every accreditation standard with special emphasis on the curriculum and teachers' competences ([ANNEX 19.1](#)).

In the case of a positive outcome, when a study programme completely fulfils the requirements for all standards, CAQA issues a *Decision on accreditation* with a detailed description of the fulfilment of every accreditation standard ([ANNEX 19.1](#)) and a *Certificate of accreditation* ([ANNEX 20.1](#)). In the case of partial fulfilment of the accreditation standards an HEI gets an *Act of warning* which contains the decision with a detailed description of the extent of fulfilment of every accreditation standard ([ANNEX 19.2](#)) with precise instructions for overcoming shortcomings. When a study programme does not adequately fulfill requirements of the accreditation standards an HEI gets a *Decision on rejection* with a detailed description of the extent of fulfilment of every accreditation standard ([ANNEX 19.3](#)).

STEP 6 Appeal procedure

The appeal procedure may take place in the case of a negative decision (decision on rejection) a request for accrediting a study programme. In the case of rejection, an HEI can make an appeal to the NCHE within a maximum of 30 days after receiving the decision, according to the LoHE Article 16 and Rules on standards and procedures for accreditation of HEIs and study programmes ([ANNEX 6.1](#)). In this appeal document, an HEI has an opportunity to express opinions about the evaluation outcome. In the case of a conditional decision (act of warning), the HEI under evaluation has an opportunity to comment on and to question the decision. Comments have to be given in a written form to CAQA. If necessary, before that, an opportunity is provided for HEI representatives to directly communicate with the CAQA sub-commission members for additional clarification.

STEP 7 Follow-up procedure

There is a follow-up procedure in place during in which communication between an HEI and CAQA occurs. This is particularly the case for of an Act of warning when an HEI has to improve, when it gets advice and instructions on how to do it from CAQA members.

3.2 Accreditation of HEIs

The accreditation process has the following steps according to the procedure defined by Rules on standards and procedures for accreditation of HEIs and study programmes, including standards for accreditation of HEIs ([ANNEX 6.1](#)) as well as Rules and regulations of standards for self-evaluation and quality assessment of HEIs including standards for self-evaluation ([ANNEX 8](#)).

STEP 1 Accreditation request

Submission of the request by an HEI has to be on a particular form ([ANNEX 10.1](#))

and has to follow the Guidelines for preparation of documentation for accreditation of HEIs ([ANNEX 12](#)). Within the documentation, an HEI has to present a self-evaluation report according to the Guidelines for preparing a self-evaluation report ([ANNEX 13](#)) as well as presenting HEI characteristics by using an e-form for quantitative data on the HEI, as also required for accreditation of study programmes ([ANNEX 10.3](#)).

Upon acceptance of the accreditation request, administrative officers classify the material and forward it to particular sub-commissions depending on the scientific/artistic fields marked in the application.

STEP 2 Sub-commission formation

A sub-commission of 3 CAQA members is formed using criteria and procedures identical to those described in STEP 2 for accreditation of study programmes (page 44). It consists of 3 CAQA members from artistic/scientific field of an application. Members of the sub-commission are not from the HEI that is the subject of evaluation. The sub-commission, according to the LoHE Article 14, suggests and CAQA elects reviewers for an HEI evaluation (2 for faculty and 3 in case of university) and also 2 reviewers for every study programme from the pool of trained reviewers taking in account that they should not be from the HEI that is an object of the evaluation who have 2 months to complete the reviews. CAQA takes care about them being anonymous. Details on reviewers are in the chapter 2.5. Administrative officers communicate with reviewers, prepare contracts, send them the documentation submitted by HEIs.

STEP 3 Reviewers' reports

The reviewers' task is to examine requests for accreditation of HEIs according to the instructions for reviewers ([ANNEX 15](#)). Each reviewer analyzes the documentation accompanying the self-evaluation report submitted by the HEI and assesses the fulfilment of the standards, to identify which standards are fulfilled completely, which partially, and those that have not been fulfilled; which areas of work of an HEI satisfy the quality indicators, which areas are partially satisfied, as well as those which are unsatisfactory. As explained in chapter 2.5, every standard is evaluated independently by each reviewer by both elaborating and grading, in the relevant form ([ANNEX 17.2](#)).

Administrative officers are in charge of receiving reviewers' reports. All relevant documentation and reports are then given to the sub-commission for further processing.

STEP 4 Site visit

After receiving reviewers' reports CAQA forms a team of experts for the site visit consisting of at least 2 CAQA members and one student delegated by SCONUS (in the case of a university) or SCOHS (in the case of a higher school). Changes of Rules and regulations to allow representatives of the labour market to take part in site visits are in the process of acceptance. In the process of planning the site-visit, CAQA communicates with the particular HEI. A site visit follows a predefined protocol ([ANNEX 16.1](#)). During a site visit the sub-commission interviews representatives of

different groups in the HEI: management, teaching staff (coordinators of the study programmes), non-teaching staff, students and the HEI's team for self-evaluation and has a tour of the institution to see the space and facilities for teaching, research, administration, library, student services, student activities (clubs), etc ([ANNEX 16.2](#)). A site visit lasts approx. 4 hours. In the first round of accreditations all institutions were accredited at the same time as their study programmes, and thus there was no need for separate site visits regarding study programmes - something that is currently under discussion to be changed. Members of the CAQA team create the site-visit report ([ANNEX 16.3](#)).

STEP 5 Sub-commission report

After analysing reviewer's and site-visit reports and having an insight into the documentation as well as into the situation on the spot during the site visit, the sub-commission prepares a report for a CAQA meeting. This report consists of the review on gradings and comments given by reviewers for every standard (as described in step 4 for accreditation of study programmes), description of the fulfilment of every standard and recommendation for the accreditation decision. The evaluation report for the purpose of accreditation of an HEI is part of the Decision on accreditation/rejection/Act of warning ([ANNEX 18.2](#)). Its structure follows the standards of accreditation of HEIs (standards 1-14 presented in Annex 6.1.). Its length is on average 5 pages. However, each HEI's study programmes are separately evaluated by 2 reviewers (as described in step 2 of accreditation of study programmes) and the Decision on accreditation/rejection/Act of warning of study programmes (written by members of the sub-commission) is on average 4 pages long. Therefore, the total length of decisions for accreditation of an HEI with 10 programmes would be typically 45 pages.

STEP 6 Decision-making process and outcomes

Members of the sub-commission present the report at a CAQA meeting and it undergoes analysis and discussion, especially if reviewers' evaluations differ. Very often documentation is then presented and analysed at the meeting. After that CAQA members either accept or change the decision recommended by the sub-commission. CAQA members from the institution under evaluation are not present at the moment of decision-making, made by voting. The decision contains a description of the fulfilment of every accreditation standard with special emphasis on the quality of studies, quality of teaching staff and premises and equipment. In the case of an Act of warning, CAQA gives precise instructions to the HEI on how to improve shortcomings and documentation. A negative decision (rejection or Act of warning) on accreditation is clearly explained and is subject to an appeal procedure. Examples of the 3 accreditation outcomes are presented in [ANNEX 19.1](#).

Outcomes of the accreditation are *Decision on accreditation* and *Certificate of accreditation* (when the HEI fulfills the requirements of all standards), *Act of warning* (when an HEI partially fulfills requirements of standards) and *Decision on rejection* (when an HEI does not sufficiently fulfill requirements of standards), as described above for accreditation of study programmes and in chapter 2.1.

STEP 7 Appeal procedure

The appeal procedure may take place in the case of a negative CAQA decision on the request for accreditation of an HEI. In the case of rejection, an HEI can appeal to the NCHE within a maximum of 30 days after receiving the decision, according to the LoHE Article 16 and Rules on standards and procedures for accreditation of HEIs and study programmes ([ANNEX 6.1](#)). In this appeal document, an HEI has an opportunity to express opinions about evaluation outcomes. In the case of a conditional decision (act of warning) the HEI under evaluation has an opportunity to comment on and to question the decision. Comments have to be given in a written form to CAQA. If necessary, before that, opportunity is provided for HEI representatives to directly communicate with the CAQA sub-commission members for additional clarification.

STEP 8 Follow-up procedure

As in the case of accreditation of the study programme, in the accreditation of HEIs, CAQA performs follow-up activities to help improve an HEI in the case of partial fulfillment of standards. This is a regular activity after an Act of warning. In long-term follow-up for institutional accreditation, external quality control of an HEI takes place between 2 accreditation rounds.

3.3 External quality control of HEIs

In the process of external quality control (which takes place between 2 accreditation cycles), evaluators compare overall achievements of an HEI with the results shown in the previous period. In this evaluation process, many indicators are used within every standard ([ANNEX 7.1](#)). For example, indicators to evaluate a study programme are: student drop-out rate, percentage of graduated students related to the number of admitted students, average duration of studies, opinion of graduates about the quality of the study programme and achieved learning outcomes, satisfaction of employers with the qualifications of graduates, achievements of the graduates in later professional development etc. Descriptions of standards are published on the website.

The process of external quality control of HEIs has the following steps according to the procedure defined by Rules on standards and procedures for external quality control of HEIs, including [standards for external quality control of HEIs \(ANNEX 7.1\)](#) as well as Rules and regulations of standards for self-evaluation and quality assessment of HEIs, including [standards for self-evaluation \(ANNEX 8\)](#):

STEP 1 Request for external quality control of HEIs

For external evaluation of an HEI, the institution has to prepare a self-evaluation report according to the Guidelines for preparation of self-evaluation reports ([ANNEX 13](#)) as part of the application documentation required for external evaluation ([ANNEX 10.2](#)), with the list of necessary documents ([ANNEX 14](#)).

The report on self-evaluation should be structured to reflect the standards of self-evaluation and assessment of quality of HEIs (standards 1-14). It is necessary for the

following aspects to be individually considered in the self-evaluation report:

- Description of the current situation;
- Analysis and assessment of the current situation in view of the previously-defined goals, demands, and expectations;
- Analysis of the weak and strong points of the HEI together with external factors that could either positively or negatively influence the activity of an organization (SWOT)
- Suggestions for measures and activities to be undertaken for the purpose of quality improvement in the HEI.

STEP 2 Sub-commission formation

A sub-commission consists of 2 CAQA members from a particular scientific/artistic field. Members of the sub-commission are not from the HEI that is the subject of the evaluation. According to the LoHE Article 14, the sub-commission suggests and CAQA elects 2 reviewers from the pool of trained reviewers from the relevant scientific/artistic field taking into account that they should not be from the HEI that is the subject of the evaluation who have 2 months to complete the reviews CAQA ensures that reviewers remain anonymous. Details on reviewers are in chapter 2.5.

Administrative officers communicate with reviewers, prepare contracts, and send them the documentation submitted by HEIs.

STEP 3 Reviewers' reports

Each reviewer analyzes the documentation accompanying the report on self-evaluation submitted by the HEI and assesses the fulfilment of the standards, identifying those standards which are fulfilled completely or partially, and those that have not been fulfilled. Reviewers also identify which areas of work of an HEI satisfy the quality indicators, which areas are partially satisfied, as well as those which are unsatisfactory. A reviewer submits his/her report concerning the analysis to the Commission on the relevant form ([ANNEX 17.3](#)). In the case of external quality control, reviewers state the following in their report: the way the strategy helps in positioning the HEI in its academic, social, and economic surroundings; whether the HEI submitted its action plan for realization of its strategy; whether the HEI has at its disposal the resources to support the long-term realization of its goals.

STEP 4 Site visit

After receiving reviewers' reports CAQA forms a team of experts for the site visit, consisting of at least 2 CAQA members and one student delegated by SCONUS (in the case of a university) or SCOHS (in the case of a higher school). In planning the site-visit, CAQA communicates with the particular HEI. Preparation of the site visit has several steps. The members of the external expert group (sub-commission including a student) get the reviewer reports and documentation about institution from the CAQA office, to prepare for a sub-commission meeting before the visit. At the sub-commission meeting, the members exchange views on the HEI based upon the documents presented and prepare additional questions for interviews. The site visit follows a defined protocol ([ANNEX 16.1](#)). During the site visit, the CAQA team interviews representatives of different groups in the HEI: management, teaching staff,

non-teaching staff, students and the HEI's team for self-evaluation, and has a tour of the institution to see the space and facilities for teaching, research, administration, library, student services, student activities (clubs), etc ([ANNEX 16.2](#)). Site visits last approx. 4 hours. Every member of the evaluation team makes his/her own notes during the meetings that serve as a basis for creating his/her own report on the site visit which is then incorporated into a sub-commission report from the site visit ([ANNEX 16.3](#)). After a site visit, the sub-commission meets again to prepare the draft report.

STEP 5 Sub-commission report

The sub-commission's draft evaluation report for external quality control is structured in the same way as the self-evaluation report. It consists of a resume for each evaluation subject, from the declarations and assessments, as well as clearly-stated recommendations.

The report aims to establish the degree to which HEIs realize their mission regarding the delivery of education, as well as to provide an appropriate level of quality of study programmes offered to the students, enabling the students to achieve their individual educational goals. The questions that should be answered in the report are:

- what is the HEI doing and what does the HEI want to do (mission and vision of HEI)
- in what way is the HEI doing that (implementation programme of the HEI)
- in what way does the HEI confirm that it does what it should be doing (evaluation process of HEI)
- in what way does an HEI plan to change itself to improve its own work/function (strategic planning of HEI)

STEP 6 Decision-making process and outcomes

Members of the sub-commission present the report at a CAQA meeting and it undergoes analysis and discussion. After that, CAQA members either accept or change the draft report recommended by the sub-commission. Any CAQA members from the institution under evaluation are not present at the time of decision-making, taken by voting.

Reports on external evaluations have a specified format ([ANNEX 21](#)) with the following chapters: Introduction, evaluation of the internal quality assurance system in an HEI; procedure of the external evaluation; study programme; teaching process; research/professional or artistic activities; mobility and international cooperation; teachers and associates; students; textbooks, literature, library and IT resources; management, administration, student services and finances; continual quality assessment and self-evaluation, conclusions and recommendations where suggestion is made on the measures and activities to be undertaken for the purpose of quality improvement of the HEI as a whole. A CAQA external quality control report of a HEI would typically be about 20 pages, undersigned by all sub-commission members (differences in opinions are possible).

STEP 7 Follow-up procedure

In the process of external evaluation, HEIs may not comment on the draft report, and

although they may comment on the adopted document, there is no formal appeal procedure. Nevertheless, follow-up activities may occur through contacts between CAQA members and HEI representatives to help improve some aspects of the HEI and to make the next accreditation more certain.

4 COMPLIANCE WITH THE EUROPEAN STANDARDS AND GUIDELINES

4.1 ESG 3.1. Use of external quality assurance procedures for higher education

STANDARD:

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

GUIDELINES:

The standards for external quality assurance contained in Part 2 provide a valuable basis for the external quality assessment process. The standards reflect best practices and experiences gained through the development of external quality assurance in Europe since the early 1990s. It is therefore important that these standards are integrated into the processes applied by external quality assurance agencies towards the higher education institutions.

The standards for external quality assurance should together with the standards for external quality assurance agencies constitute the basis for professional and credible external quality assurance of higher education institutions.

CAQA COMPLIANCE

CAQA processes and procedures for external quality assurance for an HEI are in full compliance with ESG elaborated in sections 4.1.1. – 4.1.8.

4.1.1 ESG 2.1. Use of internal quality assurance procedures

STANDARD:

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

GUIDELINES:

The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met.

If higher education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

CAQA COMPLIANCE

CAQA external quality assurance procedures take into account the effectiveness of the internal quality assurance processes described in ESG Part 1. As described in chapter 1.1.5., HEIs in Serbia have their own internal QA procedures such as SWOT analysis, analysis of student questionnaires, periodic creation of a self-evaluation report based upon a defined set of 14 standards. All this is taken into account for both types of institutional external evaluations: accreditation of HEIs and external quality control of HEIs, as there are separate standards describing the fulfilment of the QA system in an HEI: accreditation standard no. 12 (internal mechanisms of QA) and standard 1 (reliance on the results of self-evaluation of an HEI). An outcome of the process of external quality control of HEIs is an evaluation report which elaborates detailed fulfilment of the 14 standards for self-evaluation.

4.1.2 ESG 2.2. Development of external quality assurance processes

STANDARD:

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

GUIDELINES:

In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including higher education institutions. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used.

As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of higher education institutions.

CAQA COMPLIANCE

As explained in chapter 1.2., CAQA developed external quality assurance processes and procedures (2006) and created a pool of external experts (reviewers) before the start of implementation (2007). Chapter 2.1 describes the methodological scope of the agency by giving an overview of the evaluation processes (Accreditation of study programmes, Accreditation of HEIs and External quality control of HEIs), accompanying documents, procedures, resources and internal QA mechanisms enabling those processes, listed in Table 2.

CAQA methodology for implementing the 3 types of external evaluation is described in chapter 3.

4.1.3 ESG 2.3. Criteria for decisions

STANDARD:

Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

GUIDELINES:

Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner.

Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

CAQA COMPLIANCE

CAQA developed criteria for decisions in 2006, after public discussion, in the form of 6 sets of standards with a number of quality indicators within each standard, as well as accompanying rules and regulations on accreditation/external quality control standards and procedures, guidelines and instructions for reviewers and for HEIs, all presented in chapter 1.2.2. All standards, rules and regulations are published in the book: Accreditation in Higher Education and publicised on the web-site (www.kapk.org).

4.1.4 ESG 2.4. Processes fit for purpose

STANDARD:

All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

GUIDELINES:

Quality assurance agencies within the EHEA undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes.

Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the European dimension to quality assurance. Amongst these elements the following are particularly noteworthy: insistence that the experts undertaking the external quality assurance activity

- have appropriate skills and are competent to perform their task;*
- the exercise of care in the selection of experts;*
- the provision of appropriate briefing or training for experts;*
- the use of international experts;*
- participation of students;*
- ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;*
- the use of the self-evaluation/site visit/draft report/published report/follow-up model of review;*
- recognition of the importance of institutional improvement and enhancement*

- *policies as a fundamental element in the assurance of quality.*

CAQA COMPLIANCE

All external quality assurance processes that CAQA undertakes are designed specifically to ensure their fitness to achieve the aims and objectives set for them. As explained in chapter 2.1 the aims and objectives of these processes are:

- Accreditation as a periodical activity by CAQA in which CAQA decides if threshold criteria are met for the accreditation of either an institution or study programme. The process results in issuing a decision and certificate of accreditation, act of warning or decision on rejection that serve for obtaining or not obtaining an operating licence.
- External quality control, which is also a periodic activity of CAQA and which represents auditing a set of activities based upon a self-evaluation report done by HEIs, completed by a report. Focus in the evaluation process of this type is enhancement of the quality system of HEIs.

Development of such a complex QA system arose because at the beginning of implementing external evaluation (2007) none of the HEIs had a licence based upon quality control and at the same time a large number of private institutions were founded. This is why the accreditation process had to be implemented first, and now, when the majority of HEIs have been accredited, their external quality control represents a check of the quality of their performances. Steps and procedures for these processes differ to fit their purpose, as described in chapter 3. However, some common features are: an independent decision-making process done by competent professionals, regular trainings of reviewers, use of trained reviewers (unfortunately only national at present), participation of students, use of a self-evaluation report as the basis of institutional evaluation, etc. CAQA has already undertaken steps to overcome the lack of international reviewers by changing rules and regulations to strengthen the need for their involvement (as already done for students and employers) and by introducing regional experts. The lack of a site visit and self-evaluation report in the process of accrediting study programmes is because in the majority of accreditations, study programmes were evaluated at the same time as the HEI accreditation and a site visit and institutional self-evaluation report were used for both evaluations.

4.1.5 ESG 2.5. Reporting

STANDARD:

Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

GUIDELINES:

In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers. Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

CAQA COMPLIANCE

All types of evaluation report that CAQA produces are structured to cover description, analysis (including relevant evidence), and recommendations but they differ to some extent regarding the process, as described in detail in chapter 3.

The evaluation report for external quality control of an HEI is structured in the same way as the self-evaluation report. It consists of a resume for each evaluation subject, as well as clearly-stated recommendations. Its length is typically about 20 pages. The evaluation report for the purpose of accreditation of an HEI is a part of the Decision on accreditation/act of warning/rejection. Its structure follows standards of accreditation of HEIs (standards 1-13). Its length is on average 5 pages. Decision on accreditation/rejection of the study programme is on average 4 pages long. Its structure follows standards of accreditation of study programmes (standards 1-12). Therefore, the total length of decisions for accreditation of HEI with 10 programmes is 46 pages.

Publicising reports has just started to be a routine CAQA activity: all reports on external quality control of HEIs done so far are on the web-site, while only a list of accreditation decisions is published on the web site as a guide for students. CAQA has decided to publish all accreditation decisions in full text for the next accreditation round.

4.1.6 ESG 2.6. Follow-up procedures

STANDARD:

Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

GUIDELINES:

Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further

meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

CAQA COMPLIANCE

Every CAQA evaluation report contains recommendations for improvements and many diverse activities and communications between HEIs and CAQA take place after the evaluation process. A report on external evaluation contains a detailed elaboration of any institutional shortcomings and recommendations for their alleviation. Follow-up activities take place through contacts between CAQA members and HEI representatives to help improve aspects of an HEI and to make a subsequent accreditation more certain. In the case of a conditional decision on accreditation of either an HEI or study programme, the HEI gets an Act of warning which contains comments on fulfilment of all standards and shortcomings in the fulfilment of some of them. The HEI has up to 6 months to make improvements and respond, during which time it can communicate with the CAQA. However, CAQA does not yet have defined follow-up procedures with an action plan for its evaluations. This aspect of the evaluation process will be addressed by CAQA in the future.

4.1.7 ESG 2.7. Periodic reviews

STANDARD:

External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

GUIDELINES:

Quality assurance is not a static but a dynamic process. It should be continuous and not “once in a lifetime”. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically renewed. Subsequent external reviews should take into account progress that has been made since the previous event.

The process to be used in all external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

CAQA COMPLIANCE

External quality assurance of institutions and programmes is undertaken on a cyclical basis by CAQA: accreditation every 5 years, external quality control in 5-8 years, between 2 accreditation rounds. The length of the cycle and the review procedures to be used are clearly defined and published in advance. Many briefing activities for HEIs are organized by CAQA to help them prepare documentation for the evaluation process, and these briefings take place about 6 months before the evaluation starts. The processes to be used for all CAQA evaluations are clearly defined and published, as described in chapters 2 and 3. CAQA has completed the first round of accreditation of all HEIs and is now in the phase of performing external quality control of HEIs and preparing for the second round of accreditations.

4.1.8 ESG 2.8. System-wide analyses

STANDARD:

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments, etc.

GUIDELINES:

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole higher education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

CAQA COMPLIANCE

CAQA produces Annual Reports of activities in which are presented key findings from the evaluations and analysis of the accreditation outcomes. Some aspects of development of the QA system, analysis of stakeholder involvement in QA, impact of implementing the QA system by accreditation, etc. were presented at various conferences and in publications (listed at the end of this document). As the first round of accreditation has been completed, CAQA plans to create a document that will provide a system-wide analysis of the state of Serbian HE after 10 years of implementing the Bologna principles and 5 years of implementing a QA system according to ESG.

4.2 ESG 3.2. Official status

STANDARD:

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

CAQA COMPLIANCE

The foundation of the CAQA is provided by the Law on Higher Education (LoHE), for the purpose of quality enhancement of higher education institutions. Establishment of CAQA by the Law on higher education as well as definition of its election procedures, jurisdiction, competences and activities by this document, described in detail in chapter 1.2.2., provided CAQA with the capacity to act with authority in the Serbian area of higher education. The work of the Commission is governed by LoHE Articles 13-17 and documents that regulate CAQA activities: Rules on CAQA work, standards of CAQA work and Code of ethics. CAQA, therefore, fully complies with the

requirements of the legislative jurisdictions within which it operates.

This strong official status enabled CAQA to develop a quality assurance system in compliance with European standards. CAQA has proved its status by completing the process of accreditation of all Serbian HEIs and their study programmes, as well as performing external QA for 25% of HEIs by April 2012. Based upon these results and international activities, CAQA became a candidate member of ENQA, and as such is formally recognized by competent public authorities in the European Higher Education Area as an agency with responsibilities for external quality assurance that has an established legal basis.

4.3 ESG 3.3. Activities

STANDARD:

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

GUIDELINES:

These may involve evaluation, review, audit, assessment, accreditation or other similar activities and should be part of the core functions of the agency.

CAQA COMPLIANCE

As described in chapters 2 and 3, CAQA undertakes external quality assurance activities at both institutional and programme levels on a regular basis, based upon LoHE Article 14. These activities are accreditation of HEIs (every 5 years), accreditation of study programmes (every 5 years) and external quality assessment of HEIs (every 5-8 years), and these are the core functions of CAQA. These functions differ in their objectives. The aim of the accreditation process is to establish fulfilment of the threshold criteria enabling an HEI to run its activities, whereas the process of external quality control has a quality enhancement approach. During these activities, CAQA communicates with stakeholders (site visits, follow-up activities, surveys) with the aim of improving the HEI under evaluation as well as improving its own capacity for self-evaluation. CAQA also provides trainings for reviewers and for HEIs. CAQA regularly improves documents that serve as the legal basis for all these activities, such as amendments on rules for introducing students and labour market representatives into the evaluation process, and a whole set of new documents regarding external quality assessment

4.4 ESG 3.4. Resources

STANDARD:

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

CAQA COMPLIANCE

CAQA has adequate resources (human, financial and infrastructural) to run external quality assurance processes in an effective and efficient manner as demonstrated by about 2500 evaluations completed in 5 years. The CAQA structure together with the activities of various groups was described in chapter 1.2.4. Administrative support is provided by the MoES, providing and paying for 4 officers, and CAQA has hired 8 additional staff who are paid by the Commission. For each evaluation process, CAQA appoints 2 reviewers from the pool of external reviewers including students for institutional evaluations. CAQA has recently appointed 12 assistants for technical support in preparing evaluation reports.

According to the LoHE Article13, financial resources for CAQA activities are obtained by the accreditation fees that are paid by HEIs into a special budget line of the MoES account, but the exclusive right for managing these financial resources is reserved for the president of CAQA. Finances are described in detail in chapter 1.2.3. The overall budget of CAQA in 2011 was 231,043,814.57 RSD. Total expenditure was 27,537,557.99 RSD, of which 25,317,473.46 RSD was labour cost. CAQA has operational autonomy of its budget.

4.5 ESG 3.5. Mission statement

STANDARD:

Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

GUIDELINES:

These statements should describe the goals and objectives of agencies' quality assurance processes, the division of labour with relevant stakeholders in higher education, especially the higher education institutions, and the cultural and historical context of their work. The statements should make clear that the external quality assurance process is a major activity of the agency and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statements are translated into a clear policy and management plan.

CAQA COMPLIANCE

The CAQA mission statement is a public document available on the CAQA web-site that contains the major goals/objectives of its work that are translated in the quality policy, a document that is also available on the web-site. The mission statement has 4 major points: to contribute to the maintenance and enhancement of the quality of Serbian HE, to comply with internationally-accepted quality standards, to create a pool of trained reviewers for the process of accreditation and external quality control, and to act as a main driving force for the development of quality assurance in HE of WB countries by fostering cooperation between agencies in the region.

CAQA has shown during the period 2005-2012 that its activities in a) developing evaluation processes and methods and accompanying documents (standards and procedures), and b) completing the first round of accreditations and starting external

quality control have contributed to maintenance and enhancement of the quality of Serbian HE. CAQA also shows in this self-evaluation report its compliance with internationally-accepted quality standards – ESG. CAQA has created a pool of c.a.700 trained reviewers, both teachers and students for the process of accreditation and external quality control. By active participation in all events regarding QA in HE in the region as well as in the majority of ENQA events, and by organising its own events, CAQA has shown itself to be acting as a major driving force for the development of quality assurance in HE of WB countries. CAQA has recently become a Regional Observatory for the WB with the aim of providing access to quality assurance documents and accreditation decisions, best practices, emerging trends, policy frameworks and assessment for the effective delivery of transnational higher education academic programmes and services.

CAQA has shown in chapters 2 and 3, in particular, of this report, and by its results in the previous period (presented in chapter 2.7.) that external quality assurance processes are at the core of the agency's activities and that there exists a systematic approach to achieving its goals and objectives.

4.6 ESG 3.6. Independence

STANDARD:

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

GUIDELINES:

An agency will need to demonstrate its independence through measures, such as: its operational independence from higher education institutions and governments

- is guaranteed in official documentation (e.g. instruments of governance or legislative acts);*
- the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence;*
- while relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.*

CAQA COMPLIANCE

CAQA has operational independence from HEIs and the government in both the decision-making process (as described in chapter 3) as well as in financial management of its resources (as described in chapter 1.2.3.). These are guaranteed by legislative act (LoHE) and numerous instruments of CAQA governance (Rules of CAQA work, Rules and regulations on standards and procedures, Standards of CAQA work).

CAQA's members are fully independent in the decision-making process by the LoHE Article 13, in which it says that CAQA decides at its meetings according to its own instrument of governance - Act of rules on CAQA work which regulates CAQA

functioning, including decision making. The decision is based on a sub-commission's report that includes 2 reviewers' reports and site visit report. The government, NCHE and HEIs do not interfere in the decision-making process. According to the LoHE, NCHE adopts the standards and procedures on the recommendation of CAQA and this process has been straightforward so far. The NCHE has competences only in the appeal process. Again, the majority of its decisions have been in agreement with CAQA's.

According to the LoHE Article 14, CAQA appoints reviewers by its own decision from the list of reviewers made on the basis of a public call. In the recent changes of by-law, students and labour market representatives are now included as members of sub-commissions, but a final decision is still made by CAQA's members.

In conclusion: CAQA decides independently on the implementation of the evaluations, methods used, members of the evaluation teams, timetables, content of reports and accreditation decisions. CAQA is an independent and autonomous expert body working in conjunction with the MoES utilising, partly, its administrative and technical support, infrastructure, invoicing and payroll. CAQA has a separate sub-item in the state budget, which it has independence in managing.

4.7 ESG 3.7. External quality assurance criteria and processes used by agencies

STANDARD:

The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- *a self-assessment or equivalent procedure by the subject of the quality assurance process;*
- *an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;*
- *publication of a report, including any decisions, recommendations or other formal outcomes;*
- *a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.*

GUIDELINES:

Agencies may develop and use other processes and procedures for particular purposes.

Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people.

Agencies that make formal quality assurance decisions or conclusions which have formal consequences should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency.

CAQA COMPLIANCE

The evaluation processes, criteria and procedures used by CAQA are pre-defined and publicly-available on the web-site. CAQA's evaluations include a self-assessment

procedure by an HEI and external assessment by a group of national experts, including students and in the near future, employer representatives and international experts.

CAQA undertakes 2 major types of evaluation process: accreditation at institutional and study programme levels, and external quality control of HEIs with different objectives and procedures as explained in chapters 2 and 3. Site visits are part of the institutional evaluations – both accreditation and external quality control, but not for the accreditation of study programmes. The reason is that in the majority of accreditations those 2 processes: institutional and study programme evaluations took place at the same time, and in both processes experts on the site visit discuss study programmes with programme coordinators and with students and also have an insight into the resources for every study programme, so separate site visits for study programmes would be a waste of time and resources.

Evaluation reports are structured to describe fulfilment of every evaluation standard and in the case of accreditation include decisions and in the case of external quality control recommendations for improvements. Formal quality assurance decisions that are the outcome of the accreditation process are: Certificate of accreditation, Act of warning and Act of rejection which result in formal consequences regarding operating licenses. An appeal procedure in the case of a negative accreditation decision is defined by the LoHE Article 16, and described in chapter 3. Results of HEI accreditation applications and full reports on external quality control of HEIs are publicly available on the web-site (www.kapk.org). CAQA plans to publish full accreditation reports in the next accreditation round.

CAQA undertakes follow-up procedures to monitor the actions taken by HEIs on improvements suggested in either Act of warning, in the case of accreditation, or recommendations in the evaluation report in the case of external quality control of HEIs. CAQA plans to run these processes in a more structured way in future.

4.8 ESG 3.8. Accountability procedures

STANDARD:

Agencies should have in place procedures for their own accountability.

GUIDELINES:

These procedures are expected to include the following:

- 1. A published policy for the assurance of the quality of the agency itself, made available on its website;*
- 2. Documentation which demonstrates that:*
 - the agency's processes and results reflect its mission and goals of quality assurance;*
 - the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts;*
 - the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;*
 - the agency has in place internal quality assurance procedures which include an*

internal feedback mechanism (i.e. means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.

3. A mandatory cyclical external review of the agency's activities at least once every five years.

CAQA COMPLIANCE

CAQA has in place procedures for its own accountability as described in chapter 1.3.

1. CAQA published policy for QA of the agency and made it available on its website.

2a. CAQA's processes and results reflect its mission in all 4 components:

- a) CAQA contributed to the enhancement of the quality of Serbian HE,
- b) CAQA's standards comply with internationally-accepted quality standards,
- c) CAQA created a pool of trained reviewers for the processes of accreditation and external quality control, and
- d) CAQA act as a main driving force for the development of quality assurance in HE of WB countries by fostering cooperation between agencies in the region.

A set of rules and regulations (together with new documents), facilities and a high level of expertise and commitment by CAQA members, staff and external experts enable this mission to be accomplished.

2b. CAQA's mechanisms for preventing conflict of interest are the following: activities of CAQA members and external reviewers are based upon a Code of Ethics which prevents conflicts of interests among CAQA's members/reviewers and HEIs where they are employed; reviewers' names are strictly confidential, and reviewers never get to evaluate their own universities. According to the LoHE Article 13, a CAQA member cannot be a manager in an HEI (rector, dean, director).

2c. CAQA has in place internal quality assurance procedures which include an internal feedback mechanism by collecting feedback information on aspects of its activities and achievements from its own staff. CAQA has also put in place an external feedback mechanism to collect feedback from experts, reviewed institutions, students and labour market representatives that took part in a survey also described in chapter 1.3. All these categories have evaluated CAQA work and results are presented in chapter 1.3, and publicized on the web-site (www.kapk.org).

CAQA has developed an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement) such as:

- analysis of feedback questionnaires to different stakeholders
- SWOT analysis (presented in chapter 1.3.) done by the participation of all members of CAQA and CAQA administrative staff
- Presentation of the SER to the wider academic community at the meeting "Trends in HE development, Conference for academic community, CUBRIC Tempus project workshop in Belgrade
- Suggestions for improvements from all CAQA present and former members and administrative staff

3. This is the first external review of CAQA. CAQA plans a cyclical external review of the agency's activities every five years.

A mapping exercise of ESG standards Part 1-3 with the corresponding standards

developed and implemented by CAQA is presented in Table 4.

Table 4. Comparison of ESG standards with CAQA standards for self-assessment (SA standards), external quality control (EQC standards), accreditation standards of higher education institutions (ASI), accreditation standards of study programmes (ASSP) and standards of CAQA work (CAQA standards).

Part 1
ESG for internal quality assurance within higher education institutions

1.1 Policy and procedures for quality assurance

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

SA Standard 1: Quality assurance strategy
SA Standard 2: Standards and procedures for quality assurance
SA Standard 3: System for quality assessment
SA Standard 13: Role of students in self-assessment and quality assurance

1.2 Approval, monitoring and periodic review of programmes and awards

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

SA Standard 4: Quality assessment of programmes
SA Standard 5: Quality of teaching process
SA Standard 14: Systematic monitoring and periodic review

1.3 Assessment of students

Students should be assessed using published criteria, regulations and procedures which are applied consistently.

SA Standard 8: Quality assessment of students

1.4 Quality assurance of teaching staff

Institutions should have ways of satisfying themselves that staff involved with the

SA Standard 7: Quality assessment of teaching staff

teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

SA Standard 6: Quality of research, art and professional work

1.5 Learning resources and student support

Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

Standard 9: Quality of textbooks, literature, library and information resources

Standard 11: Quality assessment of learning resources and equipment

SA Standard 12: Financing

1.6 Information systems

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

SA Standard 10: Quality assessment of higher education management and quality assessment of non-teaching support

1.7 Public information

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

Part 2

ESG for the external quality assurance of higher education

2.1 Use of internal quality assurance procedures

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

EQC Standard 1: Use of internal quality assurance results

ASI Standard 12: Internal QA mechanisms

ASSP Standard 11: Internal quality control

2.2 Development of external quality assurance processes

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education

EQC Standard 2: Method of external quality control

ASI Standards 1-13

institutions) and should be published with a description of the procedures to be used. ASSP Standards 1-12

2.3 Criteria for decisions

Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

EQC Standard 3: Criteria for decisions
EQC Standard 4: Result of external quality assurance
ASI Standards 1-13
ASSP Standards 1-12

2.4 Processes fit for purpose

All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

EQC Standard 6: External quality assurance must be fit for purpose
EQC Standard 5: Organization and participants in external quality assurance process

2.5 Reporting

Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

EQC Standard 7: Reporting

2.6 Follow-up procedures

Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

Defined by LoHE

2.7 Periodic reviews

External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

EQC Standard 8: Periodic reviews

2.8 System-wide analyses

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

EQC Standard 9: Improvement of the quality assurance process

Part 3
ESG for external quality assurance agencies

3.1 Use of external quality assurance procedures for higher education

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

CAQA Standard 16: Compatibility with the European standards
ASI standards 1-13
ASSP standards 1-12
EQC standards 1-9

3.2 Official status

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

CAQA Standard 2: Status of the Commission

3.3 Activities

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

CAQA Standard 12: Accreditation scope
CAQA Standard 11: Procedures and timing
CAQA Standard 10: International cooperation

3.4 Resources

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

CAQA Standard 5: Resources

3.5 Mission statement

Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

CAQA Standard 1: Mission and objectives

3.6 Independence

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

CAQA Standard 3: Commission is independent

3.7 External quality assurance criteria and processes used by the agencies

The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- *a self-assessment or equivalent procedure by the subject of the quality assurance process;*
- *an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;*
- *publication of a report, including any decisions, recommendations or other formal outcomes;*
- *a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the recommendations.*

CAQA Standard 13: Accreditation documents

CAQA Standard 14: Expert teams

CAQA Standard 4: Decision making

CAQA Standard 9: Complaints

ASI standards 1-13

ASSP standards 1-12

EQC standards 1-9

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3.8 Accountability procedures

Agencies should have in place procedures for their own accountability.

CAQA Standard 6: Internal quality assessment

CAQA Standard 7: External quality evaluation

CAQA Standard 8: Transparency

CAQA Standard 15: Quality enhancement

5 CONCLUSIONS

CAQA has produced this self-evaluation report to get the status of full ENQA membership. It contains a description of the Serbian higher education system, structure and activities of CAQA and self-evaluation of its compliance with ESG. The report was prepared by joint effort of the working team including 4 present and 2 former members of CAQA, one administrative officer. It was also discussed on several CAQA meetings where all CQA members gave their contribution. The drafting process was also a learning exercise and a good opportunity to reflect on CAQA's achievements and stakeholder satisfaction. The SWOT analysis presented in the report is the first step in doing a comprehensive analysis of all aspects of CAQA's work and its impact. A more detailed analysis of CAQA's Strengths, Weaknesses, Opportunities and Threats together with an action plan for implementing measures for improvements is in preparation. Drafts of this self-evaluation have had several presentations in which the academic community gave valuable comments and remarks that were incorporated in the final version, together with suggestions of the external expert. Following the effort that was put into creating this document, CAQA is looking forward to the site visit of the evaluation team, the Report of the ENQA review panel with recommendations and the final decision of the ENQA board.

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ANNEX 1. LAW ON HIGHER EDUCATION WITH AMENDMENTS

("Official Gazette of the Republic of Serbia" No 76/05)

LAW ON HIGHER EDUCATION

I. BASIC PROVISIONS

Subject Matter of the Law

Article 1

This Law shall govern the higher education system, conditions and manner of carrying out higher education activities, financing and other matters of importance for the performance of these activities.

Higher education activities

Article 2

Higher education activities are of special significance for the Republic of Serbia (hereinafter referred to as the Republic) and are part of the international, European in particular, area of education, science and/or art.

Objectives of higher education

Article 3

The objectives of higher education shall be:

- 1) to teach scientific, professional and artistic knowledge and skills;
- 2) to develop science and promote artistic creativity;
- 3) to ensure a source of young researchers, professionals and artists;
- 4) to provide equal access to higher education to individuals and opportunities for education and training throughout life;
- 5) substantially increased number of people with higher education.

Principles of higher education

Article 4

Activities of higher education shall be based on the following principles:

- 1) academic freedoms;
- 2) autonomy;
- 3) unity of teaching and scientific research and/or artistic work;
- 4) openness to the public at large and to citizens;
- 5) recognition of humanistic and democratic values of European and national traditions;

- 6) respect for human rights and civil liberties, including prohibition of all forms of discrimination;
- 7) harmonization with the European higher education system and promotion of academic mobility of teaching staff and students;
- 8) participation of students in governance and decision-making, in particular in matters relating to teaching quality assurance;
- 9) equality of higher education institutions irrespective of the form of property and/or of who is the founder thereof;
- 10) assertion of competition of educational and research services with a view to upgrading the quality and efficiency of the system of higher education;
- 11) assurance of quality and efficiency of studies.

Academic freedoms

Article 5

Academic freedoms shall include:

- 1) freedom of scientific research and artistic creativity, including freedom to publish and present to the public the outcomes of scientific research and artistic achievements;
- 2) freedom to make a choice of the method of interpretation of teaching subjects;
- 3) freedom to choose a programme of study.

Autonomy

Article 6

The autonomy of a university and of other higher education institutions shall, in accordance with the present Law, imply:

- 1) the right to decide on study programmes;
- 2) the right to determine the rules of study and admission requirements for students;
- 3) the right to regulate the internal set-up;
- 4) the right to adopt a Statute and elect the administrative body and other bodies in accordance with this Law;
- 5) the right to elect teaching and other staff;
- 6) the right to issue public documents;
- 7) the right to dispose of financial resources in conformity with the law;
- 8) the right to the use of property in conformity with the law; and
- 9) the right to decide on the acceptance of projects and on international cooperation.

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Academic inviolability

Article 7

The grounds of a higher education institution shall be inviolable and law enforcement officers shall not be permitted to enter without the consent of the competent official of the institution, except in case of a threat to public safety, life, physical integrity of a person, public health or property.

The right to higher education

Article 8

The right to higher education shall have all persons who have completed their secondary education irrespective of the race, colour, gender, sexual orientation, ethnicity, national origin or social background, language, religion, political or any other opinion, birth, existence of a sense or movement handicap or property.

Exceptionally, under the conditions laid down in the Statute of a higher education institution, a person not having a secondary education shall be entitled to higher education if he/she applies for a programme of study in the arts.

The higher education institution shall establish, in accordance with the law, the requirements to be fulfilled in screening and selecting successful applicants (academic achievement in previous education, type of education previously completed, special knowledge, skills or aptitude, etc.).

II. QUALITY ASSURANCE IN HIGHER EDUCATION

National Council for Higher Education

Article 9

The National Council for Higher Education (hereinafter referred to as the National Council) shall be established to ensure the development and promotion of the quality of higher education.

Membership of the National Council

Article 10

The National Council shall be made up of 16 members, who shall be appointed by the National Assembly of the Republic of Serbia (hereinafter referred to as the National Assembly), namely:

- 1) ten members shall be appointed from among full professors, top scholars and scientists and/or artists with internationally recognized works or who have considerably contributed to national culture, while duly taking into account corresponding representation of individual fields of science and/or arts, at the recommendation of the Conference of Universities;

- 2) two members shall be appointed from among professors from the field of professional career studies, at the recommendation of the Conference of Academies of Professional Career Studies;
- 3) four members shall be appointed from among prominent scientists or scholars, cultural figures, educators, artists or businessmen, three of them at the proposal of the Government of the Republic of Serbia (hereinafter referred to as the Government). One of them shall be the representative of Kosovo and Metohija from the University in Pristina based in Kosovska Mitrovica, and another shall be appointed at the proposal of the competent body of the Autonomous Province of Vojvodina.

The Conference of Universities and/or the Conference of Academies of Professional Career Studies shall announce a public call to nominate candidates for membership of the National Council.

Nominations shall be submitted within 20 days from the date of the announcement of the public call.

A list of nominated candidates shall be made public within 10 days from the expiry of the deadline for nominations.

Comments and suggestions concerning nominees may be submitted within 30 days following the date on which the list thereof was made available to the public.

The Conference of Universities and/or the Conference of Academies of Professional Career Studies shall submit the final list containing a maximum of 15 or a minimum of three candidates to the National Assembly within 30 days after the expiration of the deadline for the submission of comments and suggestions, taking into account the number of students and the number of university teachers and associates.

The Government shall submit to the National Assembly the proposal referred to in paragraph 1, subparagraph 3) of this Article within 90 days from the date of the announcement of the public calls referred to in paragraph 2 of this Article.

A person elected, designated or appointed to an office in a government body, a body of territorial self-rule or local self-governance, a body of a political party or to the post of the executive officer of a higher education institution may not serve as a member of the National Council.

The term of office of a member of the National Council shall be four years. The same person may serve as a member of the National Council only twice.

The National Assembly shall deselect a member of the National Council before the end of his/her term:

- 1) at his/her own request;
- 2) if he/she fails to perform the duties of a member of the National Council or if his misconduct harms the reputation of the office, at the request of the nominating Conference of Universities or the Conference of Academies of Professional Career Studies, the Government and/or the competent body of the Autonomous Province of Vojvodina – in respect of members nominated by it;
- 3) in the event of a circumstance referred to in paragraph 8 of this Article.

The National Council shall elect its President from among its members.

National Council members shall be entitled to a remuneration, the amount of which shall be determined by the National Assembly, at the proposal of the appropriate committee of the National Assembly.

Competencies of the National Council

Article 11

The National Council shall:

- 1) oversee the development of higher education and its conformity to European and international standards;
- 2) recommend to the Ministry responsible for higher education affairs (hereinafter referred to as the Ministry) policies concerning higher education;
- 3) provide advice on the policy of admission to higher education institutions;
- 4) offer advice in the process of adoption of the legislation governing matters of relevance to higher education activities;
- 5) make recommendations to the Government regarding general rules and standards for the work of higher education institutions, as well as financial resources for their implementation, upon receiving advice from the Conference of Universities and the Conference of Academies of Professional Career Studies;
- 6) identify scientific, artistic and/or professional fields of activity as stipulated in Article 27 of this Law, at the recommendation of the Conference of Universities and the Conference of Academies of Professional Career Studies;
- 7) set standards for internal assessment and quality evaluation of higher education institutions;
- 8) set standards and the procedure for external appraisal of the quality of higher education institutions;
- 9) establish standards for the issuance of work permit;
- 10) establish standards and the procedure for accreditation of higher education institutions;
- 11) establish standards and the procedure for accreditation of study programmes;
- 12) decide in the second instance on appeals regarding the procedure of accreditation;
- 13) make recommendations on more specific conditions relative to the election to the teaching positions;
- 14) compile a list of professional, academic and scientific qualifications indicating the degree at a given level of study in a given field and abbreviations for these professional, academic and scientific qualifications;
- 15) carry out other tasks in accordance with the law.

Legal acts referred to in subparagraphs 6) to 11) and subparagraph 14) of this Article shall be published in the Official Journal of the Republic of Serbia.

Work of the National Council

Article 12

The work of the National Council shall be public.

For the purposes of its work the National Council may set up special working bodies.

Resources for the work of the National Council and its working bodies shall be provided through the budget of the Republic.

Professional, administrative-technical and information services for the National Council and its working bodies shall be provided by the Ministry.

The National Council shall submit to the National Assembly a report on its work at least once a year.

The National Council shall adopt its rules of procedure.

Commission for Accreditation and Quality Assurance

Article 13

For the purpose of carrying out the tasks relating to accreditation, quality evaluation of higher education institutions and units thereof and evaluation of study programmes, the National Council shall establish a separate working body called the Commission for Accreditation and Quality Assurance (hereinafter referred to as the Commission).

The Commission shall consist of 15 members, three members from each particular educational-scientific and/or educational-artistic field from various areas, as provided for in Article 27 of this Law.

Commission members shall be elected by the National Council from among renowned full professors, scientists and scholars, artists and experts, at the recommendation of the Conference of Universities.

In the process of formulating the recommendation as set out in paragraph 3 of this Article, the Conference of Universities shall make a public call for the submission of candidacies for membership of the Commission.

Candidates shall submit their candidatures within 15 days from the date of the announcement of the public call.

A list of nominated candidates shall be made available to the public within a period of eight days from the expiry of the deadline for the submission of candidacies.

Comments and suggestions relating to the candidates proposed may be forwarded within thirty days from the date of making public the list of proposed candidates.

Upon considering the comments and suggestions referred to in paragraph 7 of this Article, the Conference of Universities shall consolidate its proposal containing a maximum of five candidates from each educational-scientific and educational-artistic field from various areas. It shall submit the consolidated proposal to the National Council within 15 days from the date of the expiration of the period referred to in paragraph 7 above, taking into account these comments and suggestions.

The National Council shall elect members of the Commission within thirty days from the date of receipt of the proposal referred to in paragraph 8 of this Article.

A person elected, designated or appointed to an office in a government body, a body of territorial self-rule or local self-governance, a body of a political party or to the post of the executive officer of a higher education institution shall not be eligible as a Commission member.

The term of office of a Commission member shall be four years. The same person may be eligible for reelection only once.

The National Council shall deselect a Commission member before the end of his/her term of office:

- 1) at his/her own request;

- 2) if he/she fails to perform his/her duties in the Commission conscientiously or if his/her misconduct harms the reputation of the duties, provided that the Conference of Universities has so requested and documented;
- 3) in the event of a circumstance referred to in paragraph 10 of this Article.

The Commission shall deliberate and take decisions at its meetings in accordance with the Rules of Procedure adopted by it.

The Commission shall elect its President from among its members.

The Commission shall report to the National Council on its activities at least once a year and the Council shall publicise its findings.

The Commission's work shall be funded from the proceeds of accreditation charges held in a separate bank sub-account set up for these purposes. The National Council shall determine the amount of the accreditation charge with the approval of the Government.

Commission members shall be entitled to a remuneration, the amount of which shall be determined by the National Assembly, at the proposal of the appropriate committee of the National Assembly.

Competencies and work of the Commission

Article 14

The Commission shall:

- 1) recommend to the National Council standards concerning issuance of work permits;
- 2) recommend to the National Council standards and procedure for accreditation of higher education institutions;
- 3) recommend to the National Council standards and procedure for accreditation of study programmes;
- 4) recommend to the National Council standards concerning internal assessment and quality evaluation of higher education institutions;
- 5) recommend to the National Council standards and procedure for external appraisal of the quality of higher education institutions;
- 6) assist and cooperate with higher education institutions and units thereof in assuring and promoting their quality;
- 7) carry through accreditation procedure for institutions and study programmes in the field of higher education, and decide on the application for accreditation and issue a certificate of accreditation on a form the content of which shall be determined by it;
- 8) see to it that accreditation standards and procedures are conformed to those of the European Higher Education Area;
- 9) give advice on work permit issuance procedure;
- 10) carry out other tasks as set out in the legal act on the setting up of the Commission.

For the purpose of conducting procedures referred to in paragraph 1, subparagraphs 7) and 9) of this Article, the Commission shall establish teams of experts and appoint their members (hereinafter referred to as reviewers). They shall examine individual requests for conducting procedures referred to above. Their work shall be financed in the same way as that of the Commission.

The Commission shall appoint reviewers upon the announcement of a public call and they shall be selected from among internationally recognized national and

foreign university professors, scientists and scholars, artists or experts. In the case of a study programme of a specific national character, reviewers shall be appointed from among recognized national university professors, scientists and scholars, artists or experts.

A reviewer shall report back to the Commission within sixty days from the date of receipt of a request from the Commission.

The Commission shall submit to the National Council its final report. The report shall be made available to the public.

The Commission shall make sure that the information as to which reviewer has received the request referred to in paragraph 4 of this Article be protected.

Reviewers shall be remunerated in accordance with the legal act adopted by the National Council.

For the purpose of conducting procedures referred to in paragraph 1, subparagraphs 7) and 9) of this Article, the Commission may use the expertise of international organizations or associations specialized for higher education quality assurance, in accordance with the legal act adopted by the National Council.

Quality assurance for higher education institutions

Article 15

An independent higher education institution or a higher education unit thereof shall, by its Statute or a general legal act, define bodies and procedures concerning overseeing, assurance, promotion and development of the quality of study programmes, teaching and working conditions.

Review of compliance with the quality assurance obligations by an independent higher education institution or a unit thereof shall be carried out in accordance with the regulations adopted by the Minister responsible for higher education (hereinafter referred to as the Minister) at the proposal of the National Council.

Quality review procedure shall also include the assessment of study programmes made by students.

The Commission shall review compliance with the quality assurance obligations by an independent higher education institution or a unit thereof according to an annual plan of activities, upon a specific order of the National Council, at the request of an independent higher education institution or that of the Minister.

The submitters of the request for review of compliance with the quality assurance obligations by an independent higher education institution or a unit thereof must not repeatedly submit such a request for the same higher education institution or a unit thereof within a period of one year.

The Commission shall report on compliance with the quality assurance obligations by a given independent higher education institution or a unit thereof to the National Council, the Minister and to the independent higher education institution itself.

The independent higher education institution referred to in paragraph 6 of this Article may submit its comments on the quality review report to the National Council within a 15 days from the date of the receipt of the report.

The National Council shall forward the report of the Commission to the Conference of Universities and the Students' Conference of Universities and/or the

Conference of Academies of Professional Career Studies and the Students' Conference of Academies of Professional Career Studies.

The National Council shall make its own assessment of whether the independent higher education institution concerned or a unit thereof complies with its quality assurance obligations on the basis of the report of the Commission and shall forward it to the independent higher education institution concerned and to the Minister.

The outcome of the review of compliance with quality assurance obligations by an independent higher education institution shall be publicized, in accordance with the legal act adopted by the National Council.

Accreditation

Article 16

Accreditation shall establish that a given higher education institution and its study programmes comply with the standards as set out in Article 11, subparagraphs 10) and 11) of this Law and that the higher education institution is entitled to issue public documents in accordance with the present Law.

Accreditation procedure for a higher education institution shall also establish whether the institution concerned also meets appropriate conditions as provided for in Articles 33 to 37 of this Law.

Accreditation procedures for academic degree and/or doctoral degree programmes of study shall also ascertain whether conditions for conducting scientific research and/or artistic work have been fulfilled, as required by the law.

Accreditation procedure shall be carried out at the request of the Ministry, the founder and/or the relevant higher education institution itself.

In an accreditation procedure the Commission shall:

- 1) issue a certificate of accreditation for a given higher education institution or a study programme;
- 2) send to the higher education institution concerned a written warning, pointing to the shortcomings in respect of compliance with the conditions, quality assurance of work or study programme of the higher education institution concerned, giving it a period of time to eliminate these shortcomings, and finally decide the application upon the expiry of this period;
- 3) reject the application for accreditation by a written decision.

In making a decision on accreditation, the Commission shall take into consideration the outcomes of quality evaluation referred to in Article 15 and the outcomes of internal assessment referred to in Article 17 of this Law.

In case the Commission makes a decision to decline the application for accreditation, the founder or the higher education institution concerned may appeal against it to the National Council within 30 days from the date of the receipt of the decision.

A decision of the National Council on appeal referred to in paragraph 7 of this Article may not be subject to an administrative dispute.

The founder or the higher education institution referred to in paragraph 7 of this Article shall have the right to reapply for accreditation after a period of one year from the date of the adoption of the decision denying the application for accreditation.

Internal assessment

Article 17

A higher education institution shall conduct a procedure for internal assessment and quality evaluation of its study programmes, courses and working conditions.

Internal assessment shall be made in the manner and according to the procedure established by the general act adopted by the higher education institution concerned.

Internal assessment shall be carried out at intervals of three years at the most.

Internal assessment procedure shall also include an assessment by students.

The higher education institution shall, at the request of the Commission, submit information on the procedure and outcomes of internal assessment and other information of relevance for quality evaluation.

Conference of Universities

Article 18

A Conference of Universities shall be established for the purpose of coordination of work, formulation of common policies, realisation of shared interests and carrying out of tasks defined by the law.

All accredited universities shall form the Conference of Universities.

The Statute of the Conference shall regulate organizational arrangements and deliberation of the Conference.

A university shall be represented on the Conference by its rector.

Universities referred to in paragraph 2 of this Article shall have the right to delegate an extra representative each to the Conference of Universities for every 1,000 teachers and associate teachers and to delegate an extra representative each to the Conference of Universities for every 5,000 students.

Competencies of the Conference of Universities

Article 19

The Conference of Universities shall:

- 1) address matters of common interest for the promotion of educational-scientific and/or educational-artistic activities at universities;
- 2) harmonise views and coordinate activities among universities, especially with regard to admission policies;
- 3) offer advice on standards for quality evaluation concerning educational, scientific-research, artistic and professional work;
- 4) recommend a list of professional, academic and scientific titles in appropriate fields and abbreviations for these titles;

- 5) recommend measures designed to improve the financial situation of universities and student living standards;
- 6) address other matters of common interest to universities, in accordance with this Law.

Conference of Academies of Professional Career Studies

Article 20

A Conference of Academies of Professional Career Studies shall be established for the purpose of coordination of work, formulation of common policies, realization of shared interests and carrying out of tasks defined by the law.

Accredited academies of professional career studies and four-year colleges of professional careers shall form the Conference of Academies of Professional Career Studies.

The Statute of the Conference shall regulate its organizational arrangements and work.

The President or the Head of an academy of professional career studies and/or a four-year college of professional careers shall represent them on the Conference.

Competencies of the Conference of Academies of Professional Career Studies

Article 21

The Conference of Academies of Professional Career Studies shall:

- 1) address matters of common interest for the promotion of educational-professional and/or educational-artistic activities within the courses of professional career studies;
- 2) harmonize views and coordinate activities among academies of professional career studies and four-year colleges of professional careers, especially with regard to admission policies;
- 3) provide advice on standards concerning quality evaluation of educational, research, artistic and professional work;
- 4) recommend a list of professional titles in appropriate fields and abbreviations for these titles;
- 5) recommend measures designed to improve the financial situation of academies of professional career studies or four-year colleges of professional careers and student living standards;
- 6) address other matters of common interest to academies of professional career studies and four-year colleges of professional careers, as provided for under this Law.

Student Conferences

Article 22

A Student Conference of Universities and a Student Conference of Academies of Professional Career Studies shall be established to pursue the common interests of students as partners in the process of higher education.

The Student Conference of Universities shall be comprised of representatives of students' parliaments of universities.

The Student Conference of Academies of Professional Career Studies shall be comprised of representatives of students' parliaments of academies of professional career studies.

The Statute of the relevant Conference shall regulate organizational arrangements and work of the Conferences referred to in paragraph 1 of this Article.

Two representatives designated by the Student Conferences may take part, without the right to vote, in the work of the National Council in respect of matters referred to in Article 11, subparagraphs 7), 8), 10) and 11) of this Law.

Student Conferences shall have the right to express their opinion on matters referred to in Article 11, subparagraph 6) of this Law.

The Ministry

Article 23

The Ministry shall:

- 1) recommend higher education policies to the Government;
- 2) plan admission policy for students in respect of studies offered by the higher education institutions founded by the Republic, at the recommendation of the National Council;
- 3) oversee the development of higher education;
- 4) issue work permits to higher education institutions;
- 5) determine the content of diplomas and of the Diploma Supplement;
- 6) allocate financial resources provided through the budget of the Republic earmarked for higher education institutions and control their use;
- 7) carry out administrative supervision;
- 8) ensure integration of higher education institutions into the process of recognition of qualifications of higher education in the European region;
- 9) perform other functions, in accordance with the law.

III. STUDIES AND STUDY PROGRAMMES

Programme of study

Article 24

A programme of study shall mean a set of compulsory and optional subjects or academic fields, including an outline content thereof. The mastering thereof shall ensure the gaining of necessary knowledge and skills to earn a degree or to be awarded a diploma of an appropriate level and type of study.

Types and levels of study

Article 25

Higher education activities shall be carried out through academic and professional career courses based on the approved and/or accredited study programmes for acquiring higher education.

Academic courses shall be shaped according to academic study programmes equipping students to develop and apply scientific, professional and artistic achievements.

Professional career courses shall be streamlined according to professional career study programmes equipping students to apply the knowledge and skills necessary to participate in the work process.

First level studies or courses shall include:

- 1) basic academic courses; and
- 2) basic professional career courses.

Second level studies or courses shall include:

- 1) diploma academic courses for a master's degree;
- 2) specialist professional career courses;
- 3) specialist academic studies.

Third level courses shall include doctoral academic courses.

Study programme for acquiring a combined diploma

Article 26

A study programme for acquiring a combined diploma or degree shall mean a study programme organized and implemented by several higher education institutions having a work permit for the relevant study programme.

The study programme referred to in paragraph 1 of this Article may be implemented as and when adopted by the competent bodies of higher education institutions organizing it.

Educational-scientific and educational-artistic fields

Article 27

Study programmes shall be carried out in one or more of the following educational-scientific and/or educational-artistic fields:

- 1) natural sciences and mathematics;
- 2) social studies and the humanities;
- 3) medical science;
- 4) engineering and chemical engineering; and
- 5) arts.

Appropriate scientific, artistic and professional fields referred to in paragraph 1 of this Article shall be defined by the National Council upon recommendation from the Conference of Universities and the Conference of Academies of Professional Career Studies.

Content of a study programme

Article 28

A study programme shall establish:

- 1) name and objectives of the study programme;
- 2) type of study and outcome of the learning process;
- 3) professional, academic and/or scientific title;
- 4) conditions for admission to the programme;
- 5) a list of compulsory and optional fields of study or subjects, including an outline content;
- 6) the manner of conducting studies and the period of time needed to realize individual forms of studies;
- 7) credits to be earned within each subject expressed according to the European Credit Transfer System (hereinafter referred to as ECTS credits);
- 8) credits awarded for the final paper relating to basic, specialist or diploma academic studies or courses and/or for a doctoral dissertation, expressed as the ECTS credits;
- 9) criteria for admission to study individual subjects or groups of subjects;
- 10) manner of choosing subjects belonging to other study programmes;
- 11) conditions for transfer from other study programmes within the same or related academic fields;
- 12) other matters of relevance for the implementation of the study programme.

Scope of studies

Article 29

Each subject within a study programme shall receive a certain number of ECTS credits, whereas the scope of studies as a whole shall be expressed by aggregate ECTS credits.

A total of 60 ECTS credits shall correspond to an average of 40 hours put in per student during the workweek in an academic year.

Overall activities of a student shall include active instruction (lectures, exercises, practicum, seminars, etc.), independent work, preliminary exams (colloquia), exams, writing of final papers, voluntary work in a local community and other forms of involvement.

Voluntary work shall mean work of a student without remuneration, organized by the higher education institution in respect of projects of importance to the local community and evaluated within the system of higher education.

Conditions, manner of organization and evaluation of voluntary work shall be determined by the higher education institution by its general legal act.

The total number of hours of active core courses may not be lower than 600 hours per academic year.

Core academic courses shall be allotted between 180 and 240 ECTS credits.

Core courses of professional careers shall be allotted 180 ECTS credits.

Specialist professional career courses shall be allotted at least 60 ECTS credits.

Specialist academic courses shall be allotted at least 60 ECTS credits if diploma academic courses have previously been completed.

Master's degree courses shall be given:

- 1) 60 ECTS credits at least, if the prior core academic courses earned a total of 240 ECTS credits;
- 2) 120 ECTS credits at least, if the prior core academic courses earned a total of 180 ECTS credits.

Doctoral degree studies shall be given:

- 1) 180 ECTS credits at least, with a compulsory previous total of at least 300 ECTS credits earned through the core academic and master's degree courses.

Some academic study programmes may be integrated in core or master's degree study courses.

Academic study programmes in the field of medicine may be integrated into core or master's degree courses with an overall range of no more than 360 ECTS credits.

Final paper and dissertation

Article 30

The study programme of core and specialist courses may provide for writing of a final paper.

The study programme of a master's degree course shall contain the obligation of writing a final paper.

A doctoral dissertation shall be the concluding part of the study programme of a doctoral degree course, except for a doctorate in the arts that shall be an artistic project.

Exceptionally, a graduate of medicine who has completed an internship may acquire a doctorate in medical science if his/her dissertation has been defended on the basis of papers published in top international journals.

The number of credits given for the final paper or final part of the study programme shall be included in the total number of credits necessary for completion of studies.

The general act of a higher education institution shall define the manner and procedure for the preparation and defense of the final paper or dissertation.

Transfer of ECTS credits

Article 31

ECTS credits may be transferred between various study programmes.

Criteria and conditions for the transfer of ECTS credits shall be laid down in the general act of an independent higher education institution or in an agreement reached between higher education institutions.

IV. INSTITUTIONS CARRYING OUT HIGHER EDUCATION ACTIVITIES

Higher education institutions

Article 32

Higher education activities shall be carried out by the following higher education institutions:

- 1) universities;
- 2) faculties or academies of arts within universities;
- 3) academies of professional career studies;
- 4) four-year colleges;
- 5) four-year colleges of professional career studies.

Universities, academies of professional career studies, four-year colleges and four-year colleges of professional career studies shall be independent higher education institutions.

Only a higher education institution duly furnished with a work permit shall be allowed to act in the legal capacity of an institution referred to in paragraph 1 above, in accordance with this Law.

A higher education institution shall carry out its higher education activities where its seat is located.

A higher education institution may hold distance learning courses, in accordance with its work permit.

Within the framework of higher education activities, a higher education institution shall pursue scientific-research, creative-artistic, expert and consulting and publishing activities, and may engage in other activities commercializing the outcomes of scientific, research and artistic work, provided that these activities do not adversely affect the quality of courses.

An independent higher education institution may provide dormitories and meals for students in accordance with the law regulating student collective accommodations and canteens.

Public services regulations shall be applicable to the establishment and operation of higher education institutions unless otherwise provided for by this Law.

No political parties or religious organizations and their activities shall be allowed in a higher education institution.

University

Article 33

A university shall mean an independent higher education institution that in carrying out its activities combines educational and scientific-research, professional and/or artistic work constituting the components of a single higher education process.

A university may have all types and levels of study courses.

An institution of higher education shall have the status of a university if its academic study programmes imply all levels of study courses at least in three areas or fields enumerated in Article 27 of this Law.

Exceptionally, a university may be established in the field of the arts if it has all the three levels of study courses in at least three areas of art.

Faculty and Academy of Arts

Article 34

A faculty or an academy of arts shall mean a higher education institution or a higher education unit thereof within a university carrying out academic study

programmes and developing scientific-research, professional and/or artistic work in one or more areas.

A faculty or an academy of arts may also carry out professional career study programmes.

In legal matters, a faculty and/or an academy of arts shall act under the name of the university whose part it is or under its own name, as stipulated in the Statute of the university.

Academy of professional career studies

Article 35

An academy of professional career studies shall mean an independent higher education institution that in carrying out its activities combines educational, research, professional and artistic work as components of a single higher education process.

An academy of professional career studies may run basic professional career courses and specialist professional career courses.

A higher education institution shall have the status of an academy of professional career studies if it has at least five accredited study programmes for professional career studies in at least three fields referred to in Article 27 above.

Four-year college

Article 36

A four-year college shall mean an independent higher education institution that has basic academic, specialist and master's degree courses in one or more areas referred to in Article 27 above.

Four-year college of professional careers

Article 37

A four-year college of professional careers shall mean an independent higher education institution that has basic professional career and specialist professional career courses in one or more areas referred in Article 27 of the present Law.

Research institutes and other scientific research institutions

Article 38

For the purpose of promoting scientific research, a university may have research institutes and other scientific research institutions attached to it.

An institute or other scientific research institution referred to in paragraph 1 of this Article may host part of the accredited study programmes for a master's degree and/or doctorate courses at the university.

Property

Article 39

Immovable property and other resources provided by the Republic for the purpose of the establishment and work of a higher education institution shall be owned by the State.

The immovable property referred to in paragraph 1 of this Article may not be disposed of without the consent of the founder.

The immovable property and other resources referred to in paragraph 1 above may be used only for the purpose of performing the activities as set out in this Law.

The immovable and other property acquired through bequest or donation shall be owned by the acquiring institution of higher education.

A higher education institution shall be independent in running the endowments, foundations or trust funds entrusted to it, in accordance with the law.

Founding

Article 40

An independent higher education institution may be founded by the Republic or by a legal entity or a natural person, in accordance with the law.

Where the Republic is the founder of a higher education institution, the Government shall take the decision on the foundation.

Higher education institutions for the carrying out of study programmes for the purposes of police education shall be founded by the Government, in accordance with the conditions provided for by this Law.

Higher education institutions referred to in paragraph 3 of this Article may operate within a university, in accordance with a special agreement between the university and the Government.

On the basis of the agreement between the university and/or an academy of professional career studies, on the one hand, and the Government on the other, at the proposal of the Ministry of Internal Affairs, a special study programme may be designed for the purposes of police education within a university or an academy of professional career studies.

On the basis of the agreement between the university and/or an academy of professional career studies and a higher education institution referred to in paragraph 3 of this Article, a study programme may be set up, with the approval of the Government, for acquiring a combined diploma.

At the proposal of the Ministry of Internal Affairs, the Government shall determine in more detail the conditions and manner of implementation of study programmes referred to in paragraphs 5 and 6 of this Article. It shall also regulate the position of teachers and students with regard to the specific features related to the objectives and nature of police education.

The Ministry of Internal Affairs shall perform the administrative supervision of the work of higher education institutions referred to in paragraph 3 of this Article and of the implementation of study programmes referred to in paragraphs 5 and 6 of this Article.

Work permit

Article 41

A higher education institution may begin its activities upon the issuance of the work permit.

The Ministry shall issue the work permit at the request of a higher education institution.

A higher education institution shall enclose to the request referred to in paragraph 2 of this Article also the founding act and proof that conditions for the issuance of the work permit and for the accreditation of study programmes have been met.

The Ministry shall refer the request and the accompanying documents to the Commission for advice within thirty days from the date of the receipt thereof.

The Commission shall give advice on the request within three months from the date of its receipt.

The Ministry shall decide on the request within thirty days from the date of the expiration of the period referred to in paragraph 5 of this Article.

The Ministry shall issue a work permit to the requesting higher education institution if the Commission has given positive advice on:

- 1) the content, quality and scope of study programmes taught at academic and/or professional career courses;
- 2) the required number of teaching and other staff with appropriate scientific and professional qualifications;
- 3) availability of appropriate facilities and equipment corresponding to the number of students to be admitted by the higher education institution and the required quality of studies.

The required number of teaching staff referred to in paragraph 7, subparagraph 2) of this Article shall be at least 70 per cent of the teaching staff contracted full-time in respect of all the subjects taught within the framework of the study programme for which the work permit is sought.

An exception shall be study programmes in the field of arts where this number may not be below 50 per cent.

The Academies of professional career studies and four-year colleges of professional careers, except those in the field of arts, shall make sure that at least 50 per cent of the total number of the teaching staff for all years of study within the study programme for which the work permit is sought, shall have a doctorate.

External review of higher education activities of a higher education institution shall be undertaken in each academic year during which the study programme is implemented for the first time.

The work permit shall specify the approved study programmes, the number of students to attend the programme, the number of full-time teaching staff and the facilities where the activities are to take place.

The work permit shall also specify whether the approved programme of study shall include distance learning study courses as well as the maximum number of students to follow such courses.

The work permit shall indicate whether the higher education institution concerned has been allowed to operate outside its seat.

A decision to refuse the request for the issuance of a work permit shall be final in the administrative procedure.

The Minister shall prescribe the contents of the work permit.

A higher education institution for the founding of which resources are not provided from the budget of the Republic shall support the request referred to in paragraph 2 of this Article with a bank guarantee. The bank guarantee shall guarantee continuation and completion of studies in case the institution concerned ceases its activities or a given study programme is terminated and shall be commensurate with the planned number of students.

Amendments to and revocation of the work permit

Article 42

The higher education institution having a work permit shall apply for its amendment in order to include a new study programme.

Amendments to the already approved and/or accredited study programme, made by the higher education institution to adapt it to the organization of work and to the achievements in science and arts shall not be considered a new study programme.

The work permit of a higher education institution that has been denied accreditation shall be valid for another period of one year, but it shall not be allowed to admit students.

The work permit of the higher education institution referred to in paragraph 3 of this Article shall be revoked after a period of one year.

The higher education institution shall also have its work permit revoked in case it is banned from offering courses, in accordance with the law.

The work permit of a higher education institution that has been refused accreditation for a particular study programme shall be valid for one more year for that study programme but it shall not be allowed to admit new students to that study programme.

The work permit of a higher education institution referred to in paragraph 6 of this Article that has not received accreditation for the requested study programme within the specified period of time shall be altered.

The decision to deny a request for amending the work permit or the decision on amending or revoking it shall be final in the administrative procedure.

In case a higher education institution is closed down due to revocation of the work permit or for any other reason the Minister shall, at the recommendation of the National Council, adopt an act ensuring completion of studies for the students of the higher education institution concerned.

Change of name, seat and status

Article 43

An independent higher education institution may change its name, seat or status, in accordance with the law.

For independent higher education institutions established by the Republic, the Government shall decide on changes referred to in paragraph 1 of this Article.

In the process of adopting decision referred to in paragraph 2 of this Article, the opinion shall be obtained from the administrative bodies of all the higher education institutions affected by the change as well as the consent of the National Council.

In the case of changes referred to in paragraph 1 of this Article, a procedure shall be initiated for the issuance of a new work permit.

Register

Article 44

The Ministry shall keep records (hereinafter referred to as the register) of:

- 1) higher education institutions;
- 2) study programmes; and
- 3) teachers, associates and other employees.

The register shall also contain other information relevant to the development of the higher education system and its integration in the European area of higher education.

The Minister shall determine the contents and the manner of keeping the register.

Closure

Article 45

An institution shall be closed down under the conditions and according to the procedure laid down by the law.

The Government shall decide on the closure of a higher education institution established by the Republic.

The decision referred to in paragraph 2 of this Article shall be made upon receiving advice from the administrative body of the higher education institution and the approval of the National Council.

The decision referred to in paragraph 2 of this Article shall determine the higher education institutions in which students shall be allowed to continue the studies they have started.

The Statute

Article 46

The Statute shall be the basic general act of a higher education institution relating to the organization of the institution, manner of work, administration and management as well as other matters of relevance for carrying out the activities and work of the higher education institution, in accordance with the law.

Organization of a higher education institution

Article 47

The Statute shall regulate the organization of a higher education institution in accordance with its Founding Act and this Law.

An independent higher education institution shall establish higher education units as forms of its internal organization, in accordance with the Statute.

The Founding Act of a higher education unit shall determine its status in respect of the right to act in legal transactions and operations, disposal of material resources, administration and decision-making, and shall regulate other matters of importance for the work of the higher education unit.

An academy of professional career studies shall comprise departments and sections set up to implement study programmes in kindred disciplines, engage in research and artistic work, as well as in order to use resources more effectively.

A university shall comprise faculties, academies of arts and other higher education units set up to carry out study programmes in kindred disciplines, scientific research and artistic work, as well as in order to use resources more effectively.

A university may include faculties, academies of arts and other higher education units with the capacity of a legal entity.

A faculty and/or an academy of arts shall have the capacity of a legal entity if it implements at least three approved and/or accredited study programmes.

The decision on the status change, the change of the name and seat of a higher education unit within a university having the capacity of a legal entity shall be brought by the university administrative body by a two-third majority.

A higher education institution may establish a higher education unit without the capacity of a legal entity, outside its seat, in a procedure referred to in Article 16 of the present Law.

A faculty and/or an academy of arts as well as other higher education units having the capacity of a legal entity shall regulate their internal organization and governance by their Statute, in accordance with the Statute of the university.

The university shall grant approval for the Statute of an appertaining higher education unit.

Integrative function of the university and other independent higher education institutions

Article 48

The Statute of a higher education institution, the Founding Act of a higher education unit and general acts of a higher education unit shall determine the powers and the manner of governance that shall assure unified and coordinated activities of the higher education institution.

The university shall integrate the functions of all the institutions and units that it comprises, particularly the faculties, by conducting unified policies aimed at continual promotion of the quality of courses and improvement of scientific research and artistic creativity.

To achieve the objectives referred to in paragraph 2 of this Article, a university and/or an academy of professional career studies shall have specific competencies in the following fields:

- 1) establishment of unified standards of work of departments and services and unified standards for creating data bases of all units;
- 2) strategic planning;
- 3) adoption of study programmes;

- 4) quality assurance and control;
- 5) enrolment policy;
- 6) election of teachers;
- 7) issuance of diplomas and supplement diplomas;
- 8) international cooperation;
- 9) investment planning;
- 10) employment policy planning and the hiring of teachers and associates;
- 11) establishment and development of a unified information system;
- 12) lifelong learning.

A higher education unit shall have the right to make proposals relating to matters referred to in paragraph 3 of this Article in the manner regulated by the Statute of the university.

V. SCIENTIFIC RESEARCH AND ARTISTIC WORK

Article 49

A university shall engage in scientific research and artistic work with a view to the development of science and creativity; promotion of higher education activities and/or quality of teaching; training junior researchers and artists; initiation of students into scientific research and/or artistic work, and the creation of material conditions for its work and development.

Scientific work at the university shall be carried out through basic, applied and development research, whereas artistic work shall be carried out through artistic projects.

Scientific research and/or artistic work shall be carried out and organized in accordance with the law and the general act of the institution concerned.

In order to market the outcomes of scientific research or artistic work, the university and/or any other higher education institution may found a technology transfer center, an innovation center, a business-technological park and other organizational units, in accordance with the law.

VI. BODIES OF A HIGHER EDUCATION INSTITUTION

Bodies of a higher education institution

Article 50

The Statute of the higher education institution shall determine its bodies, in accordance with the law and the Founding Act.

A higher education institution shall have an administrative body, an executive officer, professional bodies and Students' Parliament.

Administrative body

Article 51

The Council shall be the administrative body of a higher education institution. The number of Council members shall be odd.

The Statute of the higher education institution shall determine the number and the procedure of the selection and de-selection of Council members, the manner of work and decision-making.

The term of office of the Council members shall be three years.

A Council member may be a member of the administrative body of only one higher education institution.

Composition of the Council of a higher education institution

Article 52

The number of Council members of a higher education institution shall be at least 17, in accordance with the Statute of the higher education institution concerned.

The Council of the higher education institution referred to in paragraph 1 of this Article shall comprise representatives of the institution, students and the founder.

The representatives of the higher education institution shall make up two thirds of the total number of Council members referred to in paragraph 1 of this Article, rounded off to the closest odd number. The representatives of students and the representatives of the founder shall be represented with an equal number of members up to the full assembly.

When the Republic is the founder, the representatives of the founder shall be nominated by the Government from among the prominent personalities in the fields of science, culture, education, arts and from business circles.

The President of the Council shall be elected from among the representatives of the higher education institution.

A person employed in that higher education institution or in a government agency responsible for education and/or science may not serve as a Council member referred to in paragraph 4 of this Article. The same is applicable to a person elected, designated or appointed to a post in a government body, a body of territorial self-rule or local self-governance; or a person elected to a body of a political party.

Competencies of the Council

Article 53

The Council shall:

- 1) adopt the Statute at the proposal of the professional body;
- 2) select and de-select the executive officer;
- 3) adopt a financial plan at the proposal of the professional body;
- 4) adopt the report on the activities and the annual balance sheet, at the proposal of the professional body;
- 5) adopt the investment plan at the proposal of the professional body;
- 6) grant approval for decisions in respect of the management of the property of the higher education institution;
- 7) grant approval for the distribution of financial resources;
- 8) decide on the amount of the tuition fees at the proposal of the professional body;
- 9) submit, at least once a year, a report on the activities to the founder;
- 10) adopt a general legal act on disciplinary responsibility of students;

- 11) select an external auditor of the financial operation of the higher education institution;
- 12) perform other duties in accordance with the law and the Statute.

The issues referred to in paragraph 1 of this Article shall be decided by a majority of votes of the total number of Council members.

The Statute of a higher education institution shall establish the professional body that shall determine the proposals referred to in paragraph 1 of this Article.

For a university, the proposals referred to in paragraph 1 of this Article shall be determined by the Senate, and for a faculty and/or an academy of arts, by the Teaching Staff Council and/or the Arts Academy Teaching Staff Council.

Executive officers

Article 54

The executive officer of the university shall be the Rector; of a faculty, the Dean; of an academy of professional career studies, the President; of a four-year college or a four-year college of professional career studies, the Head. The executive officer shall be elected from among the teachers of a higher education institution who are employed full time and who have been elected for an indefinite period of time. The executive officer shall be elected for a period of three years with a possibility of being re-elected for another period of three years.

The precise conditions, as well as the manner and procedure of selection and de-selection, competencies and responsibility of the officers referred to in paragraph 1 of this Article, shall be regulated by the Statute of a higher education institution.

A person sentenced by a legally valid judgment for the criminal offence of sexual abuse, forgery of a public document issued by a higher education institution or for accepting a bribe while performing a function in a higher education institution may not serve as an executive officer. The same is applicable to a person sentenced by a legally valid judgment to a prison term for some other criminal offence, or a person who has violated the code of professional ethics.

Professional bodies

Article 55

The professional body of a higher education institution shall decide the issues of interest for the realization of courses of study, scientific, research and artistic work.

In discussing and/or deciding the issues related to courses quality assurance, reform of study programmes, analysis of study effectiveness and the determination of the number of ECTS credits, representatives of students shall take part in professional bodies and their organs.

Students shall account for up to 20 per cent of the members of the professional bodies referred to in paragraph 2 of this Article and for 20 per cent of the members of their organs.

The Senate shall be the professional body of the university, and the professional body of a faculty and/or an academy of arts, the Teaching Staff Council and/or the Academy of Arts Teaching Staff Council.

The Statute of a university, a faculty and/or an academy of arts may provide for other professional bodies.

The Statute of the higher education institution shall regulate the composition, scope, the number of members, manner of election and the term of office, as well as the manner of decision-making of professional bodies of a higher education institution.

The professional body of an independent higher education institution shall adopt a Code of Professional Ethics. It shall establish the ethical principles governing higher education; publication of scientific results; attitude towards intellectual property; relations between teachers and associates, other employees and students; acts of a higher education institution and teachers, associates and students in legal transactions, and in the attitude towards the public and the media.

Students' Parliament

Article 56

Students' Parliament shall be the body of a higher education institution and a higher education unit that has an administrative body and enrolled students.

The manner of election and the number of members of Students' Parliament shall be established by the general act of a higher education institution.

The right to elect and be elected members of Students' Parliament shall have all students of a higher education institution and/or a higher education unit, enrolled in the academic year in which Students' Parliament is elected.

Members of Students' Parliament shall be elected for a period of one year.

Members of Students' Parliament shall be elected by secret and direct ballot in April every year.

With a view to exercising the rights and protecting the interests of students, Students' Parliament shall select and de-select students' representatives in the bodies of a higher education institution and/or a higher education unit. It shall also select and de-select students' representatives in the bodies of other institutions in which students are represented, in accordance with the Statute of the institution.

VII. FINANCING OF HIGHER EDUCATION INSTITUTIONS FOUNDED BY THE REPUBLIC

Sources of finance

Article 57

A higher education institution shall acquire funds for carrying out its activities in accordance with the law and the Statute, from the following sources:

- 1) funds provided by the founder;
- 2) tuition fees;
- 3) donations, gifts and endowments;
- 4) funds for financing scientific research, artistic and professional work;
- 5) projects and contracts related to the carrying out of courses of study, research and consulting services;
- 6) remuneration for commercial and other services;
- 7) rights of the founder and contracts with third persons;

8) other sources in accordance with the law.

A higher education institution shall independently manage the funds referred to in paragraph 1 of this Article.

A higher education unit may acquire the funds referred to in paragraph 1 of this Article in accordance with its Founding Act and the general act of the independent higher education institution.

The funds referred to in paragraph 1 of this Article shall be presented and recorded in accordance with a unified budget classification.

Funds provided by the founder

Article 58

A higher education institution founded by the Republic shall acquire funds for the implementation of approved and/or accredited study programmes within the framework of its activities on the basis of a contract concluded between the independent higher education institution and the Government upon obtaining prior advice from the Ministry.

The funds for carrying out activities during an academic year shall be acquired in accordance with the programme of work of a higher education institution.

In carrying out its activities using the funds provided by the founder, a higher education institution within a university shall act in legal transactions in accordance with the powers provided for by the Statute, in its own name and on behalf of the university.

The administrative body of a higher education institution referred to in paragraph 1 of this Article shall be responsible to the competent Ministry for a restricted and economical use of funds allocated from the budget

The Government shall establish the norms and standards of work of higher education institutions referred to in paragraph 1 of this Article, at the recommendation of the National Council and upon receiving advice from the Conference of Universities and the Conference of Professional Career Studies. It shall also provide material resources for their implementation, including the funds for the performance of the functions of the university within the framework of the study programmes carried out in higher education institutions and units.

Acquisition of funds from the founder

Article 59

The founder shall provide funds to a higher education institution for:

- 1) material expenditure, maintenance and investment;
- 2) employees' wages and salaries, in accordance with the law and the collective agreement;
- 3) equipment;
- 4) library book stocks;
- 5) carrying out scientific research and/or artistic work, as a function of teaching quality improvement;
- 6) employees' advanced scientific and professional training;
- 7) training of junior teaching staff of sciences and art;

- 8) work with talented students;
- 9) international cooperation;
- 10) sources of information and information systems;
- 11) publishing activity;
- 12) work of Students' Parliament and extracurricular activities of students;
- 13) funding of the equipment and conditions for studies of students with disability;
- 14) other purposes, in accordance with the law.

Own income

Article 60

The funds that a higher education institution and/or a higher education unit acquires, except the funds provided by the Republic, shall make up the own income of that higher education institution and/or unit. These funds shall include tuition fees, provision of services to third persons, gifts, donations, sponsorships and other sources of fund acquisition.

The funds referred to in paragraph 1 of this Article shall be disposed of by a higher education institution and/or higher education unit with the capacity of a legal entity in accordance with the law and the general act of that higher education institution and/or higher education unit.

The funds referred to in paragraph 1 of this Article that a higher education unit without the capacity of legal entity acquires through its activities shall be disposed of by that unit in accordance with the law and the general act of the higher education institution to which it belongs.

Higher education units within a university, when disposing of the funds referred to in paragraph 1 of this Article, shall act in legal transactions in their own name and on their own behalf, in accordance with the law, the Statute of the University and their own Statute.

Higher education units within a university shall allocate part of the funds referred to in paragraph 1 of this Article to financing joint functions at the level of the university.

The allocation of funds referred to in paragraph 5 of this Article shall be made on the basis of the planned activities and costs thereof to be established by the decision of the Council of the university for the ongoing academic year.

Tuition fees

Article 61

A higher education institution shall acquire funds from tuition fees on the basis of the decision on the amount of fees for fee-paying students.

The criteria for determining the level of the fees shall be established by the general act of a higher education institution.

Prior to announcing a competition for admission of new students, a higher education institution shall establish the amounts of tuition fees for all study programmes in the following academic year.

The tuition fee shall determine the costs of studies for one academic year, i.e. for acquiring 60 ECTS credits.

The tuition fee shall include compensations for regular services that a higher education institution provides to a student within the framework of the relevant study programme.

The regular services referred to in paragraph 5 of this Article shall be established by the decision of the university and/or another independent higher education institution.

VIII. STAFF OF A HIGHER EDUCATION INSTITUTION

Teaching and non-teaching staff

Article 62

The teaching staff of a higher education institution shall comprise the persons that perform teaching, scientific, research and artistic work.

The teaching staff in the sense of this Law shall consist of teachers, researchers and associates.

The non-teaching staff of a higher education institution shall comprise the persons that perform professional, administrative and technical work.

A person sentenced by a legally valid judgment for a criminal offence of sexual abuse, forgery of a public document issued by a higher education institution or for accepting a bribe while performing a function in a higher education institution may not serve as a teacher and/or associate.

If the person referred to in paragraph 4 of this Article has obtained a position, the higher education institution concerned shall decide to ban him/her from carrying out the profession of teacher and/or associate.

The person referred to in paragraph 5 of this Article shall have his/her employment terminated in accordance with the law.

Ranks of teachers

Article 63

The ranks of teachers in a higher education institution shall be: lecturer, professor of professional career studies, docent, associate professor and full professor.

The teachers that have the rank of lecturer or professor of professional career studies may teach only professional career courses.

The teachers that have the rank of docent, associate professor and full professor may teach all types of studies.

The general act of an independent higher education institution may provide for also other ranks of teachers (teacher of a foreign language, skills, etc.) in accordance with the type of studies that the institution is accredited for.

Conditions for election to the position of teacher

Article 64

A person that has an appropriate professional, academic and/or scientific title and teaching capacity may be elected to the position of teacher.

A person that has an academic title of a master or a professional title of specialist may be elected to the position of lecturer.

A person that has the academic title of doctor (Ph.D. in Science or Arts) may be elected to the position of professor of professional career studies.

A person that has higher education of the first level and recognized works of art may also be elected to the position of lecturer or professor of professional career studies.

A person that, in addition to the conditions referred to in paragraph 3 of this Article, has also had scientific and/or professional papers published and reviewed in scientific journals or collections may be elected to the position of docent.

A person that has higher education of the first level and recognized works of art may be elected to the position of docent in the field of arts.

A person that has higher education of the first level and recognized works of art may also be elected to the position of docent in the field of arts.

A person that, in addition to the conditions referred to in paragraph 5 of this Article, has had a number of scientific works of importance for the development of science and/or arts in a specific scientific and/or artistic field published and reviewed in international or leading domestic journals, may be elected to the position of associate professor. Also, a person that has an original professional accomplishment (a project, study paper, patent, an original method, a new animal breed/plant variety et al.), or that has directed or participated in scientific projects; published a textbook, monograph, practicum or a collection of problems with solutions in a specific scientific and/or artistic field to which he/she is being elected and has had a number of papers presented at international or domestic scientific conferences, may be elected to the position of associate professor.

A person that has higher education of the first level and works of art that render an independent artistic contribution may be elected to the position of associate professor in the field of arts.

A person that, in addition to the conditions referred to in paragraph 7 of this Article, has had a large number of scientific works influencing the development of the scientific thought in a specific field published and reviewed in international or leading domestic journals; a large number of scientific works and statements presented at international or domestic scientific conferences; that has published a textbook, monograph or an original professional accomplishment; that has achieved results in the development of junior researchers at a faculty or participated in the final works at the specialist and diploma academic studies, may be elected to the position of full professor.

A person that has higher education of the first level and exceptional works of art that have significantly influenced the development of culture and arts may be elected to the position of full professor in the field of arts.

The precise conditions for election to the position of teacher shall be established by the general act of a higher education institution, in accordance with the recommendations of the National Council referred to in Article 11, paragraph 1, subparagraph 13) of this Law.

Employment contract and the acquisition of the rank of teacher

Article 65

A higher education institution shall announce a competition for employment and the acquisition of the position of teacher in a specific field established by the general act of the higher education institution.

The university shall carry out election to all teaching positions at the proposal of a faculty and/or other higher education unit. The Academy of Professional Career Studies shall carry out election of teachers to the position of lecturer or professor of professional career studies, at the proposal of the appropriate higher education unit of the Academy of Professional Career Studies.

A four-year college shall carry out election to all teaching positions, while a four-year college of professional career studies shall carry out election to the position of lecturer or professor of professional career studies.

A person elected to the position of lecturer, docent or associate professor shall acquire the position and conclude an employment contract for a period of five years.

A person elected to the position of professor of professional career studies or full professor shall acquire the position and conclude an employment contract for an indefinite period of time.

An employment contract with a person elected to the position of teacher shall be concluded by the executive officer of the higher education institution referred to in paragraph 1 of this Article.

The manner and procedure of the conclusion of employment contract and of the acquisition of the position of teacher shall be regulated by the general act of an independent higher education institution.

In the election to the positions of teacher, a higher education institution shall take into consideration the following elements: assessment of the results of scientific, research and/or artistic work; assessment of the involvement in the development of teaching methods and the development of other activities of a higher education institution; assessment of the results of pedagogical work, as well as the assessment of the results achieved in coaching junior teachers of sciences and/or arts.

The assessment of the results of scientific-research work shall be made on the basis of the conditions referred to in Article 64, paragraph 11 of this Law.

The assessment of the results of the involvement in the development of teaching methods and other activities and the assessment of the results achieved in coaching junior teachers of sciences and/or arts shall be made by the higher education unit in which the teacher pursues teaching activity.

In assessing the results of the pedagogical work, account shall be taken of the opinion of students, in accordance with the general act of the relevant independent higher education institution.

Visiting professor

Article 66

A higher education institution may hire a teacher from some other independent higher education institution, located outside the territory of the Republic, as a visiting professor without a public announcement of the vacancy.

Exceptionally, in case there is a need to teach subjects in the field of arts, a prominent artist may also be hired as a visiting professor.

The rights and obligations of the person elected to the position referred to in paragraph 1 of this Article shall be regulated by a contract for retaining services of that person, under the conditions and in the manner provided for by the general act of the higher education institution concerned.

Professor emeritus

Article 67

At the proposal of a faculty or other higher education institution, a university may award the position of professor emeritus to a full professor retired after the entry into force of this Law. A full professor may become professor emeritus if he/she excelled in his/her scientific and/or artistic work, earned international reputation and achieved results in coaching junior teachers of sciences and/or arts in the field for which he/she has been elected.

A professor emeritus may participate in carrying out all forms of teaching at academic studies of the second and third levels in the specific field for which he/she has been elected.

The procedure and conditions of the award of the position and the rights of the person referred to in paragraph 1 of this Article shall be regulated more precisely by the general act of the university.

The rights and obligations of the person elected to the position referred to in paragraph 1 of this Article shall be regulated by a contract for the retaining of teaching services. The total number of persons holding the title of professor emeritus may not exceed 3 per cent of the total number of university teachers.

Teachers of foreign languages and skills

Article 68

In addition to a person having the position referred to in Article 63, paragraph 1 of this Law, a foreign language teacher or a teacher of a skill, who has acquired higher education of the first level may also teach a foreign language or a skill. He/she must also have professional papers in the appropriate field published and must have a talent for teaching.

The general act of a higher education institution shall regulate more precisely the manner of election and the period for which a teacher of a foreign language or of a skill is elected.

Researcher

Article 69

A person elected to a scientific position in the manner and under the procedure provided for by the law regulating scientific research activities may hold courses at doctoral studies, in accordance with the law and the general act of an independent higher education institution.

If the person referred to in paragraph 1 of this Article has no employment contract with a higher education institution in which a study programme is carried out, the institution shall conclude with him/her a contract for retaining his/her teaching services.

Ranks of associates

Article 70

The positions of associates shall be associate teacher and assistant professor.

The positions of associates for teaching within the study programmes of foreign languages shall be instructor and senior instructor.

The general act of a higher education institution shall prescribe conditions for the election to the position of associates referred to in paragraph 2 of this Article.

The general act of a higher education institution may establish other positions of associates as well.

Associate teacher

Article 71

A higher education institution shall elect to the position of associate teacher at the studies of the first level a student of master's degree or specialist studies, who has completed his/her studies of the first level with an overall average mark of at least eight (8).

A person that has higher education of the first level, an overall average grade of at least eight (8), and of at least nine (9) in the group of subjects for which he/she is to be elected, may be elected associate teacher in a specific field of arts, in accordance with the general act of a higher education institution, if no diploma academic studies are provided for in that particular field.

Special conditions for election to the position of associate teacher shall be established by the general act of a higher education institution.

An employment contract shall be concluded with the person referred to in paragraph 1 of this Article for a period of one year. There shall be a possibility of extending the contract for another year for the duration of the studies, but not longer than the end of the academic year in which the studies terminate.

An employment contract shall be concluded with the person referred to in paragraph 2 of this Article for a period of one year with the possibility of extending the contract for another year.

The contract referred to in paragraphs 4 and 5 of this Article shall be concluded by the executive officer of the higher education institution concerned.

Assistant professor

Article 72

A higher education institution shall elect to the position of assistant professor a student of doctoral studies that has completed the preceding study levels with an overall average mark of at least eight (8) and has talent for teaching.

Specific conditions for election to the position of assistant professor shall be established by the general act of a higher education institution.

Exceptionally, for the purpose of teaching clinical subjects, a higher education institution shall elect to the position of assistant professor a person that has completed appropriate medical specialization.

A person that has the academic title of master of arts and has created works of art that display a sense of independent artistic creation may be elected assistant professor in a specific field of arts if no doctoral studies are required in that particular field.

A person that has completed academic studies of the first level and has works of art that display a sense of independent artistic creation may be elected assistant professor in a specific field of arts if no master's degree and/or doctoral studies are required in that particular field.

An employment contract for a period of three years, with a possibility of extending it for another three years, shall be concluded with the person elected to the position of assistant professor.

The contract referred to in paragraph 6 of this Article shall be concluded by the executive officer of the higher education institution concerned.

Employment policy of a higher education institution

Article 73

A higher education institution shall formulate its employment policy, proceeding from the need to organize the teaching process in a qualitative, rational and efficient manner.

Teachers and associates shall, as a rule, conclude full-time employment contracts in accordance with the general act of the higher education institution.

Teachers and associates teaching clinical subjects shall have full-time employment by dividing work hours between the higher education institution and the appropriate health facility.

Teachers and associates referred to in paragraph 3 of this Article shall have the status of full-time teacher or full-time associate teacher of a higher education institution.

IX. RIGHTS AND OBLIGATIONS OF EMPLOYEES OF A HIGHER EDUCATION INSTITUTION

Rights and obligations of employees

Article 74

If not provided for otherwise by this Law, the Law regulating labor relations shall be applicable in respect of the rights, obligations and responsibilities of employees of a higher education institution.

The executive officer of the higher education institution shall determine the individual rights, obligations and responsibilities of employees of the higher education institution.

The administrative body of the higher education institution shall determine the rights, obligations and responsibilities of the executive officer of that institution.

Work in other independent higher education institutions

Article 75

A teacher and/or an associate teacher of a higher education institution may conclude a contract taking up employment at another higher education institution only with prior approval of the professional body of the higher education institution in which he/she is employed.

The general act of an independent higher education institution shall regulate the conditions and procedure of granting approval for the enlistment of a teacher at another higher education institution.

Sabbatical

Article 76

After five years spent teaching at a higher education institution, a teacher may be granted a sabbatical leave of absence lasting up to one academic year for the purpose of professional, scientific and/or artistic advanced training, in accordance with the Statute of the higher education institution.

Abeyance of employment and of the election period

Article 77

A teacher or an associate completing military service, on maternity leave, on leave to care for a child or for a child with special needs or for other person, or on sick leave longer than six months, shall have the period for which he/she has been elected or his/her employment contract extended for the period of absence.

Termination of employment of a teacher

Article 78

A teacher shall have his/her employment terminated at the end of the academic year in which he/she has reached the age of 65 and has at least 15 years of service.

The teacher referred to in paragraph 1 of this Article may have his/her employment contract extended up to two academic years under the conditions and in the manner provided for by the Statute of the university and/or other independent higher education institution.

A teacher who has had his/her employment contract terminated because of retirement shall retain the position that he/she had at the moment of retirement.

The teacher referred to in paragraph 3 of this Article may retain the assumed obligations at master's degree and doctoral studies. He may be a mentor or serve as a committee member during the preparation and defense of the final papers and/or dissertations at these studies but not longer than another two academic years.

On the basis of the decision of the appropriate professional body, the teacher referred to in paragraph 3 of this Article may be engaged in all forms of teaching at master's degree and doctoral studies. He may also serve as a committee member during the preparation and defense of the final papers and/or dissertations during these studies but not longer than another two academic years.

X. REGIME OF STUDIES

Academic year

Article 79

A higher education institution shall organize and implement studies within an academic year commencing, as a rule, on 1 October and lasting 12 calendar months.

An academic year may be divided into:

- 1) two semesters, each lasting 15 weeks;
- 2) three trimesters, each lasting 10 weeks;
- 3) blocks of an aggregate duration of 30 weeks, the individual duration of which shall be established by the general act of the higher education institution.

The teaching of individual subjects shall, as a rule, be organized and carried out during one semester, one trimester or one instruction block, but not longer than two semesters or three trimesters.

Language of studies

Article 80

A higher education institution shall organize and implement studies in the Serbian language.

A higher education institution may organize and implement studies and/or certain parts of studies, and organize the preparation and defense of a doctoral dissertation in the language of a national minority or in a foreign language, in accordance with the Statute.

A higher education institution may carry out a study programme in the language of a national minority or in a foreign language if such a programme has been approved and/or accredited.

For students with disabilities, a higher education institution may organize and implement studies and/or certain parts of studies, in a sign language.

Organization of studies

Article 81

The obligations of a higher education institution with respect to the manner of organization and the schedule of various forms of studies shall be regulated by the general act of the higher education institution.

A higher education institution shall be obliged to organize lectures and other forms of instruction for all students, except for distance learning study programmes.

The precise conditions and manner of the realization of a distance learning study programme shall be regulated by the general act of the higher education institution.

A higher education institution shall inform students in an appropriate way of the manner, time and place of the instruction, objectives, methods and contents of the instruction. It shall also be bound to inform students of the contents, methods, criteria and the standards of examination, the manner of ensuring exam transparency and the manner of having insight into the results, as well as of other matters of students' interest.

XI. STUDENTS

Enrolment

Article 82

The applicants may be enrolled in the approved and/or accredited study programmes organized by a higher education institution under the conditions and in the manner regulated by this Law and the general act of an independent higher education institution.

A foreign national may enroll in study programmes referred to in paragraph 1 of this Article under the same conditions as a national of Serbia.

A person may enroll in study programmes referred to in paragraph 1 of this Article if he/she knows the language of instruction.

The conditions, manner and the procedure of testing the knowledge of the language referred to in paragraph 3 of this Article shall be regulated by the general act of a higher education institution.

A person that has enrolled in the study programmes referred to in paragraph 1 of this Article shall acquire the status of student.

A student shall enroll in the status of the student financed from the budget or that of the self-financing student.

Competition

Article 83

An independent higher education institution shall announce an admission competition (hereinafter referred to as competition).

A competition shall contain the number of students to be admitted to individual study programmes, admission conditions, criteria for candidates' rating lists, the procedure for carrying out the competition. It shall also contain the manner and the deadline for rating list order appeals, as well as the amount of the tuition fees paid by students not financed from the budget.

A competition shall be announced not later than five months prior to the beginning of the academic year.

Number of students

Article 84

An independent higher education institution shall determine the number of students to be enrolled in the study programmes organized by it. The number of students shall not exceed the number set in the work permit.

The number of students referred to in paragraph 1 of this Article shall be determined at the recommendation of higher education units within an independent higher education institution, in accordance with the Statute of that institution.

For a higher education institution whose founder is the Republic, the Government shall take the decision on the number of students to be enrolled in the freshman year of a study programme financed from the budget. The decision shall be taken upon receiving advice from higher education institutions and the National Council not later than two months prior to the announcement of a competition.

A higher education institution may increase the number of students referred to in paragraph 3 of this Article in the coming years by not more than 20 per cent in relation to the preceding year, in accordance with the decision of the competent body of the higher education institution.

Rating and admission of applicants

Article 85

An applicant for admission to the studies of the first level shall sit for an entrance examination or a scholastic aptitude test, in accordance with the general act of an independent higher education institution.

The order of applicants' admission to the studies of the first level shall be established on the basis of the overall scores achieved in the secondary education and the results scored at the entrance examination and/or at the scholastic aptitude test.

An applicant having a general certificate of secondary education shall not sit for an entrance examination. Instead of an entrance examination, the applicant shall have the scores achieved at the school leaving examination evaluated in accordance with the general act of an independent higher education institution.

Instead of an entrance examination, a higher education institution may direct an applicant in possession of a vocational and/or arts secondary school leaving certificate to take the tests in subjects required for the award of a general certificate of secondary education.

An independent higher education institution shall draw up a rating list of applicants on the basis of the competition admission criteria.

The right to enroll in the studies of the first level shall be acquired by the applicant rated within the number of students referred to in Article 84 of this Law on the rating list referred to in paragraph 5 of this Article.

A student of the first level studies enrolled in other independent higher education institution; a person that has acquired higher education at the studies of the first level, and a person whose student status has ceased in accordance with this Law, may enroll in the studies of the first level under the conditions and in the manner provided for by the general act of the independent higher education institution concerned.

The right referred to in paragraph 7 of this Article shall be exercised at personal request.

An applicant shall enroll in the studies of the second and the third levels under the conditions, in the manner and under the procedure established by the general act of, and in the competition announced by, an independent higher education institution.

Rights and obligations of students

Article 86

A student of a higher education institution shall have the rights and obligations established by this Law and the general act of the higher education institution.

A student shall have the right to:

- 1) enrolment, quality education and objective grading;
- 2) timely and accurate information about all issues related to studies;
- 3) active participation in decision-making, in accordance with the law;
- 4) self-organization and expression of his/her opinion;
- 5) privileges deriving from the status of student;
- 6) study conditions of equal quality for all students;
- 7) education in the language of a national minority, in accordance with the law;
- 8) difference and protection against discrimination;
- 9) elect and be elected to Students' Parliament and other bodies of a higher education institution;

A student shall be obliged to:

- 1) comply with instruction and pre-examination obligations;
- 2) comply with general legal acts of the institution;
- 3) respect the rights of employees and other students in a higher education institution;
- 4) participate in decision-making, in accordance with the law.

A student shall have the right of appeal in accordance with the Statute of the higher education institution if the higher education institution has violated some of the obligations listed in paragraph 2, subparagraphs 1-3 of this Article.

Rules of studies

Article 87

A student shall opt for study programme subjects on enrolling in each academic year.

A study programme shall prescribe which subjects are compulsory for the relevant year of study.

A student financed from the budget shall opt for as many subjects as are necessary to acquire at least 60 ECTS credits.

A self-financing student shall opt, in accordance with the study programme, for as many subjects as are needed to obtain at least 37 ECTS credits.

A self-financing student shall pay part of the tuition fees calculated against the subjects he/she has opted for.

By passing an examination a student shall obtain a certain number of ECTS credits in accordance with the study programme.

A student who fails the examination in a compulsory subject prior to the beginning of the coming academic year shall take the same subject again.

A student who fails the examination in an optional subject may take the same subject again or opt for another optional subject.

The study programme may make a student's subject option contingent upon having him/her previously pass examinations in one or more subjects provided for by the study programme.

The precise rules of studies shall be regulated by the general act of a higher education institution.

Status of the student

Article 88

A student financed from the budget and who has gained, within the framework of a study programme that he/she has been admitted to, 60 ECTS credits by passing examinations during an academic year shall have the right to be financed from the budget also in the next academic year.

A student financed from the budget and who has gained less than 60 ECTS credits during an academic year may continue his/her studies in the status of self-financing student.

A self-financing student who has gained during an academic year 60 ECTS credits from the ongoing year of the study programme may be financed from the budget in the next academic year.

A student may exercise the right referred to in paragraph 3 of this Article if he/she is rated within the total number of students whose studies are financed from the budget, in the manner and under the procedure established by the general act of a higher education institution.

A student financed from the budget may, in that status, enroll in only one approved and/or accredited study programme at the same level of studies.

Grading

Article 89

The success of a student in mastering a subject shall be continually under scrutiny and shall be expressed in points.

By complying with the pre-examination obligations and by passing exams a student may earn 100 points maximum.

A study programme shall establish the ratio of points earned through pre-examination obligations and those earned at the exam. The pre-examination obligations shall account for 30 points minimum and 70 points maximum.

The success of a student at the exam shall be expressed from grade 5 (failed) up to grade 10 (excellent).

A higher education institution may also provide for other, non-numerical manner of grading by establishing a ratio of those marks with the marks referred to in paragraph 4 of this Article.

The general act of a higher education institution shall regulate the precise manner of taking and grading an exam.

Exams

Article 90

An exam shall be consolidated and taken orally, in writing and/or in a practical manner.

An exam shall be taken at the seat of a higher education institution and/or on the premises specified in the work permit.

The provision of paragraph 2 of this Article shall be applicable also to a distance learning study programme.

A higher education institution may make arrangements for taking exams outside its seat if so required by the nature of the subject involved.

A student shall take an exam immediately upon completion of the course in that subject.

The examination periods shall be in January, April, June and September.

Exceptionally, one examination period may be determined for subjects in the field of arts, in accordance with the general act of a higher education institution.

If a student referred to in paragraph 5 of this Article fails an exam, he/she shall have the right to take the exam two more times during the same academic year.

Exceptionally, a student who has one exam remaining from the study programme of the year he/she has enrolled in shall have the right to take that exam in the subsequent examination period prior to the beginning of the following academic year.

A student with disability shall have the right to take an exam in the manner adapted to his/her abilities, in accordance with the general act of a higher education institution.

Complaint

Article 91

A student shall have the right to file a complaint to the competent body of a higher education institution regarding a grade within 36 hours if he/she considers that the exam has not taken place in accordance with the law and the general act of the institution.

The competent body of the institution shall consider and decide the complaint within 24 hours from the receipt thereof, in accordance with the provisions of the general act of the independent higher education institution concerned.

If the complaint of a student is granted, the student may take the exam again within three days from the date of receipt of the decision referred to in paragraph 2 of this Article.

Abeyance of rights and obligations of students

Article 92

At the request of a student, his/her rights and obligations shall be left in abeyance. The request shall be granted for reasons of serious illness, absence due to professional training lasting at least six months, doing or completing national service, caring for a child below the age of one year, maintenance of pregnancy. The request

shall be granted also in other cases provided for by the general act of the relevant higher education institution.

A student who was prevented from taking an exam due to illness or absence due to professional training lasting at least three months may be allowed to sit for the exam during the next examination period, in accordance with the general act of the relevant higher education institution.

Disciplinary responsibility

Article 93

A student shall be responsible for violating an obligation provided for by the general act of an independent higher education institution at the time of violation.

A student may be pronounced the measure of exclusion from a higher education institution for a serious violation of an obligation.

Disciplinary proceedings may not be instituted upon the expiration of a period of three months from learning of violation of an obligation and from identification of the offender, and upon the expiration of a period of six months from the date of violation of the obligation at the latest.

The general act of an independent higher education institution shall provide definitions of minor and serious violations of the obligations of a student as well as the disciplinary bodies and disciplinary proceedings for establishing a student's responsibility.

Termination of the status of student

Article 94

The status of student shall cease in the following cases:

- 1) withdrawal from studies;
- 2) completion of studies;
- 3) failure to register for an academic year;
- 4) if a student fails to finish his studies before the expiration of the deadline defined as the double number of academic years needed for the completion of a study programme;
- 5) if the disciplinary measure of exclusion from studies at a higher education institution has been pronounced.

The deadline for the completion of studies may be extended at a student's request, in accordance with the general act of the relevant higher education institution.

Professional, academic and scientific titles

Article 95

A person that has completed basic academic studies shall acquire a professional title with a designation of the rank of the first level of academic studies in the relevant field.

A person that has completed basic professional career studies shall acquire a professional title with a designation of the rank of the first level of professional career studies in the relevant field.

A person that has completed specialist academic studies shall acquire a professional title of specialist with a designation of the rank of the second level of academic studies in the relevant field.

A person that has completed specialist professional career studies shall acquire a professional title of specialist with a designation of the rank of the second level of professional career studies in the relevant field.

A person that has completed diploma academic studies shall acquire the academic title of a graduate with a designation of the rank of the second level of the diploma academic studies in the relevant field.

A person that has completed doctoral studies and/or academic studies of the third level shall acquire a doctorate and/or the title of a Ph.D. (Sciences or Arts) with a designation of the relevant field.

The list containing the designations of ranks in the relevant fields and the abbreviations relating to professional, academic and scientific titles shall be established by the National Council, at the recommendation of the Conference of Universities and/or the Conference of Academies of Professional Career Studies.

The abbreviation of a professional title shall be placed after the name and surname, and the abbreviation of the academic title shall precede the name and surname.

In international communication and in the diploma issued in the English language, the title acquired by the person referred to in paragraph 1 of this Article shall be *Bachelor*; the title acquired by the person referred to in paragraph 2 of this Article shall be *Bachelor (appl.)*; the title acquired by the person referred to in paragraph 5 of this Article shall be *Master*, and the title acquired by the person referred to in paragraph 6 of this Article shall be Ph.D., and/or the corresponding title in the language into which the diploma is to be translated.

XII. LIFELONG LEARNING

Article 96

A higher education institution may, within the scope of its activities, implement programmes of lifelong learning outside the framework of study programmes for which it has obtained a work permit.

The conditions, manner and procedure for the carrying out of programmes referred to in paragraph 1 of this Article shall be regulated by the general act of the institution.

A person that has mastered a programme referred to in paragraph 1 of this Article shall be issued a certificate.

A person admitted to a programme referred to in paragraph 1 of this Article shall not have the status of student in the sense of this Law.

XIII. RECORDS AND PUBLIC DOCUMENTS

Records

Article 97

A higher education institution shall keep a register of students, files on issued diplomas and Diploma Supplements and a record of the taken examinations.

The records referred to in paragraph 1 of this Article shall be kept in the Serbian language, in Cyrillic script. In the territory of a municipality in which Latin script is also officially used, records shall be kept using that script as well. The text in Latin script shall be written below the text in Cyrillic script.

When instruction is given in the language of a national minority, the records referred to in paragraph 1 of this Article shall be kept in the Serbian language, in Cyrillic script and in the language and script of the national minority.

The register of students shall be kept on a permanent basis and preserved.

The Minister shall prescribe the contents and the manner of keeping records.

Protection of the data contained in the records

Article 98

The data entered into the records referred to in Article 97 of this Law shall be gathered, processed, preserved and used for the needs of carrying out activities of a higher education institution or those of the Ministry in the performance of its functions provided for by the law.

The data contained in the records shall be used in such a manner as to ensure the protection of the identity of students, in accordance with the law.

Public documents

Article 99

A higher education institution shall issue public documents on the basis of the data contained in the records.

For the purposes of this Law, public documents shall be a matriculation book, a diploma confirming the acquired higher education and the Supplement Diploma.

A higher education institution shall issue public documents in the Serbian language, in Cyrillic script. In the territory of a municipality in which Latin script is also officially used, a higher education institution shall issue public documents using that script as well. The text in Latin script shall be written below the text in Cyrillic script.

When instruction is given in the language of a national minority or in one of the world languages, public documents shall be issued using the form printed in two languages, in the Serbian language in Cyrillic script and in the language and script in which instruction is given.

At the request of a student, an independent higher education institution shall issue a public document confirming the mastered part of a study programme. The public document shall contain the details on the level, nature and content of studies as well as the achieved results.

The Minister shall prescribe the content of the public document referred to in paragraph 2 of this Article.

The diploma and the Supplement Diploma shall also be issued in the English language.

The diploma shall be authenticated by the independent higher education institution's embossed stamp affixed to it.

The Supplement Diploma shall obligatorily be issued along with the diploma.

The Supplement Diploma shall be supported by a description of the higher education system in the Republic in force at the time of the acquired education specified in the diploma.

Diploma and the Supplement Diploma

Article 100

The diploma and the Supplement Diploma shall be signed by:

- 1) at a university – the Rector and the Dean of the relevant faculty and/or academy of arts within the university;
- 2) at an academy of professional career studies – the President;
- 3) at a four-year college or a four-year college of professional career studies – the Head.

The authorized persons of higher education institutions carrying out the study programme for the acquisition of a joint diploma shall sign the joint diploma and the Supplement Diploma.

Declaring diplomas and Supplement Diplomas null and void

Article 101

A diploma and/or the Supplement Diploma shall be declared null and void:

- 1) if issued by an unauthorized organization;
- 2) if signed by an unauthorized person;
- 3) if the holder of the diploma failed to meet his/her examination obligations in the manner and according to the procedure provided for by the law and by the study programme of a higher education institution.

A higher education institution shall make a diploma and/or the Supplement Diploma null and void for reasons listed in paragraph 1, subparagraphs 2) and 3) of this Article.

A higher education institution shall make null and void a diploma confirming the acquired academic title of master if it has found out that the final written paper is not the result of the candidate's independent work.

A higher education institution shall declare null and void a diploma confirming the acquired doctorate if it has found out that the doctoral dissertation is not an original scientific and/or artistic result of the candidate's work.

The Minister shall ex officio declare null and void a diploma and/or the Supplement Diploma for reasons enumerated in paragraph 1, subparagraph 1 of this Article.

Issuance of a new public document

Article 102

A higher education institution shall issue a new public document after declaring the original public document null and void in the Official Journal of the Republic of Serbia, on the basis of the data contained in the records kept by the institution.

A public document referred to in paragraph 1 of this Article shall be considered an original public document.

A public document referred to in paragraph 1 of this Article shall contain an indication that a new public document is in question, issued after declaring the original public document null and void.

Replacement of a public document

Article 103

In the event of destruction or disappearance of the records referred to in Article 97 of this Law or of the archives, a person that does not possess a public document issued by a higher education institution may apply to the municipal court under whose jurisdiction is or was the seat of the higher education institution involved to establish his/her acquired education.

The request shall include evidence on the basis of which it is possible to ascertain that the person involved has acquired corresponding education as well as an acknowledgment that the archives have been destroyed or have disappeared.

The acknowledgement that the archives have been destroyed or have disappeared shall be issued by the higher education institution in which the person has acquired education or by some other institution that has taken over the records and/or the archives. In the absence of such institution, the Ministry shall issue the acknowledgement.

The municipal court shall bring the decision on the establishment of the acquired education in extra-judicial proceedings.

The decision referred to in paragraph 4 of this Article shall replace the public document issued by a higher education institution.

XIV. RECOGNITION OF FOREIGN HIGHER EDUCATION DOCUMENTS AND EVALUATION OF FOREIGN STUDY PROGRAMMES

Recognition of foreign higher education documents

Article 104

Recognition of a foreign document of higher education shall mean a procedure on the basis of which the right of the holder of that document shall be established to continue education and/or to seek employment.

The procedure for recognition shall be conducted in accordance with the provisions of this Law unless otherwise provided for by an international treaty.

The procedure for recognition for the purpose of continuing education within the higher education system shall establish the right of the holder of a foreign document of higher education to continue commenced higher education and/or the right to be admitted to the levels of higher education.

The procedure for recognition for the purpose of employment shall establish the type and level of studies of the holder of a foreign document of higher education as well as his/her professional, academic and/or scientific title.

Recognition referred to in paragraphs 3 and 4 of this Article shall be carried out by an independent higher education institution in the manner and according to the procedure prescribed by the general act of the institution.

The procedure for recognition shall not be conducted if a public document was acquired in the territory of the Socialist Federal Republic of Yugoslavia before 27 April 1992.

A public document referred to in paragraph 6 of this Article shall produce the same legal effect as a public document issued in the territory of the Republic.

The procedure for recognition of a foreign document of higher education referred to in paragraphs 3 and 4 of this Article shall take into consideration the system of education of the country in which the foreign document of higher education has been acquired. It shall also take into consideration the study programme, conditions for admission to the study programme, the rights conferred by that document of higher education in the country in which it has been acquired and other facts of relevance for the recognition of a foreign document of higher education.

The competent body of an independent higher education institution shall bring the decision on the request for recognition referred to in paragraphs 3 and 4 of this Article.

The decision referred to in paragraph 9 of this Article shall be final in the administrative procedure.

Evaluation of foreign study programmes

Article 105

Evaluation of a foreign study programme shall be carried out in the procedure for recognition referred to in Article 104 of this Law, on the basis of the type and level of acquired knowledge and skills.

Once established positive evaluation of a specific foreign study programme shall be valid in all future cases involving the same study programme.

Evaluation referred to in paragraph 1 of this Article shall be carried out by the professional body of an independent higher education institution taking into consideration the data on the foreign higher education institution where the relevant study programme is carried out. The Ministry shall ensure the furnishing of the data.

The Ministry shall furnish the data on the independent higher education institution and the system of education in the procedure of evaluation for the purpose of recognition of a domestic higher education document abroad.

XV. ADMINISTRATIVE SUPERVISION

Article 106

The Ministry shall perform the administrative supervision of the work of higher education institutions.

Inspectors and/or other authorized persons (hereinafter referred to as inspectors) shall carry out inspection.

The duties of an inspector may be performed by a law school graduate who has passed the professional examination required for the work in government bodies and who has at least three years of work experience.

In performing the inspection duties the inspector shall be authorized to:

- 1) nullify the enrolment of students in the first academic year over and above the number of students determined in accordance with Article 84 of this Law;
- 2) nullify the enrolment of students carried out contrary to the provisions of this Law;
- 3) temporarily prohibit the pursuance of higher education activities to a legal entity carrying out these activities in contravention of the provisions of this Law;
- 4) take other measures for which he/she has been authorized by the law or other regulation.

XVI. PENAL PROVISIONS

Article 107

A higher education institution shall be fined 30,000 to 500,000 dinars for:

- 1) carrying out its activities outside its seat and outside the facilities in which its activities are carried out (Article 32, paragraph 4 and Article 41, paragraphs 11 and 13);
- 2) carrying out a study programme not listed in its work permit (Article 41, paragraphs 11 and 12);
- 3) changing its name, seat and status in contravention of the provisions of this Law (Article 43, paragraph 1);
- 4) charging a tuition fee higher than that determined in accordance with this Law (Article 61);
- 5) separately charging students a fee for services included in the tuition fee (Article 61, paragraph 5);
- 6) employing a teacher who does not fulfil the conditions provided for by this Law or employing him/her without a competition (Articles 63 – 66);
- 7) failing to make arrangements for lectures and other forms of teaching (Article 81, paragraph 2);
- 8) admitting to a study programme an applicant who has not participated in the competition, or in contravention of the competition (Article 83);
- 9) admitting students over and above the number determined in accordance with this Law (Article 84);
- 10) failing to keep records in the manner provided for or for keeping them irregularly and issuing public documents that by their contents do not

correspond to the contents determined by the Minister (Article 97, paragraph 5 and Article 99, paragraph 6).

The responsible person of a higher education institution shall be fined 10,000 to 30,000 dinars for violation referred to in paragraph 1 of this Article.

XVII. THE FUNCTIONS ENTRUSTED TO THE AUTONOMOUS PROVINCE OF VOJVODINA

Article 108

In the territory of the Autonomous Province of Vojvodina, the Autonomous Province of Vojvodina shall perform, through its bodies, the functions referred to in Article 23, paragraph 1, subparagraphs 4 and 7; Article 40, paragraph 1; Article 41, paragraph 2; Article 42, paragraph 9; Article 43, paragraph 2; Article 45, paragraph 2; Article 52, paragraph 4; Article 84, paragraph 3; Article 101, paragraph 5; Article 103, paragraph 3; Article 105, paragraphs 3 and 4 and Article 106 of this Law.

The functions referred to in paragraph 1 of this Article shall be performed as entrusted functions.

The competent bodies of the AP of Vojvodina shall cooperate with the Ministry in the performance of the functions referred to in paragraph 1 of this Article.

With respect to the entrusted functions of government administration referred to in paragraph 1 of this Article, the Ministry shall have, in relation to the competent bodies of the AP of Vojvodina, the rights and duties provided for by the law regulating government administration.

XVIII. HIGHER EDUCATION INSTITUTIONS IN THE TERRITORY OF THE AUTONOMOUS PROVINCE OF KOSOVO AND METOHIJA WHOSE FOUNDER IS THE REPUBLIC

Article 109

The Government shall have all the rights and obligations of the founder in relation to the higher education institutions in the territory of the Autonomous Province of Kosovo and Metohija, the founder of which is the Republic, in accordance with this Law. It shall exercise these rights and obligations pending the cessation of the functioning of the provisional legal system established pursuant to the United Nations Security Council Resolution 1244.

XIX. TRANSITIONAL AND FINAL PROVISIONS

The National Council

Article 110

The National Assembly shall elect members of the National Council within six months from the date of the entry into force of this Law.

Pending the election of members of the National Council, the Republic Council for University Education Development, set up in accordance with the Law on

University (Official Journal of the Republic of Serbia, No. 21/02), shall perform its tasks.

Pending the setting up of the Conference of Academies of Professional Career Studies, candidates for members of the National Council referred to in Article 10, paragraph 1, subparagraph 2 of this Law shall be proposed by the body referred to in Article 112 of this Law.

The promoters of candidates for members of the National Council referred to in Article 10 of this Law shall submit the lists of candidates within 120 days from the date of the coming into force of this Law.

If the promoters fail to submit the lists referred to in paragraph 4 of this Article, the National Assembly shall appoint the members of the National Council from the ranks of the prescribed structure, at the proposal of the competent committee of the National Assembly.

The National Council shall set the standards referred to in Article 11 of this Law within one year from the date of the coming into force of the present Law.

Accreditation Commission

Article 111

The tasks of the Accreditation Commission relating to the procedure for the issuance of work permits shall be performed, pending the setting up of the Commission referred to in Article 13 of the present Law but not later than the expiry of nine months from the date of the entry into force of this Law, shall be performed by the Commission for Accreditation of Higher Education set up by the decision of the Republic Council referred to in Article 110, paragraph 2 of this Law.

Conference of Academies of Professional Career Studies

Article 112

Pending the establishment of the Conference of Academies of Professional Career Studies, a body comprised of the heads of two-year colleges that have obtained the written decision on fulfillment of the conditions for commencing work and carrying out their activities shall perform the tasks within the competence of the Conference until the entry into force of the present Law.

Fields of Science

Article 113

Within nine months from the entry into force of the present Law the National Council shall compile a list of educational-scientific and educational-artistic and professional career areas, within the field referred to in Article 27 of this Law.

Pending the compiling of the list referred to in paragraph 1 of this Article, the areas listed in the Statutes of higher education institutions for which diplomas are issued shall be considered appropriate areas, in accordance with the Law on University (Official Journal of the Republic of Serbia, No. 21/02).

Other regulations

Article 114

Within a period of six months from the entry into force of this Law, the Minister shall adopt other regulations, in accordance with this Law.

List of ranks

Article 115

A list of ranks referred to in Article 95, paragraph 7 of this Law shall be compiled within a period of one year from the coming into force of this Law at the latest.

Accreditation and work permit

Article 116

The procedure for accreditation and issuance of work permits to universities, faculties and/or academies of arts that have obtained the decision on compliance with the conditions for commencing work and carrying out their activities pending the entry into force of this Law, shall be completed within three years from the date of the setting up of the Accreditation Commission at the latest.

Universities and faculties and/or academies of arts within universities that have obtained the decision on compliance with the conditions for commencing work and carrying out their activities pending the entry into force of this Law, shall be considered having the work permit until the completion of the procedure referred to in paragraph 1 of this Article.

Faculties and/or academies of arts outside universities that have obtained the decision on compliance with the conditions for commencing work and carrying out their activities pending the entry into force of this Law, shall be considered having the work permit to function as four-year colleges until the completion of the procedure referred to in paragraph 1 of this Article.

The syllabuses and curricula carried out by higher education institutions referred to in this Article shall be considered approved and/or accredited study programmes pending the completion of the procedure referred to in paragraph 1 of this Article.

Universities and faculties within universities

Article 117

Universities and faculties and/or academies of arts shall bring their internal set-up and general acts in conformity with this Law within a period of two years from the date of the coming into force of the present Law.

Article 118

Faculties founded by the Republic and established before the entry into force of the present Law shall retain the capacity of a legal entity except if that capacity has been transferred to the university by the decision of the competent body thereof, within 90 days from the date of the entry into force of this Law.

Proceeding from the decisions referred to in paragraph 1 of this Article, a university shall adopt an act relating to its reorganization in order to bring its internal set-up in conformity with this Law; to establish the status of institutions within it as institutions with the capacity of a legal entity referred to in Article 34, with reference to Article 47, paragraph 7 of this Law, and/or to set up higher education units within it without the capacity of a legal entity, within one year from the date of the entry into force of this Law.

The act relating to reorganization referred to in paragraph 2 of this Article shall be adopted by the University Council, at the recommendation of the teaching staff council of faculties and/or that of academies of arts.

Institutions and units within a university that fail to fulfill the conditions referred to in Article 47, paragraph 7 of the present Law shall cease to have the status of legal entities on the date specified in the act relating to reorganization, or within two years from the date of the entry into force of this Law at the latest.

The university referred to in paragraph 2 of this Article, faculties and/or other higher education units established by the university shall assume the rights and obligations of institutions and organizations referred to in paragraph 4 of this Article, in accordance with the act relating to reorganization.

Two-year colleges

Article 119

Two-year colleges that have obtained the decision on compliance with the conditions for commencing work and carrying out their activities pending the coming into force of this Law, shall continue to operate, but without the possibility of enrolment of new students after the academic year 2006/2007.

Two-year colleges referred to in paragraph 1 of this Article shall be bound to submit, within one year from the date of the entry into force of this Law, a request for the issuance of a work permit.

A two-year college that has obtained a work permit shall continue to function as a higher education institution, in accordance with the work permit.

A two-year college that fails to obtain the work permit shall cease to carry out its activities within two years from the adoption of the decision declining its request for the issuance of the work permit.

A higher education institution referred to in paragraph 3 of this Article shall constitute its administrative and professional bodies and Students' Parliament, and shall elect an executive officer in accordance with this Law within three months from the date of receiving the work permit.

Pending the constitution of the bodies referred to in paragraph 5 of this Article, regulations that were in force before the coming into effect of the present Law shall be applied.

Bodies of higher education institutions

Article 120

The constitution of the administrative body, the professional body and Students' Parliament and the election of the executive officer of a university and/or a faculty referred to in Article 118 of this Law shall be completed within three months from the date of the adoption of the act relating to the reorganization of the university, in accordance with this Law.

The term of office of members of the administrative and professional bodies, as well as that of the executive officer, constituted in accordance with regulations that were in force before the coming into effect of this Law, shall terminate upon the constitution of the administrative and professional bodies and of Students' Parliament, and upon the election of the executive officer referred to in paragraph 1 of this Article.

The executive officer of a higher education institution shall appoint members of a commission for the organization of elections for Students' Parliament. The commission shall determine the procedure of election within two months from the date of the adoption of the act relating to reorganization of the university, and shall carry out the elections.

Election to positions

Article 121

The election to the position of teacher or associate teacher initiated pursuant to the regulations applicable before the entry into force of this Law shall be completed in accordance with those regulations, within six months from the coming into force of this Law.

Status of teachers and associates of two-year colleges

Article 122

Teachers at two-year colleges, with the exception of professors, and associates elected under the regulations applicable before the present Law became effective shall carry on as teachers and/or associates until the expiry of the term for which they were elected.

A professor of a two-year college, who has fulfilled the conditions for election to the position of professor of professional career studies in accordance with this Law, shall be considered having the position of professor of professional career studies.

A professor of a two-year college, who has not fulfilled the conditions for election to the position of professor of professional career studies in accordance with the provisions of this Law shall be considered having the position of professor of professional career studies if he/she has at least 15 years of service in the teaching capacity on the date of the entry into force of this Law.

A professor of a two-year college, who has not fulfilled the conditions for election to the position of professor of professional career studies in accordance with the provisions of the present Law and does not have at least 15 years of service in the

teaching capacity on the date of the coming into force of this Law, shall be regarded as having the position of lecturer.

Persons elected to the position of trainee assistant professor and/or assistant professor pursuant to the regulations in force before the present Law became effective, shall have the right to be re-elected to the same position for a period of three years.

Students

Article 123

Students admitted to basic studies or to studies at two-year colleges before the coming into force of this Law may complete their studies according to the previous syllabus and curriculum, conditions and rules of studies, within two years after the expiration of the period of regular studies at the latest.

Students admitted to two-year colleges before the coming into force of this Law that have failed to obtain the work permit, may complete their studies according to the previous syllabus and curriculum, conditions and rules of studies within two years from the date of the adoption of the decision declining the request for the issuance of the work permit.

Students admitted to master's degree studies before the entry into force of the present Law may complete their studies according to the previous syllabus and curriculum, conditions and rules of studies within a period of five years from the coming into force of the present Law at the latest.

Students admitted to doctoral studies and/or candidates for a doctorate who submitted their doctoral dissertation before the entry into force of this Law may complete their studies according to the previous syllabus and curriculum, conditions and rules of studies and/or acquire a doctorate within five years from the entry into force of this Law at the latest.

Students referred to in paragraph 1 of this Article may continue their commenced studies according to the study programme adopted in accordance with the provisions of this Law, in the manner and in compliance with the procedure provided for by the general act of the relevant higher education institution.

Rules of finance of studies

Article 124

Students admitted to a higher education institution after the coming into force of this Law and students referred to in Article 123, paragraph 5 of this Law shall have the right, in respect of the status of student with regard to financing, to pursue their studies in accordance with the conditions and rules of studies that were in force before the coming into effect of this Law, until the expiry of a period of two academic years from the date of the entry into force of this Law.

Introduction of ECTS credits

Article 125

In the procedure for introduction and application of the ECTS credits, a higher education institution shall monitor the results achieved at examinations as well as other relevant indicators of students' workload and obtain the opinion of students regarding the effective strain in mastering the contents of study programmes.

On the basis of the indicators referred to in paragraph 1 of this Article, a higher education institution shall adapt the value of the ECTS credits awarded to individual subjects.

Public documents

Article 126

A higher education institution shall issue a public document to a person that has acquired or acquires the right to be issued a public document pursuant to the regulations in force before the date of the entry into force of this Law. The public document shall be issued using the form that was in use before the entry into force of this Law

Provisions of Articles 101-103 of this Law shall be applicable to public documents referred to in paragraph 1 of this Article.

Harmonization of acquired academic, professional and/or scientific titles

Article 127

A person that has acquired or acquires the appropriate academic, professional or scientific title (hereinafter referred to as the title) in accordance with regulations applicable before the coming into force of the present Law, shall retain the right to use the title consistent with the regulations according to which it has been acquired.

A person referred to in paragraph 1 of this Article may request a higher education institution in which that person has acquired a title to confirm that the previously acquired title corresponds to one of the titles referred to in Article 95 of this Law. Such a title shall be confirmed in a procedure and in accordance with the conditions prescribed by the general act of the relevant higher education institution and with the criteria for harmonization of the acquired titles established by the Conference of Universities and/or the Conference of Academies of Professional Career Studies.

When a higher education institution, in the procedure referred to in paragraph 2 of this Article, has confirmed the corresponding title, it shall issue a new diploma in accordance with the present Law.

The diploma referred to in paragraph 3 of this Article may be issued only if the previously issued diploma has been declared null and void.

If a higher education institution in which the person referred to in paragraph 2 of this Article has acquired the title ceased to exist, and has no legal successor, the Ministry shall designate a higher education institution to decide the request.

Taking a doctor's degree

Article 128

Persons that have acquired the academic title of master (sciences) according to the regulations applicable before the entry into force of this Law may acquire a doctorate on the basis of the successfully defended doctoral dissertation according to the regulations applicable before the present Law took effect. The defense of the doctoral thesis shall take place within seven years from the date of the coming into force of this Law at the latest.

Initiated procedures

Article 129

Procedures for foreign degree validation and/or equivalence initiated in accordance with the regulations applicable before the entry into force of the present Law shall be completed consistent with those regulations within six months from the date of the entry into force of this Law.

Procedures for the founding and/or for obtaining the decision on compliance with the conditions for work, initiated in accordance with the regulations applicable before the coming into force of the present Law, shall be completed consistent with those regulations within six months from the date of the entry into force of this Law.

Cessation of validity of the regulations in force

Article 130

The Law on Two-Year Colleges (Official Journal of the Republic of Serbia, Nos. 50/92, 39/93, 53/93, 67/93, 48/94 and 24/96) and the Law on University (Official Journal of the Republic of Serbia, No. 21/02) shall cease to be effective on the date of the entry into force of this Law. The Law on Professional Titles (Official Journal of the Socialist Republic of Serbia", Nos. 31/77 and 17/85) shall cease to be effective upon the expiry of the period referred to in Article 115 of this Law.

Regulations adopted on the basis of the laws referred to in paragraph 1 of this Article shall be applicable also after the cessation of validity of the said laws, pending the adoption of corresponding regulations pursuant to the present Law, except if those regulations are contrary to the provisions of the present Law.

Entry into force of this Law

Article 131

The present Law shall come into force on the eighth day from the date of its publication in the Official Journal of the Republic of Serbia.

**L A W ON THE AMENDMENTS AND ADDITIONS TO THE LAW ON
HIGHER EDUCATION**

Article 1

The Law on Higher Education ("Official Gazette of the Republic of Serbia", No. 76/05, 100/07 – authentic interpretation and 97/08), in Article 4, paragraph 5) shall be amended, reading as follows:

5) recognition of humanistic and democratic values of national and European traditions and the values of cultural heritage;

Article 2

In Article 10, paragraph 1, in the initial sentence, the words: "16 members" are replaced with the words: "21 members".

In subparagraph 1 the words: "ten" shall be replaced with the number: "12"; after the word: "scientists" the following words are added: "who have been appointed to a position of scientific advisors", and after the words: "fields of science and/or arts" the following words are added: "as well as the proportion of the representatives from each university's institute".

In subparagraph 3 the words: "four members" are replaced with the words: "seven members", and the words: "three of them" are replaced with the words: "six of them".

A new paragraph 2 shall be added after the paragraph 1, reading as follows:

"Two student representatives appointed by the Student Conferences for a period of two years take part in the work of the National Council and have the right to vote in respect of matters referred to in Article 11, subparagraphs 7-11 of this Law."

A new paragraph 3 shall be added after paragraph 2, reading as follows:

"When, within the higher education system, instruction is given entirely or partially in the language of a national minority, a representative of the respective National Council of the National Minority with the right to vote shall take part in the work of the National Council."

In the present paragraph 6, which shall become paragraph 8, the word: "final" is deleted. The present paragraphs 2-12 shall become paragraphs 4-14.

Article 3

In Article 11, paragraph 1, subparagraph 9, the words: "for the issuance of work permit" are replaced with the words: "for the initial accreditation".

In Article 1 paragraph 13 is amended, reading as follows:

"13) determine the minimal conditions for appointments to professorships / teaching positions, following the recommendations made by the Conference of Universities or by the Conference of Academies of Professional Career Studies, and also bearing in mind the relevant criteria of the Ministry competent for the scientific-research activities."

In paragraph 2, the words: "subparagraph 14)" are replaced with the words: "subparagraphs 13 and 14" .

Article 4

In Article 14, paragraph 1, subparagraph 1, the words: "concerning issuance of work permits" are replaced with the words: "for the initial accreditation", while in subparagraph 9), the words: "give advice on" are replaced with the words: "prepare a report on the initial accreditation in the process of".

Article 5

In Articles 16, 25, 28, 29, 30, 37, 39, 64, 71, 72. and 78, the words: "graduate academic studies – master," are replaced with the words: "graduate (MA) academic studies" in the corresponding case form.

Article 6

In Article 16, paragraph 2, a full stop shall be replaced with a comma, and the following words shall be added: "as well as it shall establish whether the institution concerned meets the conditions pertaining to the required number of professors."

New paragraphs 3-5 shall be added after paragraph 2, reading as follows:

An institution of higher education meets the conditions pertaining to the required number of professors if the professors having full-time employment at the institution cover a minimum of 70 per cent of active core courses for the programme of study that is the subject of the application for a work permit and if it employs at least 20 professors with full-time employment .

An exception shall be programmes of study in the field of arts where this number may not be below 50 per cent.

Academies of professional career studies and four-year colleges of professional careers, except those in the field of arts, shall make sure that at least 50 per cent of the total number of the teaching staff for all years of studies within the programme of study for which the work permit is sought, shall have a doctorate.

The present paragraph 3 shall become paragraph 6.

In the present paragraph 4, which becomes paragraph 7, after the words: "shall be carried out" the following words are added: "at regular intervals, within a timeframe of five years, and a special accreditation procedure shall be carried out"

The present paragraph 8, which shall become paragraph 11, is amended, reading as follows:

"A decision of the National Council on an appeal referred to in paragraph 10 shall be final. A decision of the National Council may be subject to an administrative dispute."

The present paragraph 9 shall become paragraph 12.

Article 7

In Article 18 paragraph 6 shall be added, reading as follows:

"Resources for the work of the Conference of Universities shall be provided from the budget of the Republic."

Article 8

In Article 20 paragraph 5 shall be added, reading as follows:

"Resources for the work of the Conference of Academies of Professional Career Studies shall be provided from the budget of the Republic."

Article 9

In Article 22, paragraph 3, after the words: "of professional career studies" the following words are added: "and of students' parliaments of colleges of professional career studies."

Paragraph 5 shall be deleted.

After the present paragraph 6, which shall become paragraph 5,

paragraph 6 is added, reading as follows:

“Resources for the work of the Students’ Conferences shall be provided from the budget of the Republic.”

Article 10

In Article 30, paragraph 3, the words: "that shall be" are replaced with the words: "that may also be". In paragraph 4 after the words: "who has completed" the following word is added: "a medical", and the word: "an" shall be deleted.

In paragraph 6, the words: "or dissertation" are deleted. After paragraph 6, paragraph 7 is added, reading as follows:

“The procedure of preparation of and the conditions for the defense of a dissertation shall be defined in the general act of a university upon receiving advice from the Ministry and from a ministry competent for the scientific-research activities.”

Article 11

In Article 40, paragraph 3, after the word: "police" the following words are added: "or military". Paragraph 4 shall be amended, reading as follows:

Higher education institutions referred to in paragraph 3 of this Article may operate within a university, or within academies of professional career studies, in accordance with a special agreement between the university, or the academy of professional career studies, and the Government.

In paragraph 5 after the words: "the Ministry of Internal Affairs" the following words are added: "or of Defense", while after the word: "police" a comma and the following words shall be added: "or military,".

In paragraph 7 after the words: "the Ministry of Internal Affairs" the following words are added: "or of Defense", while after the word: "police" a comma and the following words shall be added: "or military,".

In paragraph 8, after the words: "The Ministry of Internal Affairs", the following words shall be added: "or of Defense".

Article 12

Article 41 is amended, reading as follows:

"An institution of higher education may begin its activities upon the issuance of the work permit."

The Ministry shall issue the work permit after receiving an application

from an institution of higher education.

An institution of higher education shall also enclose to the application referred to in paragraph 2 of this Article its founding act and a proof that the standards from Article 11, paragraph 9 of this Law have been met.

A higher education institution for the founding of which resources are not provided from the budget of the Republic shall also support the application referred to in paragraph 2 of this Article with a bank guarantee. The bank guarantee shall guarantee the continuation and completion of studies in case the institution concerned ceases its activities or a given study programme is terminated and it shall amount to 25 per cent of the sum of tuition fees for the number of students specified in the work permit application.

Within a period of 30 days from the date of the receipt of the application, the Ministry shall check whether the application has been submitted in accordance with paragraphs 3 and 4 of this Article.

Should the Ministry determine that the application has not been submitted in accordance with paragraphs 3 and 4 of this Article, the Ministry shall set an additional period of time, which shall not be longer than 30 days, for eliminating the identified shortcomings. Should the submitter of the application not eliminate the identified shortcoming within the additional period of time it shall be assumed that the submitter has withdrawn the application.

The Ministry shall refer a valid application and its accompanying documents to the Commission for the initial accreditation.

The initial accreditation shall determine whether the institution of higher education and its programme of study meet the requirements of the standards from Article 11, paragraph 9 of this Law, and, in particular, if they meet the requirements according to the following criteria:

- 1) content, quality and scope of the programme of study;
- 2) the required number of teaching and other staff with appropriate scientific and professional qualifications;
- 3) availability of appropriate facilities and equipment corresponding to the number of students to be admitted by the higher education institution and the required quality of studies.

The conditions set in paragraph 8, subparagraph 2 of this Article are considered to be met if an institution of higher education submits a proof that it has ensured the required number of professors as specified in Article 16, paragraphs 2-5 of this Law.

Within three months from the date of the receipt of the application, the Commission shall prepare a report on the initial accreditation of the institution of higher education or of the programme of study and shall submit it to the Ministry with advice that the Ministry should either:

- 1) issue a work permit to the institution of higher education; or
- 2) decline the application of the institution of higher education for the issuance of a work permit. The Ministry shall issue the work permit within 30 days after receiving the Commission's report and advice, as specified in paragraph 10, subparagraph 1 of this Article, and after verifying that the relevant conditions set in Articles 33-37 of this Law have been satisfied.

The Ministry shall issue a declination notice stating that the application for work permit issuance has been declined within 30 days after receiving the Commission's report and advice, as specified in paragraph 10, subparagraph 2 of this Article, or after establishing that the relevant conditions set in Articles 33-37 of this Law have not been met.

A decision to refuse the application for work permit issuance is final and may be subject to an administrative dispute.

The work permit specifies the following: programmes of study, the number of students, the number of teaching staff, facilities in which the institution's activities are carried out, whether the programme of study is realized by means of distance learning and the maximum number of students that can enroll in distance learning study programs, as well as information on whether the institution is allowed to operate outside its seat.

The Minister shall prescribe the contents of the work permit.

An institution of higher education that has been issued a work permit is obliged to submit an application for the accreditation of an institution of higher education and its programme of study no later than a year after the beginning of the academic year in which the programme of study was first implemented.

The application for accreditation is submitted to the Commission through the Ministry, using the form, the contents of which are determined by the Commission.

External review of higher education activities of a higher education institution shall be undertaken in each academic year during which the programme of study is being implemented for the first time.

Article 13

In Article 42, paragraph 2 is amended, reading as follows:

Amendments and additions to the programme of study for which the institution of higher education has already received a work permit which are

conducted in order to update it in accordance with to the new organization of work and with the latest achievements in science and arts shall not be considered a new programme of study. The institution of higher education shall notify the Ministry about the amendments or additions to the programme of study within 60 days from the date when the decision about the amendments or additions to the programme of study was made.

A new paragraph 8 shall be added after paragraph 7, reading as follows:

“The Commission shall inform the Ministry about the outcome of the accreditation of the institution of higher education and the programmes of study in order for the Ministry to take the measures specified in paragraphs 4 and 7 of this Article.”

The present paragraphs 8 and 9 shall become paragraphs 9 and 10.

Article 14

In Article 47, paragraph 7, the words: "approved and/or" are deleted. A new paragraph 8 shall be added after paragraph 7, reading as follows:

“A decision on founding a higher education unit in the capacity of a legal entity within a university which was founded by the Republic shall be made by the Government upon receiving advice from the administrative bodies of the National Council.”

After the present paragraph 8, which shall become paragraph 9, paragraph 10 is added, reading as follows:

“A decision on status change, a change of the name and the seat of a higher education unit in the capacity of a legal entity within a university which was founded by the Republic shall be made by the Government upon receiving advice from the administrative bodies of the National Council.”

The present paragraphs 9-11 shall become paragraphs 11-13.

Article 15

In Article 52, paragraph 1, after the word: "institution" the following words are added: "which was founded by the Republic".

A new paragraph 2 shall be added after paragraph 1, reading as follows:

“At an institution of higher education which was founded by the Republic where instruction is given entirely or partially in the language of a national minority, the National Council shall provide advice on candidates nominated to become members of the council of the institution of higher education.”

In the present paragraph 6, which becomes paragraph 7, after the words: “of this Article.”, the following sentence, beginning in: “The same is applicable” shall

be deleted.

After the present paragraph 6, which shall become paragraph 7, paragraph 8 is added, reading as follows:

The number of Council members of a higher education institution founded by the Republic shall be determined in the Statute of the higher education institution concerned.

Article 16

In Article 54, after paragraph 3, paragraph 4 is added, reading as follows:

“At an institution of higher education which was founded by the Republic where instruction is given entirely or partially in the language of a national minority, the National Council shall provide advice on candidates nominated to become members of the body specified in paragraph 1 of this Article.”

Article 17

In Article 60, paragraphs 2 and 3, the word: "law" shall be replaced with the word: “Law”.

Article 18

In Article 61, paragraph 3, a full stop shall be replaced with a comma, and the following words shall be added: "after having first received advice from the Ministry.”

Article 19

In Article 67, paragraph 1, the words: "a full professor retired after the entry into force of this Law” are replaced with the words: “a retired full professor”.

After paragraph 4, paragraph 5 is added, reading as follows:

"The procedure of appointment to a professor emeritus is initiated by an institution of higher education at which the person was employed full-time for a period of at least five years.”

Article 20

In Article 72, new paragraph 2 shall be added after paragraph 1, reading as follows:

“Under conditions specified in paragraph 1 of this Article, an institution of higher education may also appoint to the teaching position of a

teaching assistant a person that has the academic title of master of arts whose doctoral dissertation topic has been accepted."

The present paragraphs 2-6 shall become paragraphs 3-7.

A new paragraph 8 shall be added after paragraph 7, reading as follows:

"The possibility of employment contract extension specified in paragraph 7 also applies to teaching assistants who have acquired the academic title of doctor (Ph.D. in Science or Arts)."

In the present paragraph 8, which becomes paragraph 9. the number: "6" shall be replaced with the number: "7".

Article 21

In Article 78, paragraph 2, after the word: "Article" the following words are added: "who has been appointed to associate professor, full professor or a professor of a two-year college" and the word: "two" shall be replaced with the word: "three".

Article 22

In Article 80, paragraph 2 after the words: "and organize" the following words are added: "an exam,", while after the word: "defense" the following words are added: "of a final paper, MA thesis and specialist paper and".

Article 23

Article 88 is amended, reading as follows:

"A student who has gained 60 ECTS credits during the current academic year shall have the right to be financed from the budget during the next academic year if he or she is ranked within the total quota of students who are financed from the budget, in accordance with this Law."

The process of ranking students referred to in paragraph 1 of this Article applies to students enrolled in a particular study program during the same academic year and is conducted by taking into consideration the number of ECTS credits gained and the average grade achieved while studying according to the given study program. The exact manner and procedure of ranking shall be determined by the general act of the relevant institution of higher education.

Students who have not acquired the right specified in paragraph 1 of this Article shall continue their studies in the status of a self-financing student in the next academic year.

A student financed from the budget may, in that status, enroll in only

one study program at the same level of studies.”

Article 24

Article 90 is amended, reading as follows:

“An exam shall be consolidated and taken orally, in writing and/or in a practical manner.

An exam shall be taken at the seat of an institution of higher education and/or at the premises specified in the work permit.

The provision of paragraph 2 of this Article shall also be applicable to a distance learning study program.

An institution of higher education may organize for exams to be taken outside its seat, if the course being examined is of a nature that makes this necessary.

A student shall take an exam immediately upon completion of the course in the exam’s subject and not later than by the beginning of the same course in the next academic year. A student shall take the exam in one of the languages in which instruction was given.

The general act of an institution of higher education shall regulate the precise manner of making the process of taking an exam public.

There shall be six examination periods, while the exact dates of examination periods shall be determined by the Statute of an institution of higher education.

The final examination period of the academic year shall end no later than on October 10. A student may request for s/he to be examined by a commission if s/he has failed a particular exam three times.

Without prejudice to the provisions of this Article, one additional examination period may be determined for subjects in the field of arts, in accordance with the general act of an institution of higher education.

A student with a disability shall have the right to take an exam in the manner adapted to his/her abilities, in accordance with the general act of an institution of higher education.

Article 25

Article 95 is amended, reading as follows:

“A person that has completed core academic studies worth at least 180 ECTS credits or lasting at least three years shall acquire a professional title with a designation of the rank of the first level of academic studies in

the relevant field.

A person that has completed core academic studies worth at least 240 ECTS credits or lasting at least four years and a person who has gained at least 240 ECTS credits at first- or second-level academic studies shall acquire the professional title of a “graduate” with a designation of the rank of the first level of academic studies in the relevant field.

A person that has completed undergraduate professional studies shall acquire a professional title with a designation of the rank of the first level of professional studies in the relevant field.

A person that has completed specialist academic studies shall acquire a professional title of a specialist with a designation of the rank of the second level of academic studies in the relevant field.

A person that has completed specialist professional career studies shall acquire a professional title of a specialist with a designation of the rank of the second level of professional career studies in the relevant field.

A person that has completed diploma academic studies shall acquire the academic title of a master with a designation of the rank of the second level of diploma academic studies in the relevant field.

A person that has completed doctoral studies and/or academic studies of the third level shall acquire the scientific title of a Ph.D. (Sciences and Arts) with a designation of the relevant field.

At the advice of the Conference of Universities and/or the Conference of Academies of Professional Career Studies, the National Council shall compile a list of titles in relevant fields, as well as abbreviations of professional, academic and scientific titles.

The abbreviation of the professional and academic title of a master shall be given after the name and surname, while the abbreviations of the academic titles of a master of arts or a master of sciences and of the title of a PhD (Sciences and Arts) shall be given before the name and surname.

In international communication and in diplomas issued in the English language, the title acquired by the person referred to in paragraph 1 of this Article shall be “bachelor”; the title acquired by the person referred to in paragraph 2 of this Article shall be “bachelor with honours”; the title acquired by the person referred to in paragraph 3 of this Article shall be “bachelor (appl.)”, the title acquired by the person referred to in paragraph 6 of this Article shall be “master” and the title acquired by the person referred to in paragraph 7 of this Article shall be “Ph.D.”, and/or the corresponding title in the language into which the diploma is to be translated.”

Article 26

In Article 106, paragraph 3, the words: "three years" are replaced with the words: "five years," while after the word: "experience" the following words are added: "in the field of education".

In paragraph 4, subparagraph 3, after the words: "education activities" a comma and the following words shall be added: "and/or implementation of the study programme", a semicolon shall be replaced with a comma, and the following words shall be added: "in contravention of the certificate of accreditation and/or in contravention of the work permit."

Article 27

In Article 107, in paragraph 1, the number: "30,000" shall be replaced with the number: "100,000", and the number: "500,000" shall be replaced with the number: „2.000.000”.

In subparagraph 1, the words in parenthesis: "paragraphs 11 and" shall be replaced with the word: "paragraph”.

In subparagraph 2, the words in parenthesis: "paragraphs 11 and 12" shall be replaced with the words: "paragraph 13”.

After subparagraph 10, subparagraphs 11-13 are added, reading as follows:

"11) issuing a diploma which does not correspond to the accredited programme of study (Article 16, paragraph 1);

12) charging a tuition fee on no valid grounds (Articles 61 and 88);

13) terminating an employment contract with a member of the teaching staff in contravention of the provisions of this Law (Article 74, paragraph 1)."

In Article 107, paragraph 2, the words: "10,000 to 30,000" are replaced with the words: "20,000 to 60,000" .

Article 28

In Article 108, paragraph 1, after the words: "Article 40, paragraph 1", the following words are added: "Article 41, paragraphs 2, 5-7 and 10-12", the words: "Article 42, paragraph 9" are replaced with the words: "Article 42, paragraphs 2 and 10", after the words: "Article 45, paragraph 2" the following words are added: "Article 47, paragraphs 8 and 10", after the words: "Article 52, paragraph 4" the following words are added: "Article 61, paragraph 3", after the words: "Article 105, paragraphs 3 and 4", the word: "and" shall be replaced with a comma, while after the words: "Article 106" the following words are added: "and Article 127, paragraph 6".

Article 29

In Article 123, paragraph 1 the words: "2011/2012" are replaced with the words: "2013/2014 or by the end of the 2014/2015 academic year for the students that are admitted to integrated studies from the field of medical sciences."

In paragraph 3, the words: "within five years from the coming into force of the present Law at the latest" are replaced with the words: "by the end of the 2013/2014 academic year at the latest" .

In paragraph 4, the words: "within five years from the entry into force of this Law at the latest" are replaced with the words: "by the end of the 2015/2016 academic year at the latest" .

Article 30

Article 124 is amended, reading as follows:

“Without prejudice to Article 88 of this Law, a student may be financed from the budget during the next academic year if s/he gained 48 ECTS credits during the 2009/2010 academic year and/or the 2010/2011 academic year and was ranked within the total quota of students who are financed from the budget, in accordance with this Law.”

The process of ranking students referred to in paragraph 1 of this Article applies to students enrolled in a particular study program during the same academic year and is conducted by taking into consideration the number of ECTS credits gained and the average grade achieved while studying according to the given study program. The exact manner and procedure of ranking shall be determined by the general act of the relevant institution of higher education.

Students who were admitted to the first year of core studies in the 2006/2007 academic year and/or the 2007/2008 academic year remain eligible for being financed from the budget until a year after the expiration of the accredited duration of their studies, while students who were admitted to the first year of core studies in the 2008/2009 academic year and/or the 2009/2010 academic year remain eligible for being financed from the budget until a period of six months after the expiration of the accredited duration of their studies.

Students who have not acquired the right specified in paragraph 1 of this Article shall continue their studies in the status of a self-financing student in the next academic year.

The institution of higher education decides on the manner of the teaching process and/or the format of the exams for the students mentioned in paragraph 3 of this Article.

A student financed from the budget may, in that status, enroll in only one study program at the same level of studies.

Article 31

In Article 127, paragraph 1 shall be added, reading as follows:

“A professional, academic and/or scientific title that was gained in accordance with the regulations applicable before coming into force of this Law, in respect or the rights granted therein, shall be equated to the corresponding professional, academic and/or scientific title defined by this Law, and in particular:

1) a professional title gained by completing:

- studies at a three-year college shall be equated to the professional title defined in Article 95, paragraph 3 of this Law,

- a part of the study programme of the core studies at a university college, the completion of which grants the student the first degree of higher education, shall be equated to the professional title defined in Article 95, paragraph 1 of this Law,

- core studies at a three-year university college shall be equated to the professional title defined in Article 95, paragraph 1 of this Law,

- core studies at a university college with the duration of four up to six years shall be equated to the professional title defined in Article 95, paragraph 6 of this Law,

2) an academic title gained by completing:

- specialist professional studies at a university college shall be equated to the professional title defined in Article 95, paragraph 4 of this Law,

3) a scientific title of Ph.D. gained by a successful completion of doctoral studies or defense of a doctoral dissertation shall be equated to the scientific title of Ph.D. (Sciences) defined in Article 95, paragraph 7 of this law.

The present paragraphs 1 and 2 shall become paragraphs 2 and 3.

In the present paragraph 3 which becomes paragraph 4 the number: "2" shall be replaced with the number: "3".

In the present paragraph 4 which becomes paragraph 5 the number: "3" shall be replaced with the number: "4".

In the present paragraph 5 which becomes paragraph 6 the number: "2" shall be replaced with the number: "3".

Article 32

Persons that have acquired or will acquire the academic title of master (Sciences) according to the regulations applicable before coming into force of this Law may acquire a scientific title of Ph.D. (Sciences) by successfully defending a doctoral dissertation according to the regulations applicable before coming into force of this Law by the end of the 2015/2016 academic year at the latest.

Article 33

The members of the National Council who were elected to their posts before coming into force of this Law shall perform their duties until the new National Council has been elected in accordance with this Law.

The National Assembly shall elect all members of the National Council, the total number of whom has been defined by this Law, within six months from the date of coming into force of this Law.

Article 34

The National Council shall set the standards referred to in Article 3 of this Law and shall harmonize the Rules and Regulation on the List of Professional, Academic and Scientific Titles ("Official Gazette of the Republic of Serbia", No. 30/07, 112/08 and 72/09) with this Law within three months from the date of coming into force of the present Law.

Article 35

Accreditation procedures and/or procedures of work permit issuance that were initiated before coming into force of this law shall be completed in accordance with the regulations applicable at the time when they were initiated.

Article 36

Article 2 of the Law on the Amendments and Additions to the Law on Higher Education ("Official Gazette of the Republic of Serbia" No. 97/08) shall cease to be effective on the date of coming into force of this Law.

Article 37

The present Law shall come into force on the day following the date of its publication in the Official Gazette of the Republic of Serbia.

ANNEX 2.1

ANNEX 2.1. RULES ON CAQA WORK WITH AMENDMENTS

The Accreditation and Quality Assessment Commission of Higher Education Institutions, pursuant to Article 13 of the Law on Higher Education ("Official Gazette of RoS, no. 76/2005), at the session held on 04.07.2006, approved the following

RULES OF PROCEDURE OF THE ACCREDITATION AND QUALITY ASSESSMENT COMMISSION

Article 1

The present Rules of Procedure shall regulate in detail the proceedings and decision making of the Accreditation and Quality Assessment Commission (hereinafter: The Commission), and other matters of relevance in its deliberations.

Article 2

The composition and competences of the Commission are defined in the Law on Higher Education.

Article 3

The Commission shall approve its Rules of Procedure by majority vote of all the Commission members.

Article 4

The Commission shall sit and decide in sessions.

The session shall be held provided attendance of two thirds of the total number of its members.

Article 5

The Commission shall, if need, be, form corresponding expert teams and appoint their members (hereinafter: the Reviewers).

The Decision establishing an expert team shall define the matters to be dealt by the team and other issues of relevance for the team work.

Article 6

The Commission shall approve its annual action plan.

Article 7

The Commission shall have its seal and stamp.

The seal shall be round, 32 mm in diameter with the Coat of Arms of the Republic of Serbia placed centrally. The text within the seal shall read as follows: "Republic of Serbia - The Accreditation and Quality Assessment Commission of Higher Education Institutions - Belgrade", inscribed in circles around the Coat of Arms of the Republic of Serbia, in the Serbian language and Cyrillic alphabet. The text of the stamp shall be identical to that of the seal.

Article 8

The Commission shall report to the National Council (hereinafter: The Council).

The Commission shall deliver its annual report to the Council by 30 September current year for the preceding one, at the latest.

The Report may be submitted also when appropriate and at the request of the Council.

Article 9

The Commission shall elect the chairman and alternate chairman from among its members for the period of four years, by ballot.

The chairman and alternate chairman shall be elected if the majority of the total members of the Commission vote in favor.

Article 10

The session of the Commission shall be convened, as a rule, eight days before the meeting, at the latest, and the Commission members shall be receiving the Agenda and supporting documents.

In extraordinary circumstances, which require urgency, the session may be convened by telephone call, telegram, fax or e-mail, 24 hours before the meeting, at the latest, subject to the decision of the Commission Chairman.

PREPARATION OF THE COMMISSION SESSION

Article 11

The session of the Commission shall be prepared by the Chairman of the Commission and the staff in charge of professional and administrative-technical affairs for the Commission.

Article 12

The session of the Commission, apart from obligatory attendance of the staff in charge of professional and administrative-technical affairs for the Commission, may be attended also by Reviewers when reports submitted to the Commission in the process of accreditation of an institution and curricula are discussed, to be decided by the Commission Chairman.

The reports prepared for the session of the Council shall be circulated to no other stakeholders.

THE PROCEEDINGS OF THE SESSION

Article 13

The Commission Chairman shall, at his own initiative or at the proposal of the Commission members, convene the session of the Commission, once a month as a rule and when needed.

The Commission Chairman shall be alternated by the alternate chairman, in the case of absence or incapacitation of the Commission Chairman.

The sessions of the Commission shall be held in the premises to be provided by the ministry competent for higher education affairs.

The documents for the session shall be prepared by a person in charge of administrative and technical affairs.

Article 14

The invitation letter for the session and tentative agenda with the supporting material shall be delivered to the Commission members eight days in advance of the date of the session, at the latest.

The invitation letter shall state: the tentative agenda, date, time and place of the meeting.

Article 15

The quorum shall be determined at the session and the items of the agenda discussed and decided.

Any Commission member may propose changes and amendments to the agenda of the session. The changes and amendments shall be decided at the session before taking up deliberations item by item.

Article 16

The session shall be chaired by the Commission Chairman.

The Commission Chairman shall open the session, chair the same, and take care of the proceedings according to the approved agenda, give the floor for discussion, propose corresponding decisions, sign the decisions approved by the Commission.

Article 17

The decisions of the Commission should be clear and unambiguous.

The Commission members shall vote by raising hand or by roll call "in favor" or "against" the proposed decision.

The Commission shall take the decision by majority of all the members' votes.

In the case of more than one proposal for the decision, they shall be voted in order of submission.

After the voting the Commission Chairman shall declare the decision which was approved.

Article 18

A Commission member who voted against the approved proposal may reserve his opinion in writing as an integral part of the minutes of the session.

Article 19

The Commission Chairman may decide to adjourn the session if all the items on the agenda cannot be considered during the day and if so requested by the majority of Commission members.

The session of the Commission shall be adjourned in the following cases as well:

- 1) When the number of the members present is insufficient for valid decision making;
- 2) When the session cannot be wrapped up at the time stipulated in the Agenda because of lengthy proceedings;
- 3) In other justified instances.

The session shall be adjourned by the Commission Chairman and the date of the next session fixed.

Article 20

The minutes shall be kept at the Commission session.

The minutes shall have the following contents: date of the session, agenda, names of the present and absent Commission members, and of other participants in the session, subject matter of deliberations namely decision making, verdict of the decision, namely conclusions and opinion on individual issues, brief overview of the deliberations of the subject of decision making, voting result.

The minutes shall also contain names of the Commission members who voted in favor or against or who reserved their opinion.

Article 21

The Minutes shall be signed by the Commission Chairman and the recording secretary.

The minutes of the session shall be approved, as a rule, at the next session of the Commission.

The excerpt from the Minutes shall be inserted in corresponding files.

Article 22

The original copy of the Minutes of the Commission session, with attachments, shall be preserved as a document of lasting value.

Article 23

The proceedings of the session shall be recorded or short handed.
The short hand copy of the session proceedings shall be an integral part of the Minutes.

TRANSPARENCY

Article 24

The proceedings of the Commission shall be open to public.
Press conferences and meetings with the representatives of the media shall be convened and chaired by the Commission Chairman.

Article 25

With the view to an efficient and competent discharge of duties and tasks within the legally set scope of competences, the Commission shall form subcommissions for respective science, namely artistic areas and expert (reviewers) task forces for specific science and artistic fields within those areas.

Article 26

Sub-commissions shall be formed for the fields of life, social, technical and medical sciences and the art.

Members of the Commission elected for corresponding science namely artistic area shall fall within the sub-commission for respective scientific namely artistic field.

A coordinator, elected from the ranks of sub-commission members for one year, shall coordinate the work of the sub-commission.

A sub-commission shall take the decision by consensus. If no consensus can be reached in a sub-commission, the decision shall be taken by the Commission.

The sub-commission shall approve annual plan of action, which shall be an integral part of the annual plan of action of the Commission.

The sub-commission shall report to the Commission once a year, at least.

The report of the sub-commission shall be an integral part of the annual report of the Commission, which shall be delivered to the Council.

Article 27

Further to the list of common standards, to be approved by the Commission, the sub-commission shall determine the details of standards within the respective scientific or artistic areas with the view to:

1. Accreditation of higher education institutions
2. Accreditation of curricula
3. Self-assessment and quality assessment of higher education institutions
4. External quality assessment of higher education institutions
5. Operating licenses

Article 28

The sub-commission shall directly implement the accreditation procedure and assessment of quality in the higher education institutions and units within their scope and valuation of curricula within respective scientific or artistic area and approve the proposal for the decision to be submitted to the Commission for its approval.

The procedure completed under paragraph 1 of this Article, shall be reported by the sub-commission on the form issued by the Commission and delivered as an annex to the decision referred to in paragraph 1 of this Article.

The report of the sub-commission referred to in paragraph 2 of this Article shall be an integral part of the proposed decision referred to in paragraph 1 of this Article and shall be founded on:

1. The results of self-assessment of higher education institutions,
2. Report on the scores given by reviewers,
3. Direct inspection by the sub-commission members and an authorized representative of the ministry competent for higher education of premises, human resources and technical circumstances prevailing in the higher education institutions necessary for quality performance of activities compliant to the prescribed standards.

Article 29

The sub-committee shall cooperate with higher education institutions in the corresponding area of scientific or artistic field with the view to the enhancement of their quality.

At the request of the Commission the sub-commission shall undertake the procedure of quality assessment in higher education institutions and their curricula in the respective scientific, namely artistic area, and shall report to the Commission by filling the form to be prescribed by the Commission.

The report referred to in paragraph 2 of this Article, shall be forwarded by the sub-commission to the Commission within 30 days.

Article 30

The Commission shall, further to a public invitation, appoint reviewers for individual scientific and artistic areas within scientific, namely artistic fields for the accreditation of higher education institutions and curricula.

In the case of multidisciplinary sciences, sub-commissions shall be formed of an adequate composition.

Based on competence assessment of the candidates who shall apply for reviewers, the sub-commission shall make a proposal for appointment of reviewers.

The candidates proposed for reviewers shall be obliged, prior to the appointment under paragraph 2 of this Article, to submit a written statement of no conflict of professional, business, family, kin and any other interest and, as well as of respect for the Code of Conduct of the Commission within 30 days to the Commission for decision making on the appointment of reviewers.

Article 31

If public invitation shall fail to attract sufficient number of competent candidates for reviewers, the Commission may, at the proposal of an appropriate sub-commission, directly invite reviewers (AD PERSONAM) among the distinguished university professors, scholars and artists.

Article 32

The reviewers shall report to the Commission, via corresponding sub-commission, within the legally prescribed time, on the form to be issued by the Commission.

COMMISSION'S ENACTMENTS

Article 33

The Commission shall deliver its enactments to the Council, for information, consideration and decision.

Article 34

Sub-commissions shall be formed for multidisciplinary sciences of corresponding composition.

The present Rules of Procedure shall be effective as of the date of issue.

CHAIRMAN OF THE COMMISSION

Slobodan Arsenijević, Ph.D.

Accreditation Commission- Rules of Procedure /1

ANNEX 2.1. CONT.

The Commission for Accreditation and Quality Assurance of the HEIs, pursuant to the Article 13, Paragraph 3, of the Law on Higher Education (*Official Gazette of the RS*, no. 76/2005), at its session of 10.04.2008. adopted the following

ANNEX TO THE RULES OF PROCEDURE OF THE COMMISSION FOR ACCREDITATION AND QUALITY ASSURANCE

Article 1

In the Rules of procedure of the Commission for Accreditation and Quality Assurance, adopted on 04.07.2006., a new section is added, titled „FINANCING OF THE COMMISSION WORK“, with the following contents:

FINANCING OF THE COMMISSION WORK

Article 35

The work of the Commission is financed from the realized income from accreditation payments and other sources in accordance with the law and relevant bylaws, based on the yearly financial plan.

The yearly financial plan is adopted by the Commission till the end of the year for the next budget year, and at the latest in February of the current budget year.

In cases of unplanned income or expenses of the Commission during the year, changes and amendments of the financial plan can be made after a special decision.

The financial means from the paragraph 1 of this Article 1 are kept in a special subaccount of the Ministry of Education.

Article 36

With the financial means from Article 35 the Commission finances the following:

- Monthly payments to Commission members;
- Payments for reviewers in the process of accreditation;
- Memberships in national and international associations dealing with quality assurance in HE;
- Payments for the engagement of physical or legal entities in the process of accreditation, and for other professional tasks necessary from the smooth work of the Commission;
- Traveling and accommodation expenses for the Commission members and other engaged individuals;
- Procurement of expert literature;
- Procurement of technical equipment for the Commission work;

-
-
- Procurement of expendables;
- Other expenses related to the Commission work

Article 37

Commission members have the right to receive payment for their work in the amount established by the Parliament of the Republic of Serbia.

Until the decision of the Parliament, the Minister of Education can establish the payment for the Commission members with a special decision, in order to provide smooth work of the Commission.

Till the 05. in the month, The President of the Commission sends to the offices in charge of the Ministry of education the order for the calculation and payment to the Commission members.

Article 38

Reviewers have the right to be paid for their work in accordance with the Law on HE.

Based on the Commission Decision about the selection of reviewers, the President concludes the engagement agreements.

After the reviews have been completed and submitted, the President of the Commission sends to the offices in charge of the Ministry of education the order for the calculation and payment to the reviewers.

Article 39

The Decisions about the engagement of third persons and the amount of payments for the services, about the procurement of goods and services for the Commission, are adopted by the Commission after the need has been observed/considered.

The President concludes the procurement contracts for the goods and services after the Commission decision, on behalf of the Commission.

In the procedure of procurement the Commission have to abide by the regulations specifying the procurement procedure and other relevant regulations of the Republic of Serbia specifying this area.

After the goods have been delivered and services performed, and after the receipt of invoices, the President sends sends to the offices in charge of the Ministry of education the order for the calculation and payment for the goods and services.

Article 40

Commission members and other persons engaged in the process of accreditation after the decision by the Commission, have the right to be reimbursed for the travelling and accommodation expenses:

1. Travelling expenses
 - a. Bus, plane, or railway transport
 - b. Usage of one's own car
2. Accommodation
 - a. hotel
 - b. board

The travelling and accommodation expenses are reimbursed as follows:

1. Travelling expenses
 - a. Bus, railway, and plane transport are reimbursed in full (ticket amount);
 - b. Usage of one's own car – 30% of the amount of 1 liter of unleaded petrol per kilometer.
2. Accommodation expenses – in full amount (hotel or restaurant bill).

The reimbursement of accommodation expenses (room and board) takes place after the submission of tickets/bills.

The documents proving the amount of expenses is different for different expenses:

1. Travelling expenses
 - a) Bus, railway, and plane transport are reimbursed in full (ticket amount);
 - b) Usage of one's own car – petrol bill
2. Accommodation expenses - hotel or restaurant bill

The documents from the Paragraph 4 of this article, with the payment order, is sent by the Commission President to the office in charge in the Ministry of Education till the 05. for the previous month.

Article 41

At the end of the budget year, the Commission established surplus or deficit balance in accordance with the relevant budget regulations.

The surplus income is transferred to the next year to serve the Commission work.

Article 2

The support offices of the Ministry of Education are authorized to create the refined text of the Commission rules of procedure.

Article 3

This Annex to the Rules of procedure shall be in force on the day of publication on the notice board of the Commission.

PRESIDENT OF THE COMMISSION

Dr Slobodan Arsenijević

ANNEX 2.2

ANNEX 2.2. PROCEDURES 1-3 FOR CAQA WORK

ORGANIZATION OF TECHNICAL AND ADMINISTRATIVE SUPPORT TO THE CAQA, WITH INSTRUCTIONS

(Procedure 1)

PHASE I DUTIES OF THE ACCREDITATION CYCLE

I PHASE - Submission of accreditation request

1. The report is submitted in the main office of the Directorate for Common Affairs, where the number is obtained together with the file cover;
2. The request with attachments in the written and electronic form should be sent to the Sector for HE, and the CAQA address;
3. The secretary should check on receipt if the attachment matches with the Request data, and if the written and electronic attachments match, which should be confirmed by the secretary with a signature;
4. After the receipt, the documents are coded and temporarily archived, with exact location defined for each document;
5. Based on the request information, a document is created – the obligation of the Faculty to pay for the accreditation procedure;
6. After the payment from the Faculty is recorded, the accreditation may commence.

II PHASE - Selection of reviewers

1. The CAQA, at its session, adopts the Decision on the selection of reviewers.
2. The Subcommittee for a particular field hands over the Decisions to a person in charge of the field for further realization.

III PHASE – Preparation of documents for reviewers

1. The reviewers are contacted by phone if they accept the assignment; if the reply is affirmative, the appropriate information are taken.
2. Envelopes are prepared (data written a PC);
3. Agreements are made;
4. The CAQA President signs the agreements;
5. The following is put into the envelopes:
 - CDs;
 - Agreements;
 - Statements.
6. When everything is ready, reviewers are contacted to receive the envelopes in person; they sign the agreements, statements, lists made for a field and cycle, to keep track when they were able to start the review.

IV PHASE - Review

In this phase, continual communication with the reviewers takes place, and also with the members of the Subcommission for a particular field.

V PHASE - Completed review

1. Reviewers submit their Reports in sealed envelope.
2. The Report submission is confirmed by a signature.
3. Reviews are stored and kept, and then submitted to the Subcommission.
4. After the review, the Agreements are submitted to the Sector for finances for payment.
5. The Subcommission considers the Reports and prepares:
 - Decisions;
 - Acts;
 - Warning letters, etc.

VI PHASE - Information to the faculty

1. The HEI is informed on the accreditation results;
2. Sending of the Obligation of the Faculty to make payment for the Certificate of Accreditation;
3. After the receipt of the above payment, the Certificate of Accreditation is sent to the HEI.
- 4.

VII PHASE – Creation of the registry of accredited higher education institutions

GUIDELINES FOR THE MONITORING OF ACCREDITATION CYCLE

1. The CAQA adopts decisions about reviewers for a particular field, by faculties and programs;
2. About those who agree to make reviews, the necessary personal data are collected, the agreements are prepared, as well as the statements, confirmations, and appropriate faculty/program documentation on a CD, and the CAQA President signs these acts;
3. The list of reviewers is made, with all the columns required for the monitoring of accreditation process (date of receipt of the review documents; data of review report submission; date of agreement submission for payment; date of payment to the reviewer; date of Decision about review, date of submission of the Decision to the HEI).
4. Continual communication with reviewers – on the submission of documentation and other coordination matters;
5. Registry for a particular cycle, for the reposition of:
 - a. CAQA Decision on the selection of reviewers;
 - b. List for monitoring of accreditation per a reviewer;
 - c. Agreements, Statements, Confirmations for the reviewers (all copies) before the reviews;
 - d. After the review, in the Registry there remains one copy of original Agreement, Statements, Confirmation, with the notification that one copy was given out for payment purposes;
 - e. Report on the review is stored separately, kept, and handed out to the Subcommittee for further processing;
 - f. After the issued Certificates of Accreditation, these are sent to the HEIs (following the Subcommittee instructions);
 - g. After the Certificates are sent to the HEIs, other copies of the Certificates, with the receipt confirmed by the authorized person of the HEI, are repositioned in the faculty Register.

**GUIDELINES FOR THE RECEIPT OF DOCUMENTATION
OF THE HEIs
FOR IV ACCREDITATION CYCLE**

- 1. WRITE DOWN IN THE BOOK „SUBMITTED DOCUMENTATION“ :**
 - the HEI;
 - submission evidence No.;
 - subject of accreditation (HEI & number of programs);
 - notification: if the payment from the HEI is received, the sum, and whether the payment receipt is attached;
 - giro account.
- 2. AFTER THE CHECK THAT THE SUBMITTED DOCUMENTATION MATCHES THE STATEMENTS FROM THE REQUEST, THE HEI's COPY OF THE REQUEST IS SIGNED TO CONFIRM THE RECEIPT;**
- 3. A COPY OF THE REQUEST IS COPIED AND STICKED TO THE BOX IN WHICH THE DOCUMENTATION IS PLACED FOR THE HEI;**
- 4. ON A COLORED PAPER, THE FOLLOWING IS PRINTED:**
 - cycle IV;
 - scientific field;
 - HEI name.
- 5. THE ABOVE PAPER IS ALSO STICKED TO THE HEI BOX;**
- 6. THE BOXES ARE REPOSITED SORTED ACCORDING TO THE FIELDS.**

Paper colors by fields:

- red – DH field (humanities and social sciences);
- green - TT field (technical/technologic sciences);
- yellow - PM field (natural sc. and mathematics);
- white - Medicine field;
- blue – Art field.

PROCEDURES OF THE FINANCIAL OPERATION OF THE CAQA

(Procedure 2)

1. INTRODUCTION

1.a- Founding and authority of the Commission

The founding, authority, basic activities and tasks, as well as the method of functioning of the Commission for Accreditation and Quality Assurance are regulated by the Law on Higher Education („Official Gazette of the RS, no. 76/05) in the following way:

- Article 12 regulates that the expert support, administrative-technical, and IT support to the National Council and its operative agencies is done by the Ministry of Education;
- Article 13, paragraph 1, regulates that the National Council for HE forms a special operative agency, the CAQA, whose task is to perform the tasks related to quality assurance of the HEIs and validation of study programs, as well as their accreditation. The article also specifies that the CAQA adopts the Regulations of its own operation;

1.b- CAQA financing

The income and expenditure of the CAQA are regulated by the Law on HE, Rules of procedure, and financial plan of the CAQA for the current year, in the following way:

- **Income:** Article 13 of the Law on HE specifies that the CAQA operation is financed from its own income. i.e. the payments for accreditation. The amounts of the payments are specified by the National Council for HE, with the approval of the Government.
- **Expenses:**
 1. The payments to the CAQA members: Article 13 of the Law on HE specifies that the amount of the payments is established by the Parliament, after the suggestion of the Parliament Board in charge;
 2. The payments to the reviewers: Article 13 of the Law on HE specifies that the amount of the payments is established by the National Council for HE;

The following expenses are regulated by the Rules of procedure and Financial plan of the CAQA for the current year:

1. Permanent expenses – mobile telephony services;
2. Official trips of the CAQA members, in the country and abroad;
3. Other contracted services (web site administration, administration of the software for the network system of the CAQA, publishing and translation of the publications, registration fees for professional meetings, memberships, ENQA membership, hotel & catering services, other expenses);
4. Office materials;

5. Office furniture and IT equipment.

2. ADOPTION OF THE FINANCIAL PLAN

1. The CAQA adopts its financial plan in accordance with the Law on the Budget of the Republic of Serbia, through its Rules of procedure and Plan & program of operation for the current year;
(Deadline: 05 January of the current year)
2. The financial plan is submitted for approval to the Ministry of Education;
(Deadline: 15 January of the current year)
3. The Minister of Education approves the financial plan of the CAQA;
(Deadline: 15 January of the current year)
4. The financial plan of the CAQA, with the Minister's approval, is sent to the Sector for finances to be incorporated into the Financial plan of the Ministry of Education, in a special program 2001-02.

3. ADOPTION OF THE PLAN OF PUBLIC PROCUREMENT

After the adoption of the Financial plan, the plan of public procurement is made for the current year, for all the procurements of goods and services the price of which exceeds the yearly limit and for which the procedure of public procurement is applied.

1. The CAQA adopts the plan of public procurement for the current year (**deadline: 31 January of the current year**);
2. The plan of public procurement is sent to the Sector for student standard, investments, and public procurement (**deadline: 31 January of the current year**);
3. The Group for public procurements integrates the Plan of public procurement of the CAQA into the Plan of public procurement of the Ministry of Education, in a special program 2001-02 (**deadline:**).

4. EXECUTION OF THE FINANCIAL PLAN

During the year, in accordance with its Plan and program of operation, the CAQA performs its tasks according to the Law and realizes its income and expenses in accordance with the Law on HE, its Rules of procedure, and Financial plan:

Income:

1. Payments for accreditation paid by the HEIs on the submission of their requests for accreditation;
2. After the data from the Request have been entered into the internal system of the CAQA, a document is issued, titled „Obligations of the HEI related to its accreditation“, representing an invoice;
3. After the review of a HEI and its study programs, when the Decision of accreditation is reached, the total financial obligations of the HEI are invoiced, for the certificates to be issued to the HEI;
4. After the payment is made for the certificate(s) of accreditation, these are handed out to the HEI.

Expenditure:

In accordance with the transfer of authority, Rules of procedure, Financial plan, CAQA decisions, the CAQA President concludes various agreements, decided upon the orders of official trips in the country and abroad, and sends the documentation to the Sector of finances in the following manner:

1. For monthly payments to the CAQA members, the following order is issued: **Order for the calculation and payment to the CAQA members (deadline: 05 of the month, for the past month);**
2. For the payments after the agreement with the reviewers and third persons, the following is issued: **Order for the payment to reviewers in accordance with the Agreements**, with the report – confirmation that the review or other service is completed (**deadline: as required**);
3. For the payments of the invoices for goods and services, the following is issued to the Sector of finances: **Payment order**, after the Decision on the procedure of invoiced payment, issued by the Minister on 17.12.2010. (in force since 01.01.2011) (**deadline: as required**);
4. Orders for official trips are calculated in the CAQA Secretariat and sent for payment with appropriate specification (**deadline: as required**);

5. PAYMENTS

The Sector of finances – Section of budget execution of the Ministry of Education realizes all payments, and the Minister signs all payment orders. The Sector also performs other operative tasks: submission of individual and yearly tax applications and MUNK forms for the Pension and Disability Insurance Fund.

6. BOOKKEEPING

Evidence and bookkeeping of all financial transactions related to the CAQA is performed in the Sector of finances – Section for Budget Accountance of the Ministry of Education. There, the yearly financial report of the Ministry is formulated, containing the CAQA financial report, through the program 2001-02.

7. INFORMATION ON THE EXECUTION OF THE FINANCIAL PLAN

1. The CAQA takes into consideration and adopts the Information on the execution of the financial plan at its last session of the current year (**deadline: 31.12 of the current year**);
2. The CAQA President sends to the Minister the Information on the execution of the financial plan (**deadline: 10.01 of next year**);

8. SUMMARY

It should be noted that for the full ENQA membership, financial independence of the CAQA is essential as well. Within the Consolidated account of the Treasury, and within the Ministry of Education, a special evidence account is opened, titled: Commission for Accreditation - EP- 137000402, to register the income in the current year. Except for this evidence account, the following evidence account is opened: Commission for Accreditation - EP 13001302, for the transfer of unspent funds from past years. **In accordance with the Law on Budget System, the total balance in the evidence account 137000402 of proprietary income on 31.12. of the current budget year, is transferred to the next budget year to the evidence account 137001302.**

PROCEDURES OF FINANCIAL MANAGEMENT OF THE NATIONAL COUNCIL FOR HE

The Article 9 of the Law on HE specifies that the Parliament forms the National Council for HE to assure the development and improvement of quality of HE.

The Article 12 of the Law specifies that the finances for the operation of the National Council are provided in the budget of the Republic of Serbia. The Article also specifies that expert, administrative-technical, and IT support to the operation of the National Council is provided by the Ministry of Education.

The Article 10 of the Law specifies that the Council members have the right to get paid for their work, in the amount set by the Parliament, after the suggestion of the Board in charge.

From the above, the conclusion can be drawn that the Ministry of Education provides resources in the budget to finance the Council operation.

EXPENSES OF THE NATIONAL COUNCIL FOR HE

1. Monthly payments to the Council members for their work.
2. Payments for official trips in the country and abroad.

PROCEDURES

1. The Council President, or the authorized person from the Sector for HE, submits the Decision of the Parliament on the election of National Council members to the Sector of finances – Section for Budget Execution, as well as the Decision of the Council on the election of its President, for the data to be entered in the data base and for the monthly payments to be effectuated (deadline: the following day after the President election);
2. The Council President, or the authorized person from the Sector for HE, submits to the Sector of finances the order for payments for the Council members (deadline: 05. of the current month, for the past month);
3. Orders for official trips in the country and abroad are signed by the Council President or the Minister (see the Statute or Rules of procedure of the Council);
4. The payments of monthly compensations for work to the Council members and expenses of official trips are realized by the Sector of finances – Section for budget execution.

PROCEDURES FOR THE INTRODUCTION OF INTERNAL IT SYSTEM

(Procedure 3)

The software for an internal system is intended to introduce order in the system of accreditation, establishing an electronic base which would unite and sort all HEIs which have passed the process of accreditation.

I BASE FORMATION – NOMENCLATURE

It is essential to establish the initial data base with all the parameters involved in the creation of necessary reports and analyses:

- HEIs should be coded according to the type (universities, faculties, colleges);
- HEIs should be coded according to the ownership (state-owned, private);
- Faculties are grouped by the universities they belong to;
- Each HEI and study program should be categorized according to the scientific field (HS – humanities and social sciences; TT – technical-technologic field; NM – natural sciences and mathematics; MS – medical sciences; A – field of art);
- Study program levels should also be coded: BAS – basic academic studies; GAS – graduate academic studies; DS – doctoral studies; BVS – basic vocational studies; SVS – specialist vocational studies.

II REQUEST REGISTRATION

The software should enable registration and keeping track of each accreditation request submitted by a HEI, for both institutional and study program accreditation. The requests should be sorted first by cycles, then by scientific fields.

Each request should contain the mention of the subject of accreditation: institution and all study programs. The request has its own registration number, as the coding basis of the whole entry and exit documentation, through the whole accreditation process.

III DOCUMENT CODING

Using a bar code reader, the code should be created in the following way: accreditation cycle – scientific field – ordinal number of the HEI in a scientific field – request registration number – study program name. All the documents submitted by a HEI for accreditation should be marked in this way (in their both written and electronic form). This is only the initial accreditation phase, and upon these initial numbers for entry documentation, the numbers of other, subsequent documents should be generated, such as: certificates of accreditation, warning letters, denials of accreditation of both HEIs and study programs.

The need for coding of the whole documentation is the consequence of the obligatory record-evidenced transfer of documentation for archiving, after the completed accreditation of a HEI. The traces and data are thus left in the system about individual accreditation attempt(s), as well as the information intended to help locating the archived documents (to be stored for good). It is also important that the validity and authenticity of data and submitted written documentation in the internal system can always be checked (using a bar code reader), especially when the CAQA applies for accreditation with international institutions.

IV KEEPING TRACK OF ACCREDITATION OUTCOMES – WARNING LETTERS

The next important segment to be tracked in the system are the warning letters, since they involve the commitment of the HEIs to remedy the observed faults in due term. It is therefore vital to specify the precise date after which the period starts in which the HEI has to repeat document submission, in accordance with the warning letter. These documents should also be coded on receipt in the following way: notification that it is the submission after the warning letter – cycle – scientific field – ordinal number in the scientific field – request registration number – name of the study program.

V OBLIGATIONS OF THE HEIs – PAYMENTS FOR ACCREDITATION

Based on the accreditation price list entered in the system, and accreditation data from the accreditation request, the system should automatically generate the calculation of the whole sum for the accreditation of a HEI, specifying separately the request-related obligation, and the certificate of accreditation related obligation. The system should create the Information about the obligation, to be issued to the HEI. After the payment is made by the HEI, this should be registered and an analytic card should be formed for each HEI, with the following data: obligations – payments – debt balance.

VI OBLIGATIONS OF THE CAQA TOWARDS REVIEWERS

The software should enable the entry of data identifying a particular reviewer for a particular instance of HEI and study program accreditation. Based on the price list for reviews of HEIs and study programs, and based on the entered reviewer identification data, the system should form an agreement with the particular reviewer. Any payment of the CAQA to a reviewer should be recorded on the reviewer analytic card, in the following form: obligation towards the reviewer – payment to the reviewer – balance of the debt to the reviewer.

VII DATES

It is necessary that the system enable mandatory entry of the following data: date of submission of accreditation request, date of reviewer signature of the agreement with the CAQA and date of his receipt of the review documentation, date of review

submission, date of adoption of the decision of accreditation, date of issue of the warning letter, date of re-submission of the documents after the warning letter, date of receipt by the HEI of the certificate of accreditation. All this is necessary for the purpose of achieving a daily accuracy of the data and for the purpose of various statistical analyses.

ANNEX 2.3

ANNEX 2.3. Project for implementation of NEXTAIR software

**The Republic of Serbia
Commission for
Accreditation and Quality Assurance**

Project Title:

**Enhancing Performance
and Setting New Standards for the
Commission for Accreditation and Quality Assurance**

Phase II

**Introduction of Electronic Tracking for all Correspondence Within a Unified
Information System at the Commission for Accreditation and Quality Assurance**

July 2010

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1. INTRODUCTION

The Commission for Accreditation and Quality Control has relied on its own in-house organizational system for the past four years. This in-house system includes monitoring of the accreditation process; however, such monitoring forms only one part of the Commission's overall function. Streamlining is necessary, and must be thorough and systematic. For this reason, a general project has been initiated. The goal of the project is to track the flow of all incoming and outgoing correspondence and documentation which arises in the course of the Commission's work; to synchronise such correspondence and documentation at each phase throughout accreditation; and to enable coordinated action throughout all steps of accreditation, as contemplated by relevant provisions of the Law on Higher Education.

1.1. PROJECT SCOPE

The project encompasses all steps and activities related to the accreditation of universities, higher education institutions and programmes of study which are governed by the relevant provisions on higher education.

1.2. LEGAL BASIS

The legal basis and authority for all phases of the accreditation process are enshrined in the following:

- The Law on Higher Education of the Republic of Serbia;
- The Law on Administrative Procedures;
- The Standards of the Commission for Accreditation and Quality Control;
- The Rules of Procedure of the Commission;
- The Code of Practice of the Commission;
- The Regulations on Self-Evaluation and Quality Control for Institutions of Higher Education;
- The Regulations on External Quality Control for Institutions of Higher Education;
- The Regulations on Accreditation for Institutions of Higher Education;
- The List of Expert, Academic and Scientific Professions;
- The Executive Order on Administrative Procedures.

We further note that the Bologna Declaration is implemented throughout most countries of the European Higher Education Area.

2. ANALYSIS

2.1. CURRENT STATE

The project is designed to address a recurring problem in communication between the Unified Clerk's Office of the Republic of Serbia, the Sector for Higher Education of the Ministry of Education, and the Commission for Accreditation and Quality Assurance. The problem can be summarized as follows:

- One location is designated for parties undergoing accreditation to submit correspondence for the Commission (whether applications, requests, suggestions or other) through the Unified Clerk's Office;
- A different location is designated within the Commission itself for parties to submit supporting documents for accreditation of universities, institutions of higher education and programmes of study;
- A delay of one business day occurs before the Administrative Office of Joint Affairs can deliver received and registered case files to the Sector for Higher Education of the Ministry of Education.

The current system of entering and tracking files lacks both a complete database and full coordination between the various agencies; thereby producing inefficiency and delays, and failing to provide complete and accurate information about files in progress.

2.2. STAKEHOLDER REVIEW

The following are stakeholders and participants with active status during various individual stages or throughout the entire process of accreditation:

1.2.1. KEY PARTNERS

- The Parliament of the Republic of Serbia through its Committee on Education;
- The Government of the Republic of Serbia;
- The National Council for Higher Education;
- The Ministry of Education and other ministries;
- Universities;
- Institutions of Higher Education within the Republic of Serbia;
- The Council of Europe;
- WUS and other international institutions;
- ENQA;
-

2.2.2. END USERS

- Students and student associations;
- Parents of students;
- Instructors, scientists, researchers, etc.

2.3. TROUBLESHOOTING

The current system requires a complete overhaul and the introduction of electronic tracking for received and processed documentation. This need arises from the heavy workload of accreditation requests, understaffing, and poor coordination between the various agencies involved in implementation of the Bologna Declaration.

3. AIMS

3.1. MISSION AND LONG-TERM GOALS

- To standardise and streamline higher education in the Republic of Serbia;
- To achieve foreign recognition of diplomas from Serbian institutions of higher education without need for additional validation;
- To achieve high rankings for Serbian universities on international league tables.

3.2. MEDIUM-TERM GOALS

- To gain membership for the Commission for Accreditation and Quality Assurance in ENQA and other major international agencies;
- To achieve high scores for the education system of the Republic of Serbia in assessments by the Council of Europe;

3.3. SHORT-TERM GOALS

- To complete the initial phase of accreditation for institutions of higher education in the Republic of Serbia;
- To introduce electronic tracking of all documentation at the Commission for Accreditation and Quality Assurance;
- To create a unified information system for the Commission which features a complete database of all necessary information and thereby meets technical standards for membership in ENQA;
- To install quality control and to enable full access to the Four Year Report on the Commission's work to date;
- To enable protocolary transfer of duties to incoming Commission membership.

4. EXPECTED RESULTS

- Membership of the Commission for Accreditation and Quality Control in ENQA;
- Membership of the Commission in other international agencies and registries;
- Significant improvement in the next European assessment of education in the Republic of Serbia;
- Greater mobility for students, academics and researchers;
- Harmonisation of higher education regulations, thereby contributing to Serbia's European integration.

5. ACTIVITIES

The most important activity to date is the following **Project task: Introduction of electronic tracking for all incoming correspondence within a unified in-house information system** (Appendix 1). The nature of the Project requires that all component activities be performed in parallel before proceeding to the in-house system. Staffing cuts at the Commission by the Ministry of Education have led to a serious backlog. As of this report, all 2010 correspondence has been indexed according to date received by the Clerk of the Administrative Office for Joint Affairs, and then entered into Excel. When the necessary software is acquired, the Excel tables will be entered into the Commission's internal information system. The Commission will track and file all future correspondence in this manner, once the necessary software has been acquired and a unified internal information system becomes operational.

6. INPUTS AND OUTPUTS

Inputs:

- High incoming caseload correspondence (by year and accreditation cycle);
- High amounts of incoming correspondence requiring response;
- High amounts of incoming documentation in support of institutional applications;
- High amounts of supplementary material and applicant revisions;
- High amounts of correspondence relating to official warnings;
- High amounts of documentation accompanying applicant responses to official warnings;
- Understaffing at both executive and administrative levels within the Commission for Accreditation and Quality Assurance;

Outputs:

- High numbers of accredited institutions of higher education;
- High numbers of accredited programmes of study;
- High rate of response to official warnings.

7. DATA SOURCES

Primary:

- Existing in-house database at the Commission;
- Commission statistics and reports;
- Supporting evidence supplied by higher education institutions undergoing accreditation.

Secondary:

- Legal acts;
- Institutional regulations;
- Institutional publications and websites;
- Bureau of Statistics of the Republic of Serbia.

8. PROJECT JUSTIFICATION IN THE CONTEXT OF SUSTAINABILITY

The project is justified and sustainable. A cost-benefits analysis has determined that the benefits to society are significantly greater than the resources consumed. The benefits are numerous, long-term and far-reaching. Improving the performance of the Commission for Accreditation and Quality Assurance will benefit higher education in the Republic of Serbia.

9. PROJECT MANAGEMENT AND OVERSIGHT

9.1. MONITORING

Project monitoring will be performed in compliance with agreed regulations, with monthly and quarterly reports.

9.2. EVALUATION

Systematic and objective evaluation of best practice in project management will be ongoing throughout all phases of implementation, with assessments of efficiency, sustainability and results achieved.

10. PROJECT BUDGET

Project budget includes cost of software, subject to tender upon product demonstration and contracts for the required number of programmers.

11. ACTION PLAN

To be generated within ten days of project approval.

APPENDIX 1

PROJECT TASK

Introduction of Electronic Tracking for all Incoming Correspondence Within a Unified Information System at the Commission for Accreditation and Quality Assurance

This Project requires software to electronically track correspondence and accompanying documentation from the moment of filing onwards throughout the internal system. This will complete the unified in-house information system for the Commission for Accreditation and Quality Assurance. The existing system has already been used throughout the first phase for overall tracking of accreditation. In the second phase, the Commission's performance will be enhanced by tracking each item of correspondence individually from the moment of submission onwards, with the following benefits:

- correspondence will be linked to the existing system for tracking progress towards accreditation;
- unified case file numbers will allow efficient sorting of all subsequent correspondence and supplementary information;
- correspondence will be sortable by institution and remittent;
- correspondence will be trackable from first receipt by the Commission until final archiving;
- case file management will be systematized throughout the Commission's work, from the moment of delivery and assignment until final return for archiving.

The key deliverable of this Project is correct information for each file at any and all stages of accreditation, thereby satisfying the first requirement of quality systems management: reliable information at all times.

I Correspondence by type:

- 1. Incoming;**
- 2. Outgoing** (responses and in-house matters);

II Incoming by type:

- 1. Regular** (queries, requests, etc.) - response issued to party, case file returned immediately to archive;
- 2. Applications for Accreditation:**
 - 1.** Applications (case numbers assigned);
 - 2.** Supplementary material for applications;
 - 3.** Correspondence accompanying documentation submitted following official warnings;

4. Documents submitted following official warnings;
5. Correspondence containing amendments related to accreditation (changes in number of students, programme titles, reassignment of student numbers to two or more courses of study, etc.);
6. Applications from newly founded institutions;

It is recommended that all correspondence regarding accreditation, including amendments and supplements, be filed under a single case number assigned at the time of application; if additional numbers are assigned for later correspondence, however, this Project must ensure that all such numbers are linked.

This report recommends the creation of a **MASTER REGISTRY OF INCOMING CORRESPONDENCE**, not only indexed chronologically but sortable by correspondence type, institution and applicant, cycle, case number, etc.

CODING for correspondence received		
field code number	definition	explanation
1	number	System prompts with next available number (all entries).
2	type	System queries item type, with options for <i>regular</i> and <i>accreditation</i> . If <i>regular</i> , no code is entered at 7. After user selection, system automatically sets up two correspondent fields.
3	institution or individual	Enter name of submitting party. System queries <i>individual</i> or <i>institution</i> . If <i>individual</i> , information is entered in appropriate field; if <i>institution</i> , user presses F4 to select from list or enters new name.
4	entry number	System offers all prior entries from submitting party, allowing user to link items; if new correspondence, a new entry number is entered without linking to previous.
5	date	Enter date from case file.
6	description	Enter summary description from case file.
7	filed under accreditation	If <i>regular</i> correspondence, skip. If <i>accreditation</i> , follow existing in-house system.
8	notes	If <i>regular</i> correspondence, enter name of assigned employee; if <i>accreditation</i> , enter 'accreditation in progress'.

9	response issued	If <i>regular</i> correspondence, enter date issued; if <i>accreditation</i> , existing software offers option for date of decision issued to institution; both systems must be linked in future.
10	archived	Enter date archived. A Need exists for system to generate protocol form for transfer to archives.

CASE FLOW

I REGULAR CORRESPONDENCE

1. Case file is recorded in Commission's REGISTRY OF CORRESPONDENCE and assigned as appropriate to either:
 - **Filing clerk for regular correspondence;**
 - Filing clerk for accreditation correspondence.
2. After processing of regular correspondence, a response is issued and the date recorded in field 9.
3. Upon return receipt of issued response, clerk returns case file for closing signature and archiving.
4. Date of archiving is entered in field 10.
5. [Translator's note: no text in original document]

II ACCREDITATION CORRESPONDENCE

1. Case file is recorded in Commission's REGISTRY OF CORRESPONDENCE and assigned as appropriate to either:
 - Filing clerk for regular correspondence;
 - **Filing clerk for accreditation correspondence.**
2. Case file is annotated with accreditation cycle, academic field, and number. Assigned clerk's office retains file throughout accreditation process.
3. Upon completion of accreditation process, all incoming and outgoing correspondence is boxed for archiving.
4. System generates protocol form for transfer to archives.
5. Clerk returns case file and all documentation for closing signature and archiving.
6. Date of archiving is entered in field 10.
7. One copy of protocol form for transfer to archives is forwarded to the archives clerk, with copy of case file, request for archiving, and list of accredited programmes from internal system.

ANNEX 3.1

ANNEX 3.1. STANDARDS OF CAQA WORK

- Standard 1: Mission and objectives**
- Standard 2: Status of the Commission**
- Standard 3: Commission independence**
- Standard 4: Decision making**
- Standard 5: Resources**
- Standard 6: Internal quality assessment**
- Standard 7: External quality assessment**
- Standard 8: Transparency**
- Standard 9: Complaints**
- Standard 10: International cooperation**
- Standard 11: Procedures and timing**
- Standard 12: Accreditation scope**
- Standard 13: Accreditation documents**
- Standard 14: Professional teams**
- Standard 15: Quality enhancement**
- Standard 16: Compliance with the European standards**

The standard procedures of the Accreditation and Quality Assurance Commission for the higher education institutions establishes the criteria for the work of the Commission and criteria for accreditation and operating licenses of the universities, faculties, namely artistic academies within the universities and academies of vocational studies, high schools and high schools of vocational studies.

Standard 1: Mission and objectives

The Commission has its mandated mission in compliance with the objectives of higher education.

Instructions for implementation of Standard 1:

1.1. The mission reveals the rationale of the Commission defines the general direction of its activities and assures fundamentals for identification of its priorities in the future.

1.2 The mission clearly shows its main activities, accreditation of higher education institutions and study programs.

1.3. The mission is succinctly formulated, approved as a formal document by the Commission and the National council of higher education and published in the respective publications of the institution.

1.4. The objectives proceed from the mission, define the concrete results to be achieved by the Commission in the period to come and constitute the background for valuation of its work.

1.5. The objectives are concrete, achievable and measurable in terms of available resources and define the activities more in detail.

1.6. All the activities of the Commission are in compliance with the mission and objectives.

- 1.7. The Commission strategically plans and implements its mission.
- 1.7. The Commission periodically reconsiders its mission and objectives, judging their value in the resource planning and allocation.

Standard 2: Status of the Commission

The Commission is a national accreditation body.

Instructions for application of Standard 2:

- 2.1 The Commission is organized in compliance with the Law.
- 2.2 The National council is dealing with accreditation, quality assurance of higher education institutions and units within them and evaluation of study programs and appoints the Accreditation and Quality Assurance Commission.
- 2.3 The accreditation is regulated by the Law and respective Rules and Regulations.

Standard 3: Commission is independent

The Commission is a body proceeding independently of the government, higher education institutions, industry and other profitable institutions or professional associations.

Instructions for application of Standard 3:

- 3.1 The Commission proposes to the National council the standards for granting operating licenses, accreditation of higher education institutions, accreditation of higher education study programs, for self assessment and quality evaluation of higher education institutions and standards for external evaluation of quality of higher education institutions.
- 3.2 The Commission proceeds independently and autonomously in its accreditation and quality assessment work.
- 3.3 The Commission decides on the accreditation application and issues accreditation certificate on the form prescribed.

Standard 4: Decision making

The decisions taken by the Commission must be rigorous, fair and consequent

Instructions for application of Standard 4:

- 4.1 The rules conducive to the accreditation decision are transparent and guarantee equal opportunities.
- 4.2 The decisions of accreditation are understandable and based on the quality standards defined in advance.
- 4.3 The Commission proceeds and decides in sessions, in compliance with its Rules of

order.

Standard 5: Resources

The Commission has credible associates and financial sources

Instructions for application of Standard 5:

5.1 The Commission has 15 members, three from each educational/scientific, namely educational artistic field.

5.2 Members of the Commission are eminent professors, scientists, artists and experts selected further to a public invitation.

5.3 The Commission forms expert teams for the implementation of accreditation procedures and quality assurance and appoints their members. The Commission appoints the reviewers further to the public invitation from among internationally recognized national and foreign university teachers, scholars, artists or professionals.

5.4 The Commission is financed from income accrued from accreditation fees. The amount of the fee is determined by the National council, provided the approval of the Government.

Standard 6: Internal quality assessment

The Commission has established methods of quality assurance and systems for its enhancement.

Instructions for application of Standard 6:

6.1 The Commission has a functional system of quality assurance.

6.2 The system of quality assurance covers the whole accreditation process.

6.3 The quality assurance policy is published.

6.4 The commission systematically follows the processes and effects of accreditation and uses the results for quality enhancement.

Standard 7: External quality evaluation

The Commission proceedings shall be periodically evaluated.

Instructions for application of Standard 7:

7.1. External evaluation of the quality of the Commission work shall be periodical.

7.2 The results of external evaluation are published.

7.3 The Commission reports, at least once a year, to the National council, which shall inform the public of its contents.

Standard 8: Transparency

The Commission has published policy, standards and procedures and the decisions of the Commission shall be fair and correct.

Instructions for application of Standard 8:

- 8.1 The standards and procedures and instruction are publicly accessible
- 8.2 The commission shall publish the results of the accreditation process
- 8.3 The procedures of the Commission and its decisions must be fair and correct

Standard 9: Complaints

The participants in the accreditation procedure have the right to complain.

Instructions for application of Standard 9:

- 9.1 The Commission rendering a decision rejecting the accreditation of a higher education institution may file a complaint with the National council.
- 9.2 Equal treatment of all the participants in the accreditation process is ensured.

Standard 10: International cooperation

The Commission shall cooperate within the European network of agencies and organization in the field of accreditation.

Instructions for application of Standard 11:

- 10.1 The Commission shall cooperate with other accreditation organizations and the national or professional accreditation organizations.

Standard 11: Procedures and timing

The Commission has the procedures and determined timing for accreditation.

Instructions for application of Standard 11:

- 11.1 The Commission is responsible for organization and implementation of accreditation.

Standard 12: Accreditation scope

The Commission accredits study programs and higher education institutions.

Instructions for application of Standard 12:

- 12.1 The Commission carries out the procedure of accreditation of institutions and study programs in the area of higher education, decides on the accreditation applications and issue of accreditation certificates.
- 12.2 The Commission issues opinion in the process of granting the operating license of the higher education institution.

Standard 13: Accreditation documents

The Commission defines the scope and format of the documents for accreditation.

Instructions for application of Standard 13:

13.1 The Commission determines the scope, form of documents and format of data to be submitted.

13.2 The Commission has the instructions and prescribed forms for preparation of accreditation documents.

13.3 The higher education institution is bound to make a report on self-evaluation, too.

13.4 The Commission has the procedures and instructions for the work of reviewers.

Standard 14: Expert teams

Commission forms expert teams and appoints its members.

Instructions for application of Standard 14:

14.1 The Commission appoints expert team, a sub/commission, made up of reviewers and three members of the Commission.

14.2 The Commission has the procedure for selection of reviewers.

14.3 The reviewers sign statement of confidentiality and independence.

Standard 15: Quality enhancement

The Commission takes care of the quality enhancement

Instructions for application of Standard 16:

15.1 The accreditation process contains the elements promoting quality enhancement in the higher education institutions and study programs.

15.2 The accreditation process should respect the identity and autonomy of higher education institution.

15.3 The Commission evaluates the compliance of an independent higher education institution and higher education unit within it, concerning quality against annual plan of action, on request of: the National council, higher education council, higher education institution or the Minister.

Standard 16: Compatibility with the European standards**Instructions for application of Standard 17:**

16.1 The Commission takes care of compliance of the procedures ad standard with the European standards.

ANNEX 3.2

ANNEX 3.2. CODE OF ETHICS

I. INTRODUCTION

Accreditation and quality assessment of Higher Education Institutions is an inherently sensitive process, where objectivity and credibility are top requirements. The Code of Ethics attempts to affirm and encourage system of values specific to the Accreditation and Quality Assessment Commission. In such a context the Code of Ethics of the Accreditation and Quality Assessment Commission contains ethical values and basic principles of conduct binding on the Commission members, reviewers and persons partaking in the proceedings and work of the Commission with the view to objective and professional Commission deliberations. Once defined, such values and principles shall enable the Commission to discharge its mandate in compliance with the Law and prevent possible and actual conflict among members. Commission members, reviewers and other participants, throughout their term of office should behave as fair, competent, well informed and impartial professionals.

The circle of individuals subject to the Code involves the members, reviewers and other staff (in charge of professional and technical administrative affairs for the Commission).

II. SUBJECT MATTER AND GENERAL PRINCIPLES

The subject matter of the Code and scope of application

Article 1

The subject matter of the Code of Conduct of the Accreditation and Quality Assessment Commission (hereinafter: the Commission) is the definition of ethical standards of conduct binding on the members, reviewers and the personnel involved in the professional and technical and administrative affairs for the Commission.

The circle of persons subject to the Code of Conduct (hereinafter: the Code) are the members, reviewers and others who take part in the affairs and proceedings of the Commissions (in charge of professional and technical and administrative affairs for the Commission).

General purpose

Article 2

The general purpose of such a Code is to set out the standards of conduct of the persons referred to in Article 1 of this Code that enable efficient and competent work of the Commission within its legally framed competences.

Values

Article 3

Every person referred to in Article 1, paragraph 2, of this Code shall abide by the following values while on the Commission:

- 1) Legality,
- 2) Independence of opinion relative to the institution of employment,
- 3) Objectivity,
- 4) Transparency,
- 5) Individual responsibility,
- 6) Devotion and professionalism,
- 7) Openness to innovation,
- 8) Opinion harmonization.

III. GENERAL PRINCIPLES OF CONDUCT

No conflict of interest

Article 4

A person referred to in Article 1, paragraph 2, of this Code should perform the tasks in the manner where private, personal or the interest of the institution of his/her employment shall not interfere with the objective judgment of affairs within legally prescribed competence of the Commission.

The person referred to in Article 1, paragraph 2, of this Code should avoid any form of conduct contrary to the obligations of the individual, which may considerably affect objectivity and create unjust advantage to some institutions or individuals.

No presents taken or given

Article 5

No person referred to in Article 1, paragraph 2, of this Code shall be allowed to ask or take any presents, favors, entertainment, money or another gain, for him/herself or for another person, which may impair his/her objectivity and professional obligations.

Confidentiality

Article 6

Although the proceedings of the Commission are open, some information is confidential. The decisions and decision-making process are public, but the information is not.

Confidentiality is an integral part of accreditation process. The members, reviewers and the staff must have access to very sensitive data in the accreditation process. They must also protect the confidentiality of such information. This obligation is no time-limited, rather eternal.

The members, reviewers and the staff shall treat all the elements of the accreditation process and information compiled during the process as confidential - documents, interviews, discussions, interpretation and analysis, alike.

The members, reviewers and the staff should not publicly debate the details of the process, except with the members of the accreditation team.

They must never use the information obtained in the process of accreditation in pursuit of their own and the private interest of others.

Intellectual freedoms

Article 7

The Commission members and reviewers shall have the right of thought and expression in performing their job within the legally prescribed competence provided adherence to the values and principles enshrined in this Code.

Intellectual property

Article 8

The person referred to in Article 1, paragraph 2, of this Code shall be obliged to protect the right of intellectual property over the documents collected from the higher education institutions.

Competence building

Article 9

A Commission member shall permanently enhance his/her competence in quality assurance and quality assessment in the field of higher education. He/she shall follow the developments in that field in the country and abroad and share his/her knowledge with the members and colleagues.

Rules of conduct

Article 10

The person referred to in Article 1, paragraph 2 of this Code shall be bound to act, in discharging the duties within the legally prescribed competences in keeping with the principles of integrity, fairness, objectivity and impartiality.

Mutual cooperation implies respect for the opinion of other members and colleagues, and taking it into consideration when communicating his/her stand, and in cooperation with them, for the sake of achievement of common goals.

IV. VIOLATION OF THE CODE OF CONDUCT

Article 11

An ethical offense by the person referred to in Article 1, paragraph 2 (or a Commission member) within the scope of this Code, shall be as follows:

- 1) Failure to perform in compliance with the Rules of Order of the Commission,
- 2) Failure to observe the Commission procedure and the rules of profession,
- 3) Failure to report the conflict of interests,
- 4) Appropriation of gain,
- 5) Public dissemination of confidential information,
- 6) Violation of institutional intellectual property rights,
- 7) Non cooperation with other Commission members or blocking the same.

V. ETHICAL COMMISSION AND VIOLATION OF CODE OF CONDUCT

The Ethical commission shall be a separate commission of the Accreditation Commission tasked with the examination of cases of violation of the Code of Conduct and proposal of measures to the National Council.

The Commission shall act according to the following postulates:

1. Ethical committee members

1.1 The Commission shall have the Chairman and two members.

1.2 The Commission members shall be elected, at the proposal of the Chairman of the Accreditation Commission, by the Accreditation Commission from among its members. The Commission shall be elected ad hoc and attend to the case on the agenda.

1.3 The person under the ethical scrutiny or related to a case cannot be a member of the Ethical commission.

2. Ethical proceedings

2.1 In the case of suspected violation of the Code of Conduct the proceedings can be initiated by any member of the National Council or Accreditation Committee.

2.2 The proceedings for violation of the Code of Conduct shall be held by the Ethical commission. The Commission shall meet to examine the violation when it occurs, but at least once. The meetings of the Ethical commission shall be convened by the Chairman.

2.3 The commission shall hear all those who have the information about the case, of relevance to the resolution of the problem.

2.3.1 The persons subject to the ethical proceedings should be enabled to express their opinion before the Commission.

2.3.2 The persons subject to the ethical proceedings should be notified eight days prior to the meeting of the Ethical commission, at the latest. The notification should state the violation giving raise to the ethical proceedings be accompanied by and supporting documentary evidence. If the person subject to the ethical proceedings shall apply in writing, within 3 days prior to the meeting for a postponement, the Commission shall reschedule the meeting. In the case of postponement of the next meeting, too, the Commission shall proceed to decision making in the absence of the person subject to the proceedings. It is necessary to issue warning of the consequences of missing the hearing.

2.3.3 The Report shall be compiled on the hearing to be signed by the Chairman.

2.4. The Commission, based on the available documents and personal hearing shall form a proposal for the Accreditation Commission by majority vote. A member over voted may enclose his reserved opinion. The Commission must provide a rationale for its proposal.

2.5. The Commission may submit the following proposals to the Accreditation Commission:

2.5.1 The ethical violation has been established and a sanction proposed.

2.5.2 Termination of ethical proceedings if no ethical violation is found or if the decision is beyond the competence of the Accreditation Commission.

2.5.3 Termination of ethical proceedings in the case of legal breach when the accused is subjected to legal proceedings.

2.6. The decision taken shall be served on the person concerned, who may file a written complaint, within 3 days. The Commission shall consider the complaint and make a proposal to the Accreditation Commission.

3. Sanctions

3.1 Verbal admonition

3.2 Written admonition

3.3 Recall of the member of the Accreditation Commission

Member of the Accreditation Commission may be recalled only in the case of serious ethical offense or repeated ethical offenses.

The Accreditation and Quality Assurance Commission shall notify the members of the Commission, reviewers and other persons participating in the affairs and the work of the Commission (in charge of professional and technical-administrative matters for the Commission) the contents of the Code of Conduct.

ANNEX 3.3

ANNEX 3.3. NON- CONFLICT OF INTEREST STATEMENT

I, the undersigned, hereby certify under penalty or perjury, that as the member of the group commissioned to offer professional technical and administrative support to the Commission for Accreditation and Quality Assurance, I have been fully acknowledged with the specifications of the Code of Behavior of the Commission for Accreditation and Quality Assurance.

I also committ myself not to disclose to anyone the received materials, data, and information, nor give, borrow, or enable insight into these to anyone else.

This is to provide the protection of intellectual property of accreditation request submitters, the institutions of higher education and their study programs, and to obey the Regulations of the Commission for Accreditation and Quality Assurance and to adhere to the ethical principles of work and behavior.

(signature)

ANNEX 4.1

ANNEX 4.1. OFFICE ORGANISATION AND DUTIES OF THE ADMINISTRATIVE STAFF

- Office Manager: Dr. Momir Grahovac
- CAQA Secretary: Olivera Popovic
- Financial Officer: Dipl.Ecc. Milena Panic
- System Analiticist: Dipl. Ecc. Gordana Mariokov
- IT Officer: Marin Milojevic
- Officer for Field of Natural Sciences and Mathematics: Ivan Gnjudic
- Officers for Field of Humanities and Social Sciences: Andrijana Tot Kukolj, Tanja Ristic
- Officer for Field of Medical Sciences and CAQA Data-base Manager: Sinisa Gujic
- Officer for Field of Technical and Technological Sciences: Nemanja Gojkovic
- Officer for Field of the Arts: Mirjana Milosevic
- Assistant for contacts with ENQA and International Cooperation: Ana Marjanovic

ANNEX 4.2

ANNEX 4.2. Example of the contract for CAQA staff members

(STAMP)
Republic of Serbia
Ministry of Education and Science
No. 404-02-33/2011-05/1
Belgrade

Republic of Serbia, Ministry of Education and Science, Belgrade, 22-26 Nemanjina str.,
(Customer, further in the text), represented by the Minister, prof. dr Žarko Obradović

and

Andrijana Tot Kukulj from Belgrade, 28/13 Palmotićeve str. (Provider, further in the
text)

Customer data:	Provider data:
VAT: 102199748	Personal ID No. 000810259
Master No.: 17329235	UMNC: 1811976825014
Account no.: 840-1620-21	Personal account: 160-5100100925560-80
Phone: +381 11 3616600	Phone: 063 7718844
Fax: +381 11 3620832	e-mail: andrijana.tot@gmail.com

on December 1, 2011 agreed upon the following

TEMPORARY SERVICE AGREEMENT

Article 1

The Agreement parties declare:

- that the Customer, based on the article 26 of the Law of Public Procurement (*Official Gazette of the Republic of Serbia*, no. 116/08) and article 2 of the Regulations of the Procedure of Low-Value Public Procurements (*Official Gazette of the Republic of Serbia*, no. 50/09), invited the offerers to submit the offers in the procedure of low-value public procurements for the Commission for Accreditation and Quality Assurance, procurement no. MV/15/11,
- that the Provider submitted the offer for the batch 1 of 18.11.2011., fulfilling completely the requirements from the public call documentation (attached to this Agreement and being its integral part);

- that the Customer, in accordance with the article 78, paragraph 4, and article 81 of the Law of Public Procurement, adopted the decision upon the best offer no. 404-02-33/2011-05 of 22.11.2011., and selected Andrijana Tot Kukulj from Belgrade as the provider of the service this agreement refers to.

Article 2

The Agreement parties agree that the subject of this agreement are the services related to the preparation of the Commission for Accreditation and Quality Assurance (CAQA) for the ENQA membership for the scientific field of *social sciences and humanities*, completely according to the adopted offer of the Provider of 18.11.2011., for the tasks presented in the specification (chapter VII – Type and description of publicly procured service), which is an integral part of this agreement.

If the Provider does not perform the service, or if the service is of insufficient quality, or if he does not act in accordance with the orders of the Customer, he is to remove the observed faults in the period of 3 (three) days of the observation of faults.

If the Provider does not remove the faults in the above period of time, the Customer may end the agreement and request damages.

The person in charge of the control of execution of the agreed services, on behalf of the Customer, is the President of the CAQA, prof. dr Vera Vujčić.

Article 3

The Provider is responsible to the Customer for his work.

The Provider is obliged:

- to perform the tasks related to the preparation of the Commission for Accreditation and Quality Assurance (CAQA) for the ENQA membership for the scientific field of *social sciences and humanities*, in the period of one year from the date of this agreement;
- to perform the agreed tasks according to the orders of the Customer;
- to prepare monthly reports to the Customer on the execution of tasks;
- to perform the undertaken tasks professionally and conscientiously, observing the deadlines set by the Customer.

Article 4

The Customer is obliged:

- to pay the net sum of 40.000,00 RSD a month for the executed tasks, after the monthly reports, to the account 160-5100100925560-80 with Intesa Bank, at the latest to the 15th for the previous month

The net sum for the whole year, i.e. the validity of this agreement, cannot exceed 480.000,00 RSD.

Article 5

The Agreement is in force from the date of signing by both parties.

The validity of the Agreement is one year from the date of signing.

The Customer reserves the right to end the agreement unilaterally if the Provider should be late for more than 7 days with the execution of his tasks, if he should not remove the faults as per article 2 of the Agreement, or if there should be no need anymore for the contracted services.

Article 6

Anything that is not regulated with this Agreement will be resolved according to the Law on Labor and Law of Obligations.

Article 7

The Agreement parties hereby give their consent that all the disputes related to the realization of this Agreement should be resolved peacefully. In case that it is not possible, the agreement parties agree that the dispute should be resolved before the proper court in Belgrade.

Article 8

The Agreement is made in 4 (four) copies, 1 (one) per the Provider, and 3 (three) per the Customer.

CUSTOMER	(L.S.)	PROVIDER
MINISTRY OF EDUCATION AND SCIENCE		
Minister		Andrijana Tot Kukulj
Prof. dr Žarko Obradović		

ANNEX 5.1

ANNEX 5.1. Financial Plan for 2012.



Republic of Serbia
COMMISSION FOR
ACCREDITATION AND
QUALITY ASSURANCE
№: 612-00-00027//2012-04
23.12.2012.
B e l g r a d e
2 Mihajla Pupina Blvd

Pursuant to the Law on Budget of the Republic of Serbia for 2012 (*Official Gazette of the RS*, nr. _____, December 2011), Article 35 of the Rules and Regulations of the Commission for Accreditation and Quality Assurance, at the session of 23.12.2011. the Commission for Accreditation and Quality Assurance (CAQA) adopted the following

FINANCIAL PLAN FOR 2012

Financing of the CAQA will be regulated through the Law on Budget for 2012, within the partition 63 – Ministry of Education and Science, functional classification 980, main program 2001 - Regulation and surveillance of the education system, program 2001-02.

The financial plan for 2012 presents the income and expenses of the CAQA in that year. The income and expenses are balanced, with the remark that the excess income is reserved for the CAQA financing for the next year.

According to the Law on Higher Education, the operation of the CAQA is financed from the financial means paid by the schools for accreditation, following the price list adopted by the National Council for Higher Education.

Accreditation charges are as follows:

University	900.000,00 RSD
Academy of vocational studies	600.000,00 RSD
Faculty	450.000,00 RSD
College of vocational studies	400.000,00 RSD
College of academic studies	540.000,00 RSD
Study program	180.000,00 RSD
Accreditation certificate – institution	60.000,00 RSD
Accreditation certificate – program	25.000,00 RSD

Income plan

The income plan of the CAQA for 2012 is based on the projection of number of HEIs expected to apply for accreditation in the respective year, and the number of new study programs. This relates to the re-accreditation of colleges of vocational and academic studies in 2012. Moreover, a number of new HEIs will undergo the accreditation process. The planned number of HEIs and their programs was cautiously set at the lowest expected value.

In addition to the payments expected in 2012, the balance of its own income of the CAQA is:

- source 13-02 -	182.170.692,08 RSD;
- source 04-02 -	17.130.564,50 RSD;

Total balance on 23.12.2011: 199.301.256,58 RSD

The amount will be the starting balance for 2012, on the evidence account 137001302 of the CAQA.

In 2012, markedly greater expenses are expected compared to those in 2011, both for regular activity and the commitments related to the reviewers and international experts. High priority activities in 2012 are: preparation for ENQA membership, with a regular member status in this important international institution, presentation of past activity of the CAQA, and external control of accredited HEIs. This involves increased expenses for the publishing of regular newsletters and publications describing CAQA activity and results, their translation in English, as well as the mandatory presence at international symposia and conferences about HE.

Projected income of the CAQA in 2012 are presented in the following table:

SOURCE 04

INCOME				
	Nr.	Price	Sum	
New universities – HEI accreditation	2	900.000	1.800.000	
Universities - certificates	2	60.000	120.000	
Universities in total				1.920.000
New faculties - HEI accreditation	5	450.000	2.250.000	
Faculties - certificates	5	60.000	300.000	
Faculties in total				2.550.000
Colleges of vocat. studies – re-accreditation	65	400.000	26.000.000	
Colleges of vocat. studies-certificates	65	60.000	3.900.000	
Colleges of vocat. studies in total				29.900.000
Colleges of acad. stud. – re-accreditation	5	540.000	2.700.000	
Colleges of acad. stud. - certificates	5	60.000	300.000	
Colleges of acad. stud. total				3.000.000
New acad. programs - accreditation	100	180.000	18.000.000	
Acad. programs - certificates	70	25.000	1.750.000	

Academic programs in total				19.750.000
SOURCE 04- TOTAL INCOME				57.120.000,00
SOURCE 13- EXCESS INC. IN 2011				199.301.256,58
TOTAL INCOME IN 2012				256.421.256,58

Spending plan

The expenses of the CAQA in 2012 are categorized by two funding sources:

SOURCE 04 - 16.940.000,00 RSD (amount for 2011)

SOURCE 13 - 86.380.000,00 RSD

TOTAL EXPENSES IN 2011 103.320.000,00 RSD

Within the source 04, three types of expenses are planned in the class of economic classification **400000-current expenses**: travelling expenses, contracted services, and office materials.

Within the source 13, the expenses in two classes of economic classification are planned: **400000-current expenses**, and **500000-nonfinancial property**.

Class **400000-current expenses** describes the expenses related mainly for contracted services (fees for CAQA members and reviewers). Fees are slightly higher in the plan for 2012 compared to 2011. Reviewer fees are established by the National Council for HE. The fees for CAQA members and reviewers are planned in gross amounts, based on the supposition that these are paid based on the temporary service agreements. In 2012, foreign expert reviewers should be engaged too, for the purpose of preparation of the CAQA for ENQA membership.

In addition to these expenses, travelling expenses for CAQA members are planned too, both in the country and abroad. The expenses made in the country, involving those related to CAQA meetings, visits to HEIs, etc. Third party expenses involve all the payments related to the engagement of reviewers and other professionals.

Membership fees involve all international organization memberships, such as ENQA, CAQA, etc.

In this period, special care should be paid to the attendance to all significant international symposia and seminars, with active participation, so that the CAQA could adequately represent our HE system and successfully fulfill all the obligations related to the Bologna Declaration. The ultimate goal of these activities is the harmonization of our HE system with the international criteria and standards, and for the CAQA, permanent ENQA membership status.

The following group of expenses are related to office materials necessary for smooth operation of the CAQA.

Class 500000-nonfinancial property describes the expenses for equipment. In 2010 and 2011, IT equipment was purchased (PCs and printers), communication equipment (mobile phones), as well as computer software for a unified information system of the CAQA and electronic surveillance of the process of submission of accreditation documentation.

In 2012, we plan a certain amount in case that some IT equipment needs to be modernized, for the software for analysis and processing of reviewer reports, and maintenance of the existing software.

Expense plan of the CAQA for 2012 is presented in the following table.

1. – SOURCE 04

		Rashodi		
Accnt.	Description	Nr.	Price	Sum
422	Travelling expenses			2.000.000
	422100- Travelling expenses in the country			2.000.000
423	Contracted services			14.000.000
	423500- Prof. serv. CAQA memb. and reviewers			14.000.000
426	Materijal			940.000
	426100- Office materials			940.000
	TOTAL EXPENSES – SOURCE 04			16.940.000

2. – SOURCE 13

		Rashodi		
Accnt.	Description	Nr.	Price	Sum
421	STALNI TROŠKOVI			1.000.000
	421400- Communication (mob.phones, mob. Internet)	12	55.330	700.000
		12	25.000	300.000
422	422- TRAVELLING EXPENSES			7.500.000
	422100-In the country	400	3.750	1.500.00
	422200 - abroad	30	200.000	6.000.000
423	423- CONTRACTED SERVICES			75.330.000
	423100-Administration			1.000.000
	423200 – IT services			1.000.000
	423300 – employee training (meeting fees etc)			350.000
	423400 – information and publishing of CAQA materials			500.000
	423539-legal support serv., not systematized			500.000
	423542- financial serv., not systematized			500.000
	423591 – fees to the CAQA members	180	138.000	25.000.000
	423599 – OTHER PROFESSIONAL SERVICES			37.880.000
	42359901- reviewers			25.000.000
42359902 – preparation for ENQA membership			4.500.000	
42359903 – other serv., not			1.500.000	

	systematized – CAQA decisions 42359904- reviewer assistants 42359905- foreign expert, reviewer 4235990 – two newly employed persons	10 dana	100.000	4.350.000 1.000.000 1.500.000
	423700 - Buffet	12	41.660	500.000
	423911 – OTHER GENERAL SERVICES:			8.100.000
	42391101- intern. memberships			1.500.000
	42391102- ENQA membership			3.600.000
	42391103 – other not systematized services			500.000
	42391104- return of accreditation fees			2.500.000
426	426- MATERIAL			500.000
	426100- Office material	12	41.660	500.000
	TOTAL CLASS 4			84.330.000
	512 MACHINES AND EQUIPMENT			700.000
512	512211-Office furniture			350.000
	512221- IT equipment			350.000
515	COMPUTER SOFTWARE			1.350.000
	515111- Computer software			1.350.000
	TOTAL CLASS 5			2.050.000
	TOTAL EXPENSES – SOURCE 13			86.380.000
	TOTAL EXPENSES – SOURCE 04			16.940.000
	TOTAL CAQA EXPENSES IN 2012 (source 04 + source 13)			103.320.000

Financial result:

1. TOTAL INCOME IN 2012	256.421.256,58 RSD
2. TOTAL EXPENSES IN 2012	103.320.000,00 RSD

FINANCIAL RESULT: 153.101.256,58 RSD

According to the Financial plan of the CAQA for 2012, the income will be greater than the expenses, with the resulting positive financial result of **153.101.256,58 RSD**. This is not an excess income in the classical sense of the word, but as the balance of proprietary income these financial means are reserved for CAQA financing in the years to follow, when the income will be significantly lesser, and the function of surveillance and control of quality of accredited HEIs remains a permanent obligation of the CAQA.

PRESEDIK

Prof. dr Vera Vujčić

ANNEX 5.2

ANNEX 5.2. Review of CAQA finances in the period 2007-2011

BUDGET OF THE CAQA for the period 2007-2011 - by year and summarized –

YEAR	SOURCE	AVAILABLE MEANS IN THE PRESENT YEAR	EXPENSES	UNEXPENDED BALANCE
2007.	0402 (income in 2007)	70.369.763,99	45.819.524,13	24.550.239,86
2008.	0402 (income in 2008)	152.912.000,00	31.370.397,08	121.541.602,92
	1302 (unexpended balances from past years)	24.550.239,86	24.550.239,86	0
Total 2008.		177.462.239,86	55.920.636,94	121.541.602,92
2009.	0402 (income in 2009)	129.078.275,34	36.053.758,00	93.024.517,34
	1302 (unexpended balances from past years)	121.541.602,92	20.139.437,84	101.402.165,08
Total 2009.		250.619.878,26	56.193.195,84	194.426.682,42
2010.	0402 (income in 2010)	56.229.000,00	0	56.229.000,00
	1302 (unexpended balances from past years)	194.426.682,42	42.141.930,35	152.284.752,07
Total 2010.		250.655.682,42	42.141.930,35	208.513.752,07
2011.	0402 (income in 2011)	22.530.062,50	1.194.498,00	21.335.564,50
	1302 (unexpended balances from past years)	208.513.752,07	26.343.059,99	182.170.692,08
Total 2011.		231.043.814,57	27.537.557,99	203.506.256,58

TOTAL INCOME AND EXPENDITURE OF THE CAQA

Year	Income	Expenditure	Difference between realized income and expenditure
2007.	70.369.763,99	45.819.524,13	24.550.239,86
2008.	152.912.000,00	55.920.636,94	96.991.363,06
2009.	129.078.275,34	56.193.195,84	72.885.079,50
2010.	56.229.000,00	42.141.930,35	14.087.069,65
2011.	22.530.062,50	27.537.557,99	- 5.007.495,49
Total for the period 2007-2011	431.119.101,83	227.612.845,25	203.506.256,58

ANNEX 5.3

ANNEX 5.3. ANNUAL FINANCIAL REPORT

The plan of the income and expenditure of the Commission for Accreditation and Quality Assurance in 2011 was based on the projection of number of HEIs to pass the accreditation process for new study programs. Moreover, it was planned that a number of newly formed HEIs would pass the accreditation. The assumption was that 3 new study programs per a HEI would be reported for accreditation.

High priority activities in 2011 were as follows: preparation for ENQA membership and acquisition of the full membership status in this important international institution, presentation of the past CAQA activity, and external assessment of accredited HEIs. This involved increased expenditure for publishing the info-booklets about the activities and realized results of the CAQA, their translation to English, and mandatory attendance of international symposia and conferences about HE.

The whole financial activity of the CAQA, i.e. income & expenditure, were registered in two evidence accounts of the CAQA: 0402 (income from the source 04 in 2011) and 1302 (where the cumulative undistributed surplus from past years was recorded at the source 13).

Source 04:

1. Total income in 2011	22.530.062,50 RSD
2. Total expenses in 2011	- 1.194.498,00 RSD

Balance on 0402 on 31.12.2011:	21.335.564,50 RSD

Source 13:

(unexpended balance from past years)

1. Balance on 31.12.2011	208.513.752,07 RSD
2. Expenditure in 2011:	- 26.343.059,99 RSD

Balance on 1302 on 31.12.2011.g.	182.170.692,08 RSD

Total income in 2011 was **27.537.557,99 RSD** and total balance transferred to 2012 to the evidence account 137001302 – *Undistributed surplus from past years* was **203.506.256,58 RSD**.

Expenditure in 2011, analytically presented by economical classifications:

421 – MOBILE PHONE EXPENSES - 91.964,42 RSD

- **421-Mobila phone expenses** – Abiding by the limitations in the use of mobile telephony, the CAQA adopted the Decision limiting the monthly amount to 3000,00 RSD for CAQA members, and 1.500,00 RSD for support staff (without any company phones) (15 CAQA memberx3.000,00 RSD+ 5x1.500,00 RSD=52.500,00). For 12 months the planned expenditure was 630.000,00 RSD. Since there was a payment delay for mobile phones,

they were out of use in 2011, and the expenditure of **91.964,42 RSD** was made for the 2010 bills, subscription, and interests for delayed payment.

422. – EXPENDITURE FOR OFFICIAL TRIPS IN THE COUNTRY AND ABROAD - 938.661,30 RSD

In the planning of these expenses, we closely observed the opinion of the Ministry of Labor that the persons who were not employed in the government organ and who were engaged as experts had the right to get daily allowances and traveling and other related expenses (such as the use of one's own vehicle) only to the amount not liable to taxation. Since the practice of the CAQA was to organize sessions every Friday because of the amount of work, that gives 48 sessions, but we planned about 33 sessions for 6 members outside Belgrade, representing the Universities of Niš, Kragujevac, and Novi Sad. The average expense for per diems and travelling was planned to be 5.000,00 RSD, giving for a year 1.500.000,00 RSD.

In this period, special attention was paid to the attendances at all significant international symposia and seminars and actively participate, so that the CAQA could adequately represent our HE system before the international institutions and successfully fulfill the obligations defined in the Bologna declaration. The ultimate goal of these activities was the harmonization of our HE system with international criteria and standards, and for the CAQA, full ENQA membership.

It was necessary to plan about 30 individual trips, with total expenses for travelling, accommodation, and per diems of 200.000,00 RSD per trip, amounting to 6.000.000,00 RSD in total.

However, in 2011, **938.661,30 RSD** were spent abiding by the CAQA Decisions; the sessions were held about twice a month, so that the expenses were lower for national trips, and for abroad trips, only the most significant and conferences organized by ENQA were selected.

423 – CONTRACTED SERVICES - 25.317.473,46 RSD

The expenditure in this position in 2011 were: **25.317.473,46 RSD** in total. The expenses consisted of translation services, software maintenance, web site administration, publishing of CAQA publications. This position also involved the evidence of all payments to CAQA members, to the reviewers and third parties, engaged due to the lack of state officials – logistic support to the CAQA.

426 – OFFICE MATERIAL – 349.277,41 RSD

The position contains the office material as the administrative support to the CAQA activities. This involved the procurement of archive boxes for ample documentation.

512 – EXPENSES – EQUIPMENT – 840.181,40 RSD

In 2011, in this position, the cabinets were paid for the keeping of CAQA documentation, ordered in 2010. Moreover, the missing equipment was also bought, such as mobile phones, laptops, and a presentation screen for the display of review reports during CAQA sessions.

Finally, a conclusion may be drawn that in 2011 the income was significantly lower, as well as the expenses, compared to the previous year. The reason was a significant delay in the constitution of new CAQA assembly, and also because in 2011 the self-evaluation of HEIs took place, together with various changes in the structure of study programs and number of students, with a markedly lower number of new accreditation requests for both study programs and HEIs.

TABLE OF EXPENDITURE IN 2011

No.	Account	Description of expenditure	Sum in RSD	Participation in total expenditure
1.	421	Mobile phones	91.964,42	0,34%
2.	422	Official trips in the country and abroad	938.661,30	3,41%
3.	423	Contracted services	25.317.473,46	91,93%
4.	426	Office material expenditure	349.277,41	1,26%
5.	512	Equipment expenditure	840.181,40	3,06%
	TOTAL:		27.537.557,99	100%

PRESIDENT

Prof. dr Vera Vujčić

ANNEX 6.1

ANNEX 6.1.

By virtue of Article 11, paragraph 1, items 10) and 11) of the Law on Higher Education ("Official Herald of RoS" No. 76/05),

The National Council of Higher Education, at its session held 20 October 2006, issued the following:

RULES AND REGULATIONS OF ACCREDITATION STANDARDS AND PROCEDURES FOR HIGHER EDUCATION INSTITUTIONS AND THEIR STUDY PROGRAMS

Article 1

The present Rules and Regulations set forth the standards and procedure of accreditation of higher education institutions and study programs.

The standards, referred to in paragraph 1 of this Article, were printed and annexed as an integral part hereof.

Article 2

All higher education institutions in the Republic of Serbia and their respective study programs shall be subject to the procedure for accreditation.

Article 3

The accreditation procedure shall be taken up at the request of the ministry in charge of higher education (hereinafter: the Ministry), the Founders, namely the higher education institutions, themselves.

The administrator of the higher education institution shall file the request referred to in paragraph 1 of this Article, further to the decision passed to that effect by the professional body.

The accreditation request shall be filed with the Accreditation and Quality Assurance Commission (hereinafter: The Commission), via the Ministry, on the form to be prescribed by the Commission.

Article 4

The accreditation request shall be supported by the following data and documents:

- name, seat, responsible person (rector, dean, administrator, secretary);
- Incorporation Act and operating licenses;
- Study programs carried out in the higher education institution;
- self-assessment report;
- action plan for at least the year current and next and operating report for the previous year;
- data about the student;
- data about the policy of admission, criteria and ranking of the admitted candidates;
- data on the teaching staff;
- data about the textbooks;
- data on the library and IT facilities,
- data about the premises and equipment: deeds of ownership/lease, proof of urban development status, area, structure of premises and technical equipment (number, age);
- balance sheet and profit and loss account for the previous year, financial plan for the current and next year, and financial report with the sources of funding and allocation of proceeds.

Article 5

The Ministry shall inspect the completeness of the accreditation request and the documents furnished further to Article 4 hereof.

In the case of incomplete documents, the Ministry shall notify the applicant to complete the file within eight days of the date of service of the notification.

In the case the applicant shall fail to proceed as per notification of the ministry, it shall be deemed to have had given up.

Article 6

The Commission shall form a fact-finding sub-commission; at least two members of the sub-commission shall come from the corresponding education scientific, and/or artistic field.

Article 7

The Commission shall, at the proposal by sub-commission under Article 6 hereof, designate two reviewers to analyze and evaluate the results of self-assessment and quality assurance of high-education institution.

Each reviewer shall analyze the documents and appraise:

- whether the self-assessment was carried in conformity with the standards of self-assessment and quality assurance of higher-education institution;
- were the standards of self-assessment and quality assurance met in full, in part or not;
- if the areas of activities of the higher-education institution were satisfactory, partially satisfactory or unsatisfactory in terms of quality.

The reviewer shall report to the sub-commission on the analysis made further to paragraph 2 of this Article, with the quality assessment of higher education institution and proposal of measures for elimination of weaknesses found.

Article 8

The sub-commission shall establish the facts of relevance for the decision about the accreditation request by direct inspection of the work of higher education institution, to be announced 15 days in advance of the visit.

A higher education institution shall be bound to furnish the sub-commission with all reasonably requested data and access and attendance to the teaching and management process.

After the direct inspection the sub-commission shall compile a report with the quality assessment of the relevant higher education institution.

Article 9

Further to the report of the reviewers, referred to in Article 7, paragraph 3, hereof and the report of the sub-commission referred to in Article 8, par 3 hereof, the subcommission shall finalize the draft proposal for accreditation and furnish it to the Commission within two months from the direct inspection of the work of a higher education institution.

The draft accreditation decision shall be accompanied by the reports referred to in Article 7, paragraph 7, and Article 8, paragraph 3, hereof.

Article 10

The Commission shall, at its first session after the receipt of the draft decision of accreditation, consider the same and possibly approve it.

The accreditation decision shall be taken when more than half of the Commission members shall vote in favor.

The decision of the Commission shall:

- accept the accreditation request and grant the Accreditation Certificate;
- reject the accreditation and issue the decision denying the accreditation.

The Commission may postpone decision making on accreditation and warn the higher education institution of the omissions in terms of the quality of work of the higher education institution and/or study program and stipulate the deadline for elimination of the weaknesses, and issue relevant conclusion.

Article 11

The founder or higher-education institution may file a complaint contesting the denial of accreditation with the National Council of Higher Education (hereinafter: National Council) within 30 days of the date of receipt of the decision.

Article 12

The National Council shall reject the complaint if it shall find it is groundless, untimely or signed by an unauthorized person.

The National Council shall reject the complaint if it shall find that the procedure for accreditation had been properly applied and the decision taken in compliance with the law and the present Rules and Regulations.

If the National Council shall find defects in the accreditation procedure it may:

- annul the decision of the Commission and decide on its own on the accreditation request based on the facts found by the Commission;
- annul the decision and order the Commission to repeat the accreditation procedure, in whole or in part.

The National Council may ask the Commission, in the complaint process, to supplement the data of relevance for the decision making.

The decision of the National Council shall be final.

Article 13

The Decision of the National Council stating that a higher-education institution, namely the study program meets the accreditation criteria shall serve as the Accreditation Certificate.

Article 14

The present Rules and Regulations shall enter in force on the eighth day of the date of publication in the "Official Herald of the Republic of Serbia".

No. 612-00-59/2006-04/2
In Belgrade, 20 October, 2006

National Council of Higher Education
Chairman,
Prof. Dr. Obrad Stanojevic

I ACCREDITATION STANDARDS FOR HIGHER EDUCATION INSTITUTIONS

Standard I: Basic goals and objective of a higher education institution

A higher education institution shall have the basic goals and objectives that are in line with the objectives of higher education set forth in the Law.

The main goals shall reflect social justifiability of higher-education institution, set the general directions of its activities and constitute the basis for recognition of priorities of higher education institution in the future work.

The main goals of higher education institution, in brief, shall be defined by the administrator of the higher-education institution and published in the appropriate institutions' newsletter.

The objectives of higher education institution shall emanate from the basic goals, determine the concrete results desirable to be achieved by the higher education institution and constitute the basis for examination of its work.

The objectives shall be concrete, achievable and measurable, in line with the possibilities and characterize more closely the activity of higher education institution. The higher education institution shall periodically review its basic goals and objectives, with the view to their justifiability in terms of planning and allocation of resources.

Standard 2: Planning and control

To achieve the basic goals and objectives the higher education institution shall plan and control the results of all the forms of education, scientific, artistic, research and professional activities, within its scope

Higher education institution shall put in place the prescribed procedures for short term and long term planning. The panning is done based on the analysis of internal and external factors. Planning is based on systematic and permanent compilation of data and their professional analysis. The results of planning are the planning documents, available to the public and applicable in practice.

Higher education institution shall regularly and systematically control the fulfillment of the basic goals, giving priority to the achievement of educational objectives. The control is carried out by means of comparison of planned and achieved results and comparison of higher education institution with its results in the past and with the results of the similar higher education institutions in the country and abroad. A report shall be drawn on the results of the control in higher education institution that shall be accessible to the public.

The higher education institution shall regularly review the effectiveness of the

implemented planning and control with the view to their enhancement.

Standard 3: Organization and administration

The higher education institution shall have in place the organization structure and administration system for the achievement of goals and objective of higher education institution

Powers and responsibilities of the administrator, expert bodies of the higher education institution and students parliament shall be set forth in the Statutes of the institution. The work of the manager, expert bodies and students' parliament shall be periodically assessed.

Standard 4: Studies

The content of the qualification and diploma of individual types and study levels correspond to the character and objectives of the study programs. The study program of higher education institution shall comply with the basic tasks and objectives and shall serve their achievement. The higher education institution shall systematically and effectively plan, carry out, supervise, evaluate and upgrade the quality of study programs.

The qualifications which mark the completion of the basic professional studies shall be acquired by the student who:

- demonstrated their knowledge in their study area, based on the previous education and able to use professional literature;
- capable of applying knowledge and understanding the profession; - capable of transmitting knowledge to others;
- capable of continuing studies;
- capable for team work.

The qualifications which mark the completion of the basic academic studies shall be acquired by the students who:

- demonstrated knowledge in the study area based on the previous education and which enables them to use professional literature, but also covered some aspects relying on key knowledge of their study area;
- capable of applying knowledge and understanding in the manner which reveals professional approach to the job or knowledge and have the abilities most frequently expressed in thoughtful arguments and solving problems within the study areas;;
- capable of collecting and interpreting necessary data;
- capable of thinking of relevant social, scientific and ethical issues;
- develop abilities for continuation of studies.

The qualifications which mark the completion of diploma academic studies shall be acquired

by the students who:

- demonstrated their knowledge and understanding in the study area, which supplements the knowledge acquired at the basic academic studies and represents a basis for the development of critical thinking and application of knowledge;
- capable of applying knowledge in solving problems in a new or unknown environment in wider or multidisciplinary areas within the science educational and/or artistic educational study field;

- capable of integrating knowledge, solve difficult problems and reason on the basis of available information which contains compliance with social and ethical responsibilities connected to the application of their knowledge and judgment;
- capable of clear and unequivocal transmission of knowledge and way of deriving conclusions to the professional and wider public;

- capable of continuing studies in a way they shall freely choose.

The qualifications which mark the completion of specialist academic studies shall be acquired by the students who:

- demonstrated deep knowledge, understanding and capabilities and ability in selected scientific and artistic areas of specialization, based on the knowledge of skills acquired during the diploma academic studies and which corresponds to research in the given narrower scientific and artistic study areas;

- able to apply the acquired deep knowledge, understanding and capabilities acquired during specialized studies for successful solution of complex problems in a new or unknown environment, in narrower scientific and artistic study areas;
- have a superior ability to connect the acquired knowledge in solving complex problems, to judge on the basis of available information and draw conclusions which are at the same time compliant with social and ethical responsibilities related to the application of their knowledge and judgment;

- capable to efficiently following and imparting novelties and the research results in the area of specialization and clearly and unequivocally transmit their conclusions, knowledge and procedure of coming to conclusions to the professional and wider public.

The qualifications which mark the completion of specialist professional studies shall be acquired by the students who:

- demonstrated deep knowledge, understanding and professional skill in the selected narrower areas of specialization, based on the knowledge and skills acquired during the basic professional or basic academic studies, as a form of special preparation and suitable for successful work in the area of specialization;

- able to apply the deep knowledge, understanding and skills for successful resolution of complex problems in partially new or unknown environment narrower study areas; acquired knowledge and skills necessary for a team work in solving complex problems of the profession;

- have superior ability of integrating professional knowledge and skills, to judge and give, based on the available information possible conclusions, which at the same time contain thinking of social and ethical compliance in connection with the application of their knowledge and judgment; capable of efficiently following and

adopting novelties in their area of specialization and unequivocally transmit their conclusions, knowledge and process of conclusions to the professional circles and public at large.

The qualifications which mark the completion of doctoral studies shall be acquired by the students who:

-demonstrated system understanding of certain studies; who mastered the skills and methods of research in their field;

-demonstrated the ability to conceive, design and apply; who demonstrated the ability of adaptation of the research process with the necessary degree of academic integrity;

-by their own original research and work achieved the creation which pushed the frontiers of knowledge published and which is of national and international reference;

-capable of critical analysis, appraisal and synthesis of new and complex ideas;

-capable of transmitting professional knowledge and ideas to their colleagues, wider academic community and society at large;

-capable of imparting, in the academic and professional setting, the technological, social or cultural progress.

Each study program is connected to a harmonized whole which includes the objectives, structure and contents, policies and procedures of admission of students, learning methods and way of testing knowledge, learning outcomes and students' competences.

Higher education institution offering more than one study programs shall ensure that all the program meet the basic quality standards and are compatible with a necessary degree of harmonization.

Higher education institution shall publish the objectives of each of the study programs it offers. The objectives include the achievement of certain knowledge and professionalism and methods for their acquisition. The objectives may involve the development of creative abilities and mastering of specific practical skills, needed in career development.

The study programs have a harmonized structure of an adequate scope and depth and appropriate learning methods.

The higher education institution shall regularly plan and assess the results of their study programs. Those activities are based on fixed objective and available means.

The higher education institution shall permanently develop, promote and review the content of its study programs where the faculty has a key role to play.

Each course within the study program shall be expressed in ECTS credits. The scope of study is expressed with the sum of ECTS credits. The number of ECTS credits needed for acquisition of a diploma shall be regulated by the law. It will be possible to transfer ECTS credits among different study programs.

Standard 5: Science research and artistic work

The higher education institution which carries academic studies shall have an organized science research and artistic work.

The higher education institution shall permanently conceive, prepare and implement science research and artistic, professional and other types of programs as well as national and international projects.

The higher education institution shall establish the procedure and criteria for systematic follow up and appraisal of the volume and quality of scientific research, namely artistic work of the teaching staff.

The content and the results of science research, artistic and professional work of the institution shall be compatible with the objectives of the higher education institution and with the national and European objectives and standards in higher education.

The knowledge acquired by higher education institution by implementing science research and artistic work shall be included in the teaching process. The higher education institution shall encourage and ensure the conditions to the teaching staff to actively take part in the science research, artistic and professional activities and to publish the results of their work.

The higher education institution shall carry out and prompt the publishing activity in keeping with their possibilities.

For the sake of commercialization of the results of science research and artistic work the university, namely another higher education institution may become a founder of the technology transfer center, innovation center, business-technology park and other organizational units.

Standard 6. Teaching staff

The higher education institution shall employ the teachers, researchers and associates in their scientific, artistic and teaching activities able to achieve the basic goals and objectives of the institution. The members of the Faculty shall competently realize the study programs and perform other mandated goals.

The number of teachers shall correspond to the requirements of study programs which the institution implements. The total number of teachers shall have to be sufficient to cover the total number of lessons within the study program which the institution carries out, so that the teacher will have 180 lessons of active teaching (lectures, consultations, practice, and field work) annually, namely 6 lessons a week.

The workload by teacher cannot exceed 12 lessons of active teaching a week. Thereby, out of the total number of necessary teachers minimum 70% must hold the permanent full time employment contract out of the total number of study program which is the subject of the request for a license. For the study programs in artistic field that number cannot be lower than 50%.

Of the total number of teachers needed by years of study for a study program which is to be licensed, the academies of professional studies and higher education professional studies, except in the

artistic area, must have minimum 50% of teachers with doctoral degree.

The number of associates shall correspond to the requirements of the study programs. The total number of associates shall be sufficient to carry the total number of teaching lessons in study programs which the institution delivers and thereby each associate shall have 300 lessons of lectures annually, namely on average 10 lessons of active teaching a week, except in the field of art.

Scientific, artistic and professional qualifications of the teaching staff shall correspond to the science educational that is artistic educational field and the level of their credits. The qualifications are evidenced by diplomas, published works, art works and records of educational qualities and corresponding professional experience.

If a higher education institution employs the students to do the job of teaching associates, who attend diploma academic or specialized studies, they must have grade average minimum eight (8) at their basic studies.

The higher education institution shall elect to the rank of assistant a student at the doctoral studies who completed the prior levels with the overall grade average at least eight(8) and who demonstrated aptitude for teaching. The higher education institution shall provide for a sufficient number of assistants for realization of good quality study program and involvement of the faculty members.

The institution shall provide the teachers and associates with the conditions for scientific, artistic and professional advancement and development. The institution shall provide the teachers and associates with the conditions for scientific and research work, participation in the local and international scientific conferences, collection of necessary literature, planning and realization of research

Standard 7. Non-teaching staff

The higher education institution shall have a faculty which by its professional and vocational activities shall ensure successful realization of study programs, basic goals and objectives of the study program of the higher education institution.

The higher education institution shall have a faculty which by its professional and vocational activities shall ensure successful realization of study programs, basic goals and objectives of the study program of the higher education institution.

The higher education institution shall have at least one librarian. The higher education institution with over 500 students shall have at least two librarians with high educations and one junior librarian.

The higher education institution with up to 500 students shall organize student's service with at least two employees plus one additional for 1000 students and another one per each additional 2000 students.

The higher education institution shall have at least one employee with high education to attend to IT system.

The higher education institution shall have at least one employee -graduated lawyer - on the job of a secretary.

Standard. 8 Students

In compliance with the basic goals the higher education institution shall determine the terms of admission of students and select the candidates further to them. The higher education institution shall provide necessary facilities for successful mastering of the study programs.

The higher education institution shall announce the competition for admission to studies. The competition shall contain: number of students per study programs offered, terms of admission, criteria of enrolment, and criteria for ranking the candidates, the procedure for the competition implementation, the manner and time frame for complaints to the ranking and the level of school fees to be paid by the student whose studies are not budgeted.

Number of students enrolled to higher education institution shall be adjusted to the human resources, space and technical and technological possibilities.

The candidate for admission to the studies of the first degree shall take entrance examination or aptitude test, depending on the Statutes of high education institution. The ranking of the candidates shall be made based on the general achievement in the secondary education and the results at the entrance examination, namely aptitude test.

The higher education institution shall permanently and systematically follow the achievements of the students and their advancement in each study program carried out and take measures of support in the case of unsatisfactory outcome.

The success of students in mastering individual courses shall be monitored regularly and assessed during the teaching. The overall grade of a student in one course consists of the grade obtained on pre-examination obligations and knowledge proven at the test. The minimum share of credits of the student attending the teaching in the overall credits shall be 30%, and maximum 70%.

A person who shall complete the studies shall acquire corresponding professional, academic namely scientific title in line with the law.

The status of a student shall be terminated in the cases set forth in the law.

Standard 9. Premises and equipment

The higher education institution shall provide for premises and equipment needed for good performance of all forms of teaching. The standards for premises and equipment shall be designated by education-scientific, namely education-artistic fields.

The higher education institution shall provide premises for teaching as follows:

- buildings with minimum 4sqm of gross area per student, namely 2sqm for teaching in shifts, except for the field of arts;
- amphitheatres, classrooms, laboratories namely other premises for teaching, and a library and reading room, as needed in the education process of a given scientific education and/or education artistic area;
- adequate working area for teachers and associates;
- a place in amphitheatre, classroom and laboratory for each student.

The higher education institution shall ensure the premises for administrative affairs, minimum two offices for students' service and the Secretariat.

The premises ensured by higher education institution for teaching requirements and management shall have to meet corresponding town planning, technical and hygienic conditions. The premises shall be in the buildings holding necessary construction and operating licenses. If the premises for teaching and management are not owned by higher education institution or granted for use, it shall contract leasing for the period of minimum five years,

The higher education institution shall ensure necessary technical equipment for modern teaching further to the needs of the study program.

The higher education institution shall ensure equipment and teaching in compliance with health and safety standards and inform the students.

The higher education institution shall provide premises for students' parliament.

Standard 10. Library, textbooks and IT support

The higher education institution shall have an appropriate library equipped with all necessary textbooks for the study and IT resources and a service utilized for the achievement of the basic goals.

The higher education institution shall have the library with literature, which shall provide an adequate support to the teaching process in the science educational and artistic activities. The library shall have at least 1000 library units in the area covered by the teaching.

The higher education institution shall ensure the coverage for all the courses with corresponding textbooks, educational media and devices, The media and devices shall have to be available timely and in the number sufficient to ensure smooth teaching process.

The higher education institution shall have IT equipment necessary for studies and science research and artistic work. The higher education institution shall provide for at least one IT room with minimum 20 PCs and Internet access.

The higher education institution shall ensure needed training for the teachers, associated and student with the view to efficient use of the library and other IT resources.

Standard 11. Sources of finance

The sources of finance of higher education institution shall be sufficient to ensure quality teaching for at least the duration of the study program.

The higher education institution shall achieve positive financial results in the period of at least three years.

The higher education institution shall have the financial plan accessible to the public for the period prescribed by law, which is an integral part of the business plan of the higher education institution. The financial plan shall clearly present future income and expenditure by types and periods.

If appropriate, the higher education institution shall take bank credits and guarantees.

Standard 12. Internal mechanism for quality assurance

The higher education institution shall approve and carry out the quality insurance strategy in its work.

The higher education institution shall approve clear and comprehensively formulated strategy of quality assurance of the teaching process, management of the higher education institutions, teaching activities and conditions for work and study, accessible to the public.

The higher education institution shall form a special commission for quality assurance from among the teachers, associates and non-teaching staff and students. The higher education institution shall implement in practice the established strategy for quality assurance and to that end shall take necessary measures to realize the strategy for quality assurance and eliminate the irregularities observed. The higher education institution shall particularly follow up the quality of teaching, examinations, success of students and studies on the whole by individual courses, quality of text books and take special measures for elimination of deficiencies observed.

The students shall have an active role in the process of approval and realization of the strategy for quality assurance. Of special significance will be assessment of quality of the teaching process, which shall be carried out by students' polls.

Self-assessment shall be an integral part of the strategy for quality assurance and shall be carried out in the intervals of maximum three years. The students' assessment of the quality of the teaching process shall be taken into account in the self-assessment.

The higher education institution shall have a general bylaw on the textbooks.

Standard 13. Transparency

The Higher education institution shall publish complete, precise, clear and accessible information of its work intended for students, potential students and other stakeholders.

The information published by the higher education institutions shall help the students and potential students take decision on their education.

The higher education institution shall publish its goals, objectives, expected educational outcomes, description of study programs and description of courses offered and programs delivered, conditions of enrolment and transfer of ECTS credits, the amount of school fee, the Statutes of the institution and its accreditation, strategy for quality assurance, financial results and other relevant data.

The higher education institution shall publish the list of teachers and associates on their qualifications and engagement in a higher education institution.

**II SUPPLEMENTAL ACCREDITATION STANDARDS OF HIGHER
EDUCATION INSTITUTIONS WITHIN THE GIVEN SCIENCE EDUCATION
NAMESLY SCIENCE ARTISTIC FIELD**

Mathematics

Standard 6. Teaching staff

The teaching shall be organized in such a way that up to 80 students shall attend the teaching at the basic studies and up to 25 students the practice and up to 15 students the laboratory practice.

The teaching shall be organized in such a way that the lectures at the diploma academic studies shall include up to 25 students, the practice up to 15 students the group of laboratory practice up to 10 students.

Standard 7. Non-teaching staff

The higher education institution shall ensure, at all the levels and types of studies, the associates who partake in the realization of laboratory trials and field practice of the students.

Standard 9. Premises and equipment

The higher education institution shall ensure an additional laboratory space for experiments, conditions for field teaching and other conditions in keeping with the needs of the study program relative to the number of students in the courses which require the experimental teaching.

Humanistic sciences

Standard 6. Teaching staff

The groups for the teaching by types of courses in the basic studies shall be:

- at the academic general education and theoretical methodological courses up to 300 students;
- at the scientific professional and professional applied up to 200 students.

The scope of the practice group by type of courses at the basic studies shall be:

- at the academic general education and theoretical methodological courses up to 50 students;

- at the scientific professional and professional applied up to 30 students.
The scope of the group for teaching and the diploma studies shall be up to 50 students.
The scope of the group for practice at the diploma studies shall be up to 25 students.

Medical sciences

Standard 1: The basic goals and objectives of the institution

The goals shall be concrete, achievable relative to the available resources and describe the details of the institutional activity, including the professional scientific research and medical work.

Standard 6. Teaching staff

The total number of teachers must suffice to cover the total number of teaching lessons at the study programs carried out by the higher education institution so that a teacher will deliver 120 lessons on average per year, namely 6 lessons per week. The maximum engagement per teacher cannot exceed 12 contact lessons a week. The number of lessons will include the engagement of the teachers in all the accredited study programs and engagement of teachers within medical specialized studies and the studies of narrower specializations which were established under the health care regulations.

The maximum number of students in a group for practical teaching at the pre-clinical courses will be 10, at the clinical 5 and in the group of theoretical teaching 80.

Standard 9. Premises and equipment

Laboratories, namely teaching units for practice in pre-clinical courses shall correspond in terms of capacities to the number of students enrolled and specific study features and teaching courses, but cannot be less than 20% of the total number of enrolled students. For the purpose of clinical training of the students and universities and medical schools within it shall cooperate with respective clinic as partners in medical education, which shall be subject the relevant contract.

The clinical units and clinical teaching capacities shall fully cover the clinical sources of the given study program.

Technical and technological sciences

Standard 6. Teaching staff

At the basic studies the teaching group shall have up to 180 students, practice group up to 60 students and the group of laboratory practice 20 students.

At the diploma studies the teaching group shall have 32 students, practice group up to 16 student and the group for laboratory practice up to 8 students.

Standard 7. Non-teaching staff

The higher education institution shall ensure the needed professional associates who

shall take part in the laboratory, experimental and field exercises at all the levels and types of study.

Standard 9. Premises and equipment

To be able to carry out its study program the higher education institution shall ensure adequate science educational units, in house or outsourced.

In house teaching units shall be: teaching laboratories, scientific and research development laboratories, experimental plots, technical center and other scientific, research development and innovation units within the higher education institutions.

The outsourced teaching scientific units shall be: the institutes, centers of excellence, innovation centers, organizations providing infrastructural support to innovation activities and food producing companies, intermediaries, equipment and services.

The outsourced teaching scientific units shall be equipped with necessary measurement, demo, computer and ITC devices for experimental, demo and simulation character for all the courses within a given group of scientific professional and applied courses.

In the area of bio-technical sciences a higher education institution shall ensure minimum one adequate experimental plot. The experimental plots in agriculture shall be owned by higher education institution or shall be lease-held and of at least 100 Hectares of arable land under different crops and breeds, nurseries and seed plantations, according to the modern technologies supported by good farm appliances, depending on the study program requirements. The experimental crops in the area of forestry shall be owned by higher education institutions or lease held and minimum 1000 hectares under different forest stands, producing seed and nursery material with the application of modern technology, supported by good quality mechanization. The experimental estates business shall correspond to the requirements of study programs carried out by higher education institutions.

Arts

Standard 6. Teaching staff

Depending on the type and character of the course, the teaching at the higher education institutions in the area of arts shall be:

- individual,
- group,
- collective.

The size of the group may range from two to 20 twenty students depending on the type and nature of the course.

The collective teaching can be organized for a group of up to 300 students.

Weekly and annual workload of the associates shall depend on the specific features of the study programs, duties of the associates and occupations fixed under the general bylaw of the higher education institution.

Standard 9.Premises and equipment

The higher education institution shall ensure the premises for teaching and provide for minimum 5 sq meters net per student.

The higher education institution shall ensure additional premises in keeping with the specific features of artistic areas: workshops, laboratories, exhibition gallery, concert hall, audio and opera study, theatre, cinema, TV studio and necessary equipment for modern teaching according to specific features of artistic fields.

III ACCREDITATION STANDARDS FOR THE FIRST AND SECOND LEVEL OF HIGHER EDUCATION

Standard 1. Structure of the study program

The study program contains the elements specified in the Law

Each study program shall have the following elements>

- name and objectives of study programs;
- type of studies and outcomes of the learning process;
- professional, academic, namely scientific title;
- conditions of admission to the study program;
- list of obligatory and optional study areas, namely courses with framework contents;
- the method of the study and the time needed for individual types of studies;
- credits of each course expressed in terms of the European credit transfer system (ECTS);
- credit values of the final thesis in the basic, specialized and diploma academic studies, namely doctor dissertation, expressed in ECTS credits;
- preconditions for admission to individual courses or groups of courses;
- manner of choice of courses and other study programs;
- conditions for transfer to other study programs within the same or related study areas;
- other issues of significance for the realization of study programs.

The volume of studies is expressed in the number of ECTS credits.

The basic professional studies shall have 180 ECTS credits.

The specialized professional studies shall have at least 60 ECTS credits.

The diploma academic studies shall have between 180 and 240 ECTS credits.

The diploma academic studies shall carry at least 60 ECTS credits provided the basic academic studies reach the volume of 240 ECTS credits but at least 120 ECTS credits.

The specialist academic studies will have at least 60 ECTS credits provided the academic studies had been completed.

The doctor studies have at least 180 ECTS credits if the basic academic and diploma academic studies had been completed and the results is at least 300 ECTS credits.

The academic study programs in medical sciences can be organized within the basic academic and diploma studies with the total volume of maximum 360 ECTS.

Standard 2. Purpose of study programs

The study program shall have clearly defined purpose and the roles in the education system, accessible to the public.

The purpose of the study program is to educate the students for recognizable and

clear professions and occupations. The study program shall ensure acquisition of competences, which are socially justified and useful.

The purpose of realization of the study program must be clearly and unequivocally formulated.

Standard 3. Objectives of study program

The study program shall have clearly defined objectives.

The objectives of study program include the achievement of competences and academic skills and methods of their acquisition, The objectives may also include the development of creative capacities and mastering of specific practical skills necessary in practicing the trade.

The objectives of study program shall be in compliance with the basic goals and objectives of higher education institution where the program is carried out.

The objectives of the study program implementation must be clearly and unequivocally formulated.

Standard 4. Competences of graduated students

By completing the study program a student acquires general and course-specific capabilities serving the function of good quality professional, scientific and artistic activity.

Having completed the master program the student shall acquire the following general abilities:

- to analyze and synthesize the solutions and consequences;
- to master the methods, procedures and research processes;
- to develop critical and self-critical capabilities and agility and the cooperation with closer social and international stakeholders;
- observe the professional code of conduct.

Having completed the master program the student shall acquire the following coursespecific abilities:

- fundamental understanding and comprehension of the discipline of the corresponding profession;
- resolution of concrete problems in different areas and their application;
- linking the basic knowledge in different areas and their application;
- follow-up and application of novelties in the profession;
- development of skills and abilities to use the knowledge in the given field;
- use ICT in getting the knowledge in the given area.

Standard 5: Curriculum

The curriculum of study program contains the list and structure of obligatory and optional courses and modules and their description.

The structure of the curriculum shall cover the distribution of courses and modules by semesters, trimesters, namely blocks, the stock of lessons of active teaching within ECTS.

The description of courses shall contain the name, type of the course, the year and semester of studies, the number of ECTS credits, name of the teacher, objective of the course with expected outcomes, knowledge and competences, preconditions for attendance at the course, content of the course, recommended literature, methods of implementation, the way of assessment of knowledge and grading system and other data.

The structure of the study program at the basic academic studies, except in the field of art, shall contain the following groups of courses with a relative share in the total number of ECTS credits, as follows:

- academic-general education-around 15%
- theoretical and methodological - around 20%
- scientific namely artistic professions around 35% and
- professional applied-around 30%.

The structure of study program at the basic professional studies, except for the field of arts, shall contain the following groups of courses relative to the total number of ESTC , as follows:

- academic- general educational-around 15%
- professional, namely art professional - around 40% and
- professional applicative-around 45%.

In the structure of the study programs, except in the field of art, the optional courses are represented with at least 20% relative to the total number of ECTS credits at the basic studies and minimum 30% relative to the total number of ECTS credits at the diploma studies.

Standard 6. Quality, modernity and international compatibility of the study program

The study program is harmonized to the contemporary trends in the world and status of the profession, science and art in respective education-scientific, namely educationartistic field and is comparable to the similar programs of the higher education institutions abroad, and specifically within the European education area.

The study program offers the students the latest scientific, artistic namely professional knowledge in the corresponding fields.

The study program is comprehensive and compliant with other programs of higher education institutions.

The study program is harmonized to at least three accredited programs of a foreign higher education institution of which at least two of the higher education institutions located in the European educational area.

The study program shall be formally and professionally adjusted to the European norms in terms of admission, duration, requirements for transfer to the next year, acquisition of diplomas and the manner of study.

Standards 7:Admission

The higher education institution, in compliance with the social needs and its own resources, shall enroll the student to corresponding study program based on the success in their previous schooling and entrance tests, aptitude and capacities.

The number of students enrolled to corresponding study program shall be fixed in terms of available space and human resources available to the higher education institution.

The type of knowledge, aptitudes and capacities tested on entrance shall be suitable to the nature of the study program and the method of testing correspond to the character of the study program and shall be publicly available in the admission advertisement.

Standard 8: Grading and promotion of students

The grading of the students shall be based on the permanent monitoring of the work of students and on the credits gained in fulfillment of pre-examination duties and the exam itself.

The student completes the study program by taking exams and gaining certain number of ECTS credits in line with the study program.

Each individual course in the program shall have a certain number of ECTS credits, which the students can get if they pass the exam.

The number of ECTS credits shall be determined on the basis of the work load of students in mastering certain course and by application of uniform methodology of a higher education institution for all under the given study program.

The success of the student in mastering certain course shall be permanently monitored during the teaching and expressed in credits. The maximum number of credits achievable in the course will be 100.

The student earns the credits in the course by attending the teaching and fulfilling the pre examination obligations and by passing the exam. The minimum number of credits achievable by fulfilling the obligations during the teaching will be 30 and the maximum 70.

Each course in the study program shall have clear and transparent way of earning the credits. How the credits can be earned during the teaching shall depend on the number of credits the student earns during the teaching or performing the pre exam obligation and at the exam.

The overall success of the student at a course shall be expressed in grades from 5 (failed) to 10 (excellent). The grade of the student is based on the total credits earned by meeting the pre exam obligations and passing the exam according to the quality of acquired knowledge and skills.

Standards 9: Teaching staff

The teaching staff is recruited for the implementation of the study program with necessary scientific, artistic and professional qualifications.

The number of teachers corresponds to the requirements of the study program and depends on the number of courses and number of lessons. The total number of teachers must suffice to cover the total number of lessons in the study program, so that a teacher has 180 lesson of active teaching (teaching, consultation, practice, practical work and field work) on average p.a., namely 6 lessons a week. Of the total number of needed teachers at least 70% must have a permanent employment contracts, full time, and for the study program in the field of art minimum 50%. The realization of study programs of professional studies except in the field of art, requires at least 50% of teachers with Ph.D.

The number of associates corresponds to the needs of the study program and depends of the number of courses and lessons. The total number of associates at the study program must be sufficient to cover the total number of lessons on that program so that the associates have on average 300 lessons of active teaching p.a., namely 10 lessons a week, except in the field of art.

The science and professional qualifications of the teaching staff shall correspond to the education and scientific field and the level of their responsibilities. A teacher must have at least five references in the narrow science, art namely professional area concerned.

The data about the teachers and associates (CV, election to functions, references) must be available to the public.

Standard 10: Organizational and material resources

For the realization of a study program adequate human, spatial, technical, library and other resources shall be provided, adequate to the character of the study program and the anticipated number of students.

The higher education institution shall ensure adequate premises for the performance of study program, namely the building with at least 4 sq meters gross per student, namely 2 sq m for teaching in shifts, except in the field of arts.

The higher-education institution shall have amphitheatres, classrooms, laboratories or similar teaching premises, a library or similar premises for teaching, library and reading rooms as appropriate for study program, adequate to the given education scientific namely artistic fields. The higher-education institution ensures a place in the amphitheatre, classroom and laboratory for every student attending the study program.

The higher-education institution ensures all needed technical equipment for modern teaching activities.

The library shall have minimum 100 library units relevant to the study program of the higher education institution.

The higher-education institution shall ensure the coverage of all the courses by adequate textbooks, teaching media and aids, available timely and in sufficient numbers for normal development of teaching process of that study program.

For the implementation of study program the necessary IT shall be provided.

Standard 11: Quality control

The quality control of the study program shall be regularly carried out by means of selfassessment and external quality tests.

Quality control of the study program means regular and systematic follow up of its implementation and measures for quality enhancement in terms of curricula, teaching, teaching staff, grading of students, textbooks and literature.

Quality control of the study program is carried out in the period set in advance which is three years in the case of self-assessment, and maximum five years for quality control.

Quality assessment of the study program involves an active role of students and their

appraisal of quality of the program.

Standard 12: Distance learning

The study program based on the methods and technologies of distance learning is supported with resources which ensure good quality of study program. The higher education institution may organize the study program in distance learning for every area and each education scientific and artistic field, if the substance of teaching, supported by available resources can be acquired via distance learning of good quality and if the same level of knowledge of graduated students, the same efficiency of studies and the same rank (quality) of the diploma can be provided as in the case of the usual implementation of study program.

Program

The substance of the course of the study program shall be conceived in a modern way and adapted to distance learning with the stated time needed for consultation.

The teaching material shall fully comply with the education objectives in terms of quality, contents and volume, to the curriculum and programs for the courses and adjusted to independent and successful learning.

The learning instructions provided by the higher-education institution shall contain more concrete proposals and suggestions concerning strategy of learning by the students and autonomous test of knowledge.

Grading and promotion of students

The sub system for testing the students' knowledge shall be integrated into the management system of the distance learning process and support different forms of learning and tests (consultations, self-assessment, pre examination tests, reports, examination).

The examinations shall be taken at the headquarters of the higher education institution, namely in the facilities listed in the operating license of a higher education institution.

The teaching staff

The higher-education institution shall have a qualified and competent faculty to carry out the study program of distance learning.

The teachers shall be responsible for drafting the teaching material, tests prior to the exams and for final exams, as well as for adjustment of all the activities conducive to mastering the necessary scope of knowledge.

One teacher may cover maximum three courses in a semester.

Consultations with the students shall be carried out by teachers or associates. One

teacher, namely associate may do the consultations with no more than 80 students in a term.

The required number of teachers and associates under permanent contract shall is 70% of the minimum number of teachers and associates necessary for study program implementation. In the case that the study program goes in parallel in the usual way and at a distance, the total requirement for teachers and associates shall be determined as in the usual way of studies, where one teacher may do the consultations with no more than 80 students from both groups of students, on average, per term.

Resources (equipment, library, premises)

The higher-education institution shall provide equipment and ICT for the establishment and maintenance of two-way communication between teacher-student to implement education activities in distance learning (parts of teaching, consultations, selfassessments, tests of knowledge within pre examination obligations, projects, seminars, essays and the similar).

Within the system of distance learning process the administration of the highereducation institution must ensure:

- one integrated distance learning system (DLS) platform, either proprietary or leased, with specialized software for accommodation and distribution of multimedia teaching curricula intended for independent learning (text, audio and video information) and for the complete learning process management;
- different teaching forms: public broadcasting of the planned teaching event at the appropriate time (broadcasting of teaching or discussions among teachers /experts video taped live or pre recorded), delivery of lectures and multimedia teaching material from a server and consultations for guided and informal panel forums;
- a single user interface supporting more than one user category, including the students, teachers and administrative staff;
- quality and two-way communication of teachers and associates with the students enabling the services of electronic mail, discussion forums and discussions in real time;
- the possibility of recording the time the student spent over the teaching material and assessment and grading of the students by means of tests and with the support and under the control of specialized software package;
- high reliability of the system through an adequate system of surveillance of excess and protection of the contents.

The higher education institution shall ensure access to its own and other suitable libraries, and particularly to the organizations specialized for delivery of electronic text books and other teaching and scientific publications.

The higher education institution shall provide access to own or other suitable higher education institutions having premises adequate as to space and conditions for normal procedure of the final examination, work of administrative staff and maintenance of the integrated computer platform supporting distance learning.

With the view to improving the quality of consultations the higher-education institution may establish consultation centers geographically distant from the seat of the institution, with information communication platform integrated in the distance learning system, professional literature and facilitating practical exercise.

IV ADDITIONAL STANDARDS FOR ACCREDITATION OF STUDY PROGRAMS WITHIN A GIVEN EDUCATION SCIENTIFIC NAMELY ARTISTIC FIELD

Science-mathematics

Standard 5. Curriculum

The education field of mathematics shall require special abilities defined for the study program accreditation, taking into account the internationally accepted competences for the given profession.

Standard 9. Teaching staff

Teaching shall be organized in such a way that the group attending teaching at the basic studies shall have 80 students and practice up to 25, while in the group of laboratory exercises up to 15 students.

The teaching shall be organized in such a way that the teaching group at diploma studies shall have up to 25 students in a group, practice up to 15 students and laboratory practice up to 10 students.

The teacher must have at least five representative references in the science education area at the study program including: monographs, books, articles, scientific and professional contributions, textbook, practice book or summary of questions, patents and software solutions.

Standard 10. Organization and material resources

The field of mathematics requires additional laboratory space to carry experimental teaching, conditions for teaching in the field and other conditions in keeping with the needs of the study program and number of students in the courses which have experimental teaching.

Humanities

Standard 9. Teaching staff

For quality study programs in the field of humanities it is necessary to meet the norms concerning the number of students by teaching groups, namely:

- the size of the group for teaching at the basic studies for academic- general education and theoretical methodological courses, up to 300 students, for science-professional and science-applied up to 200 students;
- the size of the group for exercise at the basic studies for academic-general educational and theoretical-methodological courses, up to 50 students, and for the

- science professional and applied up to 30 students;
- the size of the group for teaching at the diploma studies up to 50 students;
 - the size of the group for exercise at the diploma studies is up to 25 students.

Medical sciences

Standard 5. Curriculum

The curriculum of the study program of the diploma academic studies in corresponding scientific areas within the education scientific field of medical science must contain the obligatory core and the possibility for special study modules. The special study modules should be in the courses directly connected to medicine, either laboratory or clinical, biological or behavioral, research oriented or descriptive. The curriculum of the study program should contain optional courses.

Standard 6: Quality, modernity and international convergence of study programs

The integrated academic studies of the first and second degree (medical studies), for acquisition of academic and professional title of «medical doctor», last 6 years or 5,500 lessons of theoretical and practical teaching, independent students' activities and practice in medical institutions further to Directive 2005/36/EC of the European Parliament and Council of Europe dated 7 September 2005, on the recognition of professional qualifications in the part concerning medical doctors.

The purpose of Directive 93/16 of the Council of Europe is to facilitate free movement of medical doctors via mutual recognition of the primary and specialized qualifications of the residents of EEA (The European education area).

Standard 9. Teaching staff

The total number of teachers must be sufficient to cover the number of lessons of teaching at the study programs which are realized by the study programs of the higher education institution so that the teacher shall have 120 lessons on average per year, namely 4 lessons a week. The maximum work load of the teacher cannot be more than 12 contact hours a week. The number of lessons includes the involvement of teachers in all the accredited study programs, as well as the engagement of teachers within medical specialist studies (specialist studies in conformity with the medical care regulations) and studies of narrow specializations, which are governed by health care regulations.

The maximum number of students in the group for practical teaching in pre clinical courses is 10, and in the clinical five. The maximum number of students in the group of theoretical teaching is 80.

Scientific capacities of the teachers and associates are evaluated according to the regulations applicable to education and scientific activities.

Standard 10. Organization and material resources

Laboratories, namely teaching units for performance of practice at pre clinical courses, shall correspond in terms of the number of enrolled students and specificities of studies and courses so as to reach at east 20% of the total capacity.

The clinical training of the students requires partnership between the universities that is medical schools and clinics in the medical education.

The clinical practice units and clinical teaching capacities must cover corresponding clinical courses in the study program. The higher-education institution within the education science field of medical sciences shall contract the cooperation defining the parties' responsibilities.

Technical sciences

Standard 4. Competences of graduated students

The completion of the study program enables the student to acquire the following course-specific capabilities:

- designing, organizing and supervising the production;
 - independent trials, statistical plotting of results, formulation and presentation of results;
 - drafting, in an adequate manner, and presentation of the results.
- The student shall acquire the knowledge and skill in:
- environment protection;
 - cost effective utilization of natural resources of the Republic of Serbia in keeping with the principles of sustainable development.

In the area of Biotechnical sciences, the student shall acquire knowledge and skills: - for production of safe food;

- in the areas of agriculture and forestry for the production of plant and animal species and livestock breeding.

Standard 5. Curriculum

The integral part of the curriculum of the study programs for the basic and diploma studies in the area of technical and technological sciences is professional practice of at least 45 lessons, carried out in the appropriate science research institutions, in the innovation centers, in the organizations offering infrastructure support to innovative activities, in the companies and public institutions.

In the field of bio technical sciences, in the area of agriculture and forestry, the students during the basic studies have practice within at least 45 lessons, production practice in the duration of at least 45 lessons and technological and organization practice in the duration of at least 45 lessons.

Standard 9. Teaching staff

For a good quality study program performance at the basic and diploma studies in the field of technical and technological sciences it is necessary that the higher education institution meet the norms of the number of students by teaching groups. The scope of the group for teaching is up to 180 students, practice group up to 60 students and the group for laboratory exercise up to 20 students. For good quality performance of study programs of diploma studies the size of the theory group is up to 32 students, practice group up to 16 students and the group for laboratory work up to 8 students.

Representative references of the teaching staff in the technical and technological sciences are: science and professional works published in the international and local reviews, contributions printed in the proceeds of the science and professional conferences, monographs, textbooks, survey articles, collection of questions, practice books, patents, new products or essentially improved existing products, new plant species, new livestock and new technologies.

Standard 10. Organization and material resources

For the performance of study programs the requisite scientific teaching units need to be provided, in house or outsourced.

In-house scientific teaching units are: teaching laboratories, scientific, research and development laboratories, technical centers and other R&D and innovation units within the higher education institution.

The science teaching units that are outsourced are: the institutes, centers of excellence, organizations for innovation activities, organizations for infrastructural support to innovative activities and food producing companies, intermediaries, equipment and services.

The teaching units are equipped with measurements, demo, computer, ICT equipment for experimental, demo and simulation trials in these study programs within the group of science teaching and applied courses.

In the area of biotechnology adequate experimental plots have to be provided, owned by the higher education institution or leased, of the total area of minimum 100 Ha of arable land with different crops and livestock breeds, with the application of modern technology, supported by high quality farm appliances that are needed in the study programs. In the area of forestry there must be suitable experimental estates owned by the higher education institution or leased, of the total area of minimum 1000 Ha of land consisting of various forest stands, producing seeds and nurseries with the application of modern technology, helped by modern technology and good farm machines.

The facilities at the experimental farms shall correspond to the study program requirements that are carried out in higher education institution.

Arts

Standard 5. Curriculum

The basic selection of arts studies is built in the major course.

The structure of the study program at the basic academic studies in the field of arts contains the following groups of courses expressed in ECTS credits in such a way that : – arts groups of courses are represented by 50% to 60 %;

- theoretic arts groups of courses are represented by 30% to 40%;
- social and humanistic groups of subjects are represented by about 10%.

The structure of the study program at the basic professionals studies in the field of arts shall consist of the following groups of subjects expressed in ECTS credits:

- artistic groups of subject account for about 40% ;
- theoretical-art groups of subjects are represented by about 20%;
- professional applied groups of subjects are represented by about 30%;
- social-humanistic groups of subjects account for about 10%.

The number of ECTS credits which corresponds to the optional subjects in one study program shall be:

- at the basic studies at least 5%;
- at the diploma studies about 10%;
- at the doctoral studies about 20%.

Standard 9. Teaching staff

The teaching at higher education institutions in the field of arts is carried out as: – individual;

- group;
- collective.

The organization of teaching is based on all the three ways of teaching activity, depending on the type and nature of the subject.

The size of the group in group teaching depends on the type and nature of the subject and ranges from 2 to 20 students.

Collective teaching is organized for the group of 300 students.

Maximum engagement per teacher cannot exceed 12 contact lessons a week.

Weekly and annual work load of the associates depends on the specificities of the study program, responsibilities of the associates and the title held according to the general bylaw of higher education institution.

Representative references for education-artistic area of music arts are:

- works of art of music (composition works) performed in the country and abroad;
- works of art in the area of music performed at the festivals in the country and abroad; – concerts and opera performances in the country and abroad (performance activities); – concerts and opera performance at the festivals in the country and abroad;
- master course and seminars in the country and abroad;
- participation in the musical competitions in the country and abroad;
- participation in juries at the musical competitions in the country and abroad;
- awards and recognitions for artistic activity;
- published theoretical or textbook works in the country and abroad (books and professional works and professional magazines).

Representative references for education artistic area of drama and performance work are:

- public performance of artistic work on the regular repertoire;

- public performance of artistic work at the manifestations and festivals; - commercial realization of artistic work;
- participation or guidance of special art courses, seminars or master workshops in the country and abroad;
- participation in the work of juries at the national or international festivals;
- awards and recognitions for art work in the country and abroad;
- published theoretical or textbook works in the country and abroad (books and professional magazines).

Representative references for education artistic area of visual and applied art and design are:

- public exhibition of a work of art at the individual exhibitions;
- public exhibition of a work of art at the collective jury exhibitions and manifestations;
- commercialization of a work of art;
- participation or guidance of special art courses, seminars or master workshops in the country and abroad;
- participation in the national and international competitions of artistic works;
- participation in the work of juries in the local and foreign exhibitions. competitions and manifestations;
- awards and recognitions for artistic work in the country and abroad;
- published theoretical or textbook works in the country and abroad (books and professional magazines).

References in the area of science of art shall be determined in keeping with the standards applicable to the area of science.

Standard 10. Organizational and material resources

For the performance of study program an adequate space shall be provided with at least 5 m² net per student.

For the performance of study program necessary special premises depending on the specificity of the artistic area are provided: workshops, laboratories, area for exhibitions, concert halls, audio and opera studios, theatre hall, cinema, TV studio and the similar.

Necessary equipment for modern teaching is provided for the performance of the study program, depending on the specificities of artistic areas.

V. ACCREDITATION STANDARDS FOR STUDY PROGRAM OF DOCTORAL STUDIES

Special standard : Competence of higher education institution to carry out the doctor studies

The higher education institution can prove its preparedness for delivery of doctoral studies according to the indicators related to the science research work.

The higher education institution shall have a short term and long term work

program, and shall be accredited as science research institution in keeping with the law.

Capacities of a higher education institutions shall be measured according to the following criteria:

- number of doctoral dissertation and master thesis that were granted in the higher education institution in the area of accreditation of the study program, taking into account the ratio between the number of doctoral and master dissertations to the graduated students and the number of teachers;
- ratio of the number of teachers and the teachers involved in the science research projects;
- ratio of the number of publications and international magazines namely the number of articles in the international magazines of the ministry competent for science in the last 10 years and the number of teachers;
- cooperation achieved with the institutions in the country and abroad.

The higher education institution has the teachers under permanent employment contracts who were the mentors for doctoral thesis.

Standard 1. Structure of the study program

The doctoral studies carry minimum 180 ECTS credits, with the prior achievement of the volume of studies of at least 300 ECTS credits at the basic academic and diploma academic studies, namely 360 ECTS credits at the integrated basic and diploma academic studies of medical sciences. The doctoral dissertation is the final part of the study program at the doctoral studies, except doctors of arts, which is artistic program..

Each study program shall contains clear and unequivocally stated elements as follows:

- name and objectives of the study program; - learning process outcome;
- scientific title;
- admission criteria;
- list of obligatory and optional study areas, namely courses with the frame contents, - the manner of delivery of the studies - credit values of each course expressed in terms of the European credit transfer system;
- value of doctoral dissertation expressed in ECTS credits;
- preconditions for admission to individual subjects or groups of subjects;
- the manner of selection of subjects from other study programs at the same or another university;
- conditions for transfer from other study programs within the same or related study areas;
- and other matters of relevance for the delivery of study program.

Standard 2. Purpose of study program

Study program of doctoral studies has a clearly defined and published purpose and the role in the education system.

The purpose of the study program shall be clearly and unequivocally formulated.

The purpose of the study program of doctoral studies is the development of science, critical opinion and education of professionals capable of independent guidance of or original and scientifically relevant research and development of new technologies and procedures conducive to the general development of society, and scrutiny for the research of others.

The purpose of the study program must be in compliance with the mission and objectives of the higher education institution where the program is delivered.

Standard 3. Objectives of study program

The study program of the doctoral studies shall have defined objectives.

The objectives of study program include building of scientific capacities and academic skills, development of creative abilities and mastering of specific practical skills needed for future career advancement.

The objectives of the study program of doctoral studies are harmonized with the modern trends of the corresponding scientific discipline in the world.

The objectives of the study program must be in keeping with the basic goals and objectives of the higher education institution where the program is rendered.

Standard 4: Competences of graduated students

The student who completed the study program of the doctoral studies acquires general and specific capacities second to the quality of performance of the professional, scientific and artistic activity.

The program of doctoral studies should enable the students, after the completion of the study, to have knowledge, skills, developed abilities and competences for:

- independent solution of practical and theoretical problems in the area they covered and organize and carry out R&D;
- integration into the international scientific projects;
- carrying out the development of new technologies and procedures within their professions and to understand and use the latest knowledge in the given scientific area;
- thinking critically and acting creatively and independently;
- observing the principles of the code of ethics of goods scientific practice;
- communicate at the professional level in presenting their science research results, are trained to present the results at the scientific conferences, publish them in the scientific magazines, via patents and new technical solutions;

- contributing to the development of a scientific discipline and science in general.

Having completed the study program the student acquires the subject-specific competences, as follows::

- fundamental knowledge and understanding of the discipline of the corresponding occupation;
- capacity of solving the problems by using scientific methods and procedures; - compilation of the basic knowledge from different areas and their application; - capacity to follow up contemporary achievements in the profession;
- develop skills and agility to use knowledge in the respective field;
- use the ICT in mastering the knowledge in the relevant area.

Standard 5: Curriculum

Curriculum contains a list and structure of obligatory and optional subjects and models with description and doctoral dissertation as a final part of the study program of the doctoral studies, except the doctors of art, which is an artistic program.

Curriculum of doctoral studies enables insight of the students into the knowledge, skills and capacities they acquire during the studies.

Curriculum contains the defined fundamentals for independent research work of the students.

Curriculum defines the subjects and modules by volume and contents and the manner of realization.

The description of the contents contains the name, type of the subject, year and semester of studies, number of ECTS credits, name of the professor, the objective of the subject with the expected outcomes (knowledge and capacities), pre conditions for attendance, contents of the subject, recommended literature, methods of delivery of teaching, assessment of knowledge and grading and other appropriate data.

The number of credits corresponding to the optional subjects is minimum 50% of the total number of credits that correspond to all the subjects of the study program.

Curriculum more closely defines the requirements concerning the preparation of doctoral dissertation, specific for every educational scientific namely educational artistic field within the area.

The doctoral dissertation is an independent scientific or artistic work of the students at the doctoral studies.

The procedure for application, elaboration and defense of the doctoral dissertation is specified in the general bylaw of the independent higher education institution.

The number of credits for doctoral dissertation enters the total number of credits needed for finalization of doctoral studies.

At least a half of ECTS credits foreseen for the realization of doctoral studies goes to the doctoral dissertation and subjects which are connected with the topic of the doctoral dissertation.

Standard 6: Quality, modernity and international convergence of study programs

The study program follows the modern world trends and status in the profession and science in the corresponding educational scientific, naely education artistic field and compare with the similar programs at the foreign giher education institution within the European educational area.

The study program offers the students the state-of-the-art knowledge in the area covered and follows the latest achievements in science.

The study program is comprehensive and uniform and convergent with the other programs of the higher education institution.

The study program is formally and structurally convergent with at least three accredited foreign programs, of which at least two within the European education area.

There is formal and structural convergence of the national study program with the approved subject specific accreditation standards.

The study program is convergent with the european standards in terms of admission terms, duration of studies, conditions for transfer to the next yera, acquisition of the diploma and the manner of studies.

Standard 7: Admission of students

The higher-education institution in line with the social demands and requirements of the development of science, education and culture and its resources shalla dmit the students to the study program of the doctoral studies.

The number of students admitted to the study program is established relative to available premise, teachers and other possibilities of the institution and estimated social demands at the labor market.

The candidates who achieved the volume of studies of at least 300 ECTS credits in the basic academic and diploma academic studies have the right to apply for admission, namely 360 ECTS credits on the integrated basic and diploma academic studies in medical sciences, as well as on the basis of credits earned during those studies and tests , abilities and capacities.

The doctoral studies require fluency in at least on foreign language determined by the higher-education institution.

The type pf knowledge, abilities, and capabilities tested on admission as well as the manner of testing are published in the competition advertisement.

Standard 8: Grading and promotion of students

The grading of the students is performed by permanent follow up of the work and on the

basis of credits acquired by in performance of pre examination obligations and taking the exam. The doctoral dissertation is awarded on the basis of indicators of its scientific namely artistic contribution.

The students master the study program by taking the exams which carry certain number of ECTS credits.

The number of ECTS credits for each subject is determined on the basis of the work load of students during the learning of the subject and by application of accepted in advance and uniform methodology for all the subjects and programs of higher education institution.

The dissertation is final part of the study program of doctoral studies. The dissertation is part of the study program of the doctoral study. The dissertation is an independent science research work. The accomplished scientific contribution is graded according to the number of the scientific publications, patents or technical improvements. The conditions to be met are defined within the areas to come to the defense of the doctoral dissertation, based on the works published or accepted for publication in the international scientific reviews with reviews from the official list of the ministry in charge of science.

The manner and the procedure for the preparation and defense of dissertation is regulated with the general by law of the higher education institution which defines the acceptance of the dissertation topic, the grade of the dissertation and fulfillment for access to the public oral defense.

Standard 9: Teaching staff

For the realization of the study program of doctoral dissertation there is teaching staff with the necessary scientific capacities.

The higher-education institution which delivers the doctoral dissertation should have:

- defined selection criteria for teachers under permanent employment contract who have full time contract in a higher education institution and developed system of selection of teachers from other scientific institutions who take part in the delivery of doctoral studies;
- teachers capable of teaching at the doctoral studies proven by the list of works (10 major works) and the data on the participation in the national and international scientific research projects;
- minimum half of the teaching staff involved in science research projects.

Mentor has at least five scientific works published or accepted for publication in scientific magazines of the related area of the study program from the list of the ministry in charge of science in the last 10 years. Mentor may attend to maximum five candidates for a doctor at the same time.

The minimum number of teachers who take part in the study program of the doctoral studies with the permanent employment contrast is five. Of the total number of teachers 50% are under permanent employment contact with the higher education institution.

Standard 10: Organization and material resources

The delivery of study program is secured by suitable human resources, premises, technical and technological equipment, librarian and other facilities adequate to the character of doctoral study program and the number of students admitted..

The higher-education institution has short term and long term plan and budget for the realization of science research work.

The resources for the implementation of doctoral studies may be provided in cooperation with other higher education institutions, accredited scientific institutions and international organizations.

The higher-education institution provides the students with equipment or access to the equipment needed in science research, owned by the higher education institutions to be documented with a list of equipment with corresponding characteristics.

The higher-education institution ensures the use of equipment by the students or access to the equipment necessary in science research under contract on cooperation with other respective organizations.

The higher-education institution provides the access to the library and the use of library resources from own and other sources (books, monographs, scientific magazines, other periodicals) in the volume needed for the realization of the program of doctoral studies. The students at the doctoral studies have the access to the data bases necessary for making the doctoral dissertation and for science research work.

Adequate space is secured for delivery of teaching under the study program, suitable laboratories for experimental work and equipment based on contemporary ICTs.

Standard 11: Quality control

Every study program of the higher education institution regularly and systematically controls the quality via self-assessment and external quality reviews.

Quality control of the study program entails regular and systematic follow-up, control of quality and taking the measures for improvement in the following segments: curriculum, teaching, teachers and associates, grading of students, text books and literature.

Quality control of the program is carried out periodically as stipulated in the Law.

Study program quality control provides for the active role of students and their assessment of quality of program.

VI SUPPLEMENTARY ACCREDITATION STANDARDS OF DOCTORAL STUDIES WITHIN THE EDUCATIONAL SCIENTIFIC NAMELY EDUCATIONAL ARTISTIC FIELD

Mathematics sciences

Standard 8: Grading and promotion of students

At least one work of the student is published or accepted for publication in a magazine on SCI list.

Standard 9: Teaching staff

The competence of the teachers is determined on the basis of: scientific works published in the international magazines (at least one work published or accepted for publication in a magazine on SCI list), local magazines, science work published in the proceeds of international scientific gatherings, monographs, patents, text books, new products or essentially improved existing products.

Mentor has minimum three works on SCI list (criterion applicable as of 01.01.2009) and five works from SCI list (criterion applicable as of 01.01.2010).

Social- humanistic sciences

Standard 8: Grading and advancement of students

At least one work of the student published or accepted for publication in a national magazine figuring on the list of the Ministry in charge of science.

Standard 9: Teaching staff

The competence of teachers is determined on the basis of scientific works published in the international magazines, national magazines, works published in the proceedings of the international scientific gatherings, monographs, patents and textbooks.

The teacher who delivers the teaching at the doctoral studies has at least one work published or accepted for publication in a magazine on SSCI list (criterion applicable as of 01.01.2010).

Mentor shall have at least three works published or accepted for publication in the magazine on SSCI list (criterion applicable as of 01.01.2010).

Medical sciences

Standard 8: Grading and advancement of students

At least one work of the student is published or accepted for publication in a magazine on SCI list.

Standard 9: Teaching staff

The competence of the teachers is established on the basis of scientific works published in the international magazines (at least one work published or accepted for acceptance in the magazine on SCI list), scientific works published in national magazines, the works published in the proceedings from the international scientific gatherings, monographs, patents, new products or essentially improved existing product.

Mentor has at least three works from SCI list (criterion valid as of 01.01.2009) and five works from SCI list (criterion applicable as of 01.01.2010).

Technical-technological sciences

Standard 8: Grading and advancement of students

At least one work of the student published or accepted for publication from SCI list.

Standard 9: Teaching staff

The competence of teachers is determined on the basis of scientific works published in the international magazines (at least one work published or accepted for publication in a magazine on SCI list), scientific works published in national magazines, works published in proceedings from the international scientific conferences, monographs, patents, textbooks, new product or significantly improved existing product, new plant species, new livestock and new technologies.

Mentor has at least three works from SCI list (criterion applicable as of 01.01.2009) and five works from SCI list (criterion applicable as of 01.01.2010).

ANNEX 6.2

ANNEX 6.2.

Republic of Serbia
National Council for Higher Education
№ 612-00-00135/4/2010-04
Date: 23.01.2010.
Belgrade
Nemanjina 22-26

Pursuant to the Article 11, paragraph 1, clauses 10) and 11) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 100/07 - authentic interpretation and № 97/08), the National Council for Higher Education adopted at its session of 15 January 2010 the following

RULES AND REGULATIONS

About the Amendment of the Rules and Regulations of the Standards and Procedure of Accreditation of Institutions of Higher Educations and Study Programs

Article 1

In the Rules and Regulations of the Standards and Process of Accreditation of Institutions of Higher Educations and Study Programs („Official Gazette of the Republic of Serbia“, № 106/06), Article 6 is amended to read:

In order to establish the facts pertinent for the decision-making after the request for accreditation, the Commission forms a sub-commission.

The sub-commission is composed of at least two members in the appropriate educational-scientific field and educational-artistic field and one student from the list of students nominated by the Student Conference of the University, in accordance with its general documents.

The students in the sub-commission from paragraph 2 do not have decision rights.

Article 2

These Rules and Regulations come into effect on the eight day of its publication in the „Official Gazette of the Republic of Serbia“.

NATIONAL COUNCIL OF HIGHER EDUCATION

(L.S.)

President
(Signature)
Prof. dr Srđan Stanković

Rationale

The legal grounding for the adoption of the Rules and Regulations About the Amendment of the Rules and Regulations of the Standards and Procedure of Accreditation of Institutions of Higher Educations and Study Programs can be found in the Article 11, paragraph 1, clauses 10) and 11) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 100/07 - authentic interpretation and № 97/08), stipulating that this National Council establishes and adopts the standards and procedure for accreditation of institutions of higher learning and study programs. With reference to the above authorization originating from the Law, the the National Council for Higher Education at its session of 20 October 2006 adopted the Rules and Regulations of the Standards and Procedure of Accreditation of Institutions of Higher Educations and Study Programs, published in the „Official Gazette of the Republic of Serbia“, № 106/06.

The amendment of Article 6 of these Rules and Regulations is concerned with the composition of the sub-commission formed by the Commission for Accreditation and Quality Assurance, so that in the sub-commission is included also one student from the list of students nominated by the Student Conference of the University, in accordance with its general documents. This amendment is necessary for the Commission for Accreditation and Quality Assurance to become a full member of the European Association for Quality Assurance in Higher Education, composed of the national bodies for quality assurance of the countries signers of the Bologna Declaration.

ANNEX 7.1

ANNEX 7.1.

Pursuant to Article 11, par 1, item 8) of the Law on Higher Education ("Official Gazette of RoS", No. 76/05),

The National council of higher education, at its session of 20 October 2006, issued the following:

RULES AND REGULATIONS ON STANDARD PROCEDURES OF EXTERNAL QUALITY CONTROL

Article 1

The present Rules and Regulations set the standards and procedure of external quality control in higher education institutions.

The standards referred to in par 1 of this Article are printed and form part hereof.

Article 2

The procedure of external quality control in a higher education institution shall be launched by the Accreditation and quality assurance commission (hereinafter referred to as the Commission) further to its annual plan of action, at a special order of the National council of higher education (hereinafter: the National Council), at an application filed by an independent higher education institution or the minister competent for higher education affairs (hereinafter: the Minister)

Article 3

The application for external quality control shall be submitted by the professional body on behalf of an independent higher education institution.

The application for external quality control should contain the data about the applicant and the rationale.

Article 4

The commission shall obtain the documents required for the external control from the higher education institution - subject of the external quality control.

The documents referred to in par 1 of this Article shall cover:

- the name, seat, responsible person (rector, dean, administrator);
- memorandum of incorporation and operating licenses;
- study program carried out;
- the report on self-assessment;
- plan of action for at least the current and next year and report on the activities the year before;
- the data on students;
- the data on admission policy and the method of ranking and enrolment of the students
- the data on the teaching staff;

- the data on the library and IT equipment;
- the data on the premises and equipment, deed of title/lease, urban planning license, data on the area, structure of premises and data on technical equipment (number, purpose, age);
- balance sheet and profit and loss account for the prior year, financial plan for the current and next year, operating report with the stated sources and uses of funds.

The higher education institution shall submit the documents referred to in par 2 of this Article within 15 days of the date of received request by the commission to that effect.

Article 5

The ministry competent for higher education affairs (hereinafter: the ministry) shall check the completeness of the documents referred to in Article 4, par 2 of the Present Rules and Regulations.

If the higher education institution shall fail to deliver all the documents required, the ministry shall urge the higher education institution to complete the file.

The time frame for delivery of the missing document shall be eight days from the date of the receipt of the request of the ministry.

Article 6

The commission shall form a fact finding sub-commission for assessment of compliance with the standards for the external quality control of the higher education institution. It shall form a sub-commission for external quality control in the higher education institution composed of, among other, at least two members from educational-scientific, namely scientific-artistic field run by the institution.

Article 7

The commission shall, at the proposal of the sub-commission, referred to in Article 6 of the present Rules and Regulations, appoint two reviewers to analyze and evaluate the results of self-assessment and quality review of the higher education institutions (hereinafter: self-assessment of higher education institution).

Each reviewer shall analyze the documents submitted by the higher education institutions and control:

- whether the self-assessment of the higher education institution was performed in compliance with the standards for self-assessment of higher education institution;
- which standards of self-assessment were fully or partially met or not at all;
- what areas of activity of higher education institution in terms of quality were found as satisfactory, partly satisfactory or dissatisfactory.

The reviewer shall report on the analysis performed further to par 2 of this Article to the sub-commission, with the assessment of compliance with the standards for external quality control of a higher education institution and proposal of the measures of alleviation of weaknesses observed.

Article 8

The sub-commission shall determine the facts of relevance for external quality control in a higher education institution by direct inspection, at 15 days advance notice of the planned visit.

The higher education institution shall provide the sub-commission with all requested data and information and assure free access and insight into the teaching process and administration.

After the direct inspection the sub-commission shall compile a report evaluating the compliance with the standards for external quality control in the higher education institution and proposal of measures for reversal of weaknesses observed.

Article 9

Based on the reviewers' report referred to in Article 7 par 3 above and the report of the sub-commission referred to in Article 8 par 3 above the sub-commission shall draw a final report on the external quality control of the higher education institution to the commission within two months of the date of inspection.

The report referred to in par 1 of this Article shall cover:

- analysis and assessment of compliance with the standards for external quality control of the higher education institution;
- flaws in compliance with the standards for external control of the higher education institution;
- proposals and suggestions for betterment of the quality of higher education institution.

Article 10

The commission shall review the final report of the sub-commission on external quality control of higher education institution at its session and take a vote.

The report shall be considered approved if more than a half of the total commission members vote in favor.

If the commission rejects the final report of the sub-commission it shall bind the sub-commission to supplement the final report further to the remarks and suggestions of the sub-commission within the time frame of minimum three months.

The commission shall forward the report referred to in par 2 of this Article to: the National council, minister and to an independent higher education institution and the independent higher education institution which was subjected to the external quality control within 15 days of the date of approval.

Article 11

Further to the report of the commission referred to in Article 10, par 2 above, the National council shall determine the result of the external quality control of the higher education institution.

Article 12

The present Rules and Regulations shall come into effect on the eight day of its publication in the Official Herald of the Republic of Serbia”.

No: 612-00-591/2006-04/3
In Belgrade, 20 October 2006

National council of higher education
Chairman,

prof. dr Obrad Stanojević

STANDARDS FOR EXTERNAL QUALITY CONTROL IN HIGHER EDUCATION INSTITUTIONS

Standard 1: Reliance on the results of self-control of higher education institution

The external quality control shall use the results of self-assessment of higher education institution

Recommendations for implementation of standard 1:

- 1.1 The procedure of external quality control of the higher education institution starts with the analysis of the process of self-evaluation of higher education institutions, particularly:
 - quality of self-control: whether the standards for self-assessment were applied in the process of self-assessment of the higher education institution;
 - the results of self-assessment: whether the process of self-assessment stated the flaws revealing an insufficient level of the quality of the higher education institution.
- 1.2 If self-assessment was done in compliance with the self-assessment standards and if the results of self-assessment are indicative of high level of quality of the higher education institution, the scope of the external quality control could be limited.
- 1.3 If self-assessment was not implemented according to the standards of self-assessment and if the results indicate low level of quality of the higher education institution, the external control shall be comprehensive.

Standard 2: Method of external quality control

The external quality control shall be based on the examination of compliance with the determined and published quality standards of higher education institution and its programs.

Recommendations for implementation of standard 2:

- 2.1 The external quality control shall be carried out by comparing the actual status in terms of compliance with the standards for external quality control in a higher education institution with the standards.
- 2.2 The standards applicable to the external quality control must be approved in the process that involves all stakeholders.
- 2.3 The standards applicable to the external quality control must be known in advance to the higher education institutions.
- 2.4 Quality of the work of the higher education institution and quality of the program shall be established by means of:
 - check up of the procedure and results of self-assessment of higher education institution;
 - direct inspection in the higher education institution and its programs.

Standard 3: The areas of external quality control

The external quality control involves the examination of compliance of quality standards in the areas defined in advance.

Recommendations for the implementation of standarda 3:

- 3.1 External quality control shall be carried out in the following areas:
- teaching;
 - teaching staff;
 - research;
 - students' control;
 - textbooks and literature;
 - library and IT resources;
 - premises and equipment;
 - non-teaching staff;
 - administration process;
 - transparency.

Standard 4: Results of external quality control of higher education institution

The results of the external quality control of a higher education institution shall be established on the basis of known and clear criteria published by the competent body, further to the law.

Recommendations for the implementation of standard 4:

- 4.1 The results of external quality control of higher education institution shall be determined by the National council on the basis of the report of the commission.
- 4.2 The results of the external quality control should be based on the clear criteria published and consistently applied.
- 4.3 The document which shall determine the result of the external quality control of higher education institution shall be in writing and clear and unequivocal. It should contain the recommendations to the higher education institution about further steps conducive to quality assurance.

Standard 5: Organization and participants in the external quality control

The external quality control must be organized in such a manner to assure enhancement of quality of higher education institutions. The participants in the process of external quality control must have clearly designated competences and responsibilities.

Recommendations for implementation of standard 5:

- 5.1 The participants in the process of external quality control shall be:
- the higher education institution, its leadership, teaching and non-teaching staff;
 - commission;
 - reviewers;
 - National council.
- 5.2 The competence and responsibilities of the participants in the process of external quality control are set out in the law and these Rules and Regulations. The participant shall act in a highly professional manner.
- 5.3 The commission shall ensure advanced training of its members and reviewers.
- 5.4 Special attention shall be devoted to the selection of the reviewers.
- 5.5** With the view to enhancement of external quality control foreign experts may be appointed as reviewers.

Standard 6: The procedure of external quality control must be conceived in such a way to fulfill its purpose

The procedure of external quality control must be conceived to serve the purpose of enhancement of quality of higher education institutions.

Recommendations for implementation of standard 6:

- 6.1 The procedure of external quality control must be directed to the betterment of the quality of the higher education institution.
- 6.2 Methods and techniques of external control must be directed to the betterment of the quality of higher education institution.

Standard 7: Reporting

The report on the external quality control should be clear and understandable with the indication of the integral parts of the report.

It should enable easy reference to the decisions and recommendations in the report.

Recommendations for implementation of standard 7:

- 7.1 Report on the external quality control should be legible and understandable.
- 7.2 The composite parts of the report shall be: analysis and judgment as to compliance with the standards for external quality evaluation in the higher education institution, the deficiencies in terms of compliance with the standards for external quality control in the higher education institution and proposals and suggestions for improvement of the quality in the higher education institution.
- 7.3 The report shall be submitted to the National council, the minister and to the independent higher education institution.

Standard 8: Periodic checks

The external quality review in the higher education institution should be periodic and fixed and published in advance.

Recommendations for the implementation of standard 8:

- 8.1 The external quality control is a continuous process periodically repeated.
- 8.2 The external quality evaluation of study programs should take place every five years, minimum.
- 8.3 The external quality control in the higher education institution should be done every eight years, minimum.

Standard 9: Improvement of the procedure for external quality control

The procedure of external quality control shall be enhanced and adjusted to the changes in the area of higher education.

Recommendations for implementation of standards 9:

- 9.1 The external quality control shall be monitored and analyzed in terms purposefulness - enhancement of quality of higher education institutions.
- 9.2 The analyses shall serve as the basis for measures conducive to the improvement of standards and procedures for external quality control of higher education institution.

ANNEX 7.2

ANNEX 7.2.

Republic of Serbia
National Council for Higher Education
№ 612-00-00135/3/2010-04
Date: 23.01.2010.
Belgrade
Nemanjina 22-26

Pursuant to the Article 11, paragraph 1, clause 8) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 76/05 - authentic interpretation and № 97/08), the National Council for Higher Education adopted at its session of 15 January 2010 the following

RULES AND REGULATIONS

About the Amendment of the Rules and Regulations of the Standards and Procedure of External Quality Assurance of Institutions of Higher Learning

Article 1

In the Rules and Regulations of the Standards and Procedure of External Quality Assurance of Institutions of Higher Learning („Official Gazette of the Republic of Serbia“, № 106/06), Article 6 is amended to read:

„For the purpose of establishing the facts of importance for the assessment of standard fulfillment and external quality assurance of an institution of higher learning, the Commission forms a sub-commission composed of at least two members in the appropriate educational-scientific field and educational-artistic field and one student from the list of students nominated by the Student Conference of the University, in accordance with its general documents.

The students in the sub-commission from paragraph 2 of this article do not have decision rights.

Article 2

These Rules and Regulations come into effect on the eight day of its publication in the „Official Gazette of the Republic of Serbia“.

NATIONAL COUNCIL OF HIGHER EDUCATION

(L.S.)

President
(Signature)
Prof. dr Srđan Stanković

Rationale

The legal grounding for the adoption of the Rules and Regulations About the Amendment of the Rules and Regulations of the Standards and Procedure of External Quality Assurance of Institutions of Higher Learning can be found in the Article 11, paragraph 1, clause 8) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 100/07 - authentic interpretation and № 97/08), stipulating that this National Council establishes and adopts the standards and procedure of external quality assurance of institutions of higher learning. With reference to the above authorization originating from the Law, the the National Council for Higher Education at its session of 20 October 2006 adopted the Rules and Regulations of the Standards and Procedure of External Quality Assurance, published in the „Official Gazette of the Republic of Serbia“, № 106/06.

The amendment of Article 6 of these Rules and Regulations is concerned with the composition of the sub-commission formed by the Commission for Accreditation and Quality Assurance, so that in the sub-commission is included also one student from the list of students nominated by the Student Conference of the University, in accordance with its general documents. This amendment is necessary for the Commission for Accreditation and Quality Assurance to become a full member of the European Association for Quality Assurance in Higher Education, composed of the national bodies for quality assurance of the countries signers of the Bologna Declaration.

ANNEX 8

ANNEX 8. Rules and Regulations of Standards for Self-Evaluation and Quality Assessment of HEIs

Pursuant to the Article 11, Paragraph 1, Clause 7) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 76/05) the National Council for Higher Education, at its session of 20 October 2006 adopted the following

Rules and Regulations

About the Standards for Self-Evaluation and Assessment of Quality of Institutions of Higher Learning

Article 1

These Rules and Regulations establish the standards for self-evaluation and assessment of quality of institutions of higher learning. The standards from Paragraph 1 of this article are published together with this Rules and Regulations, being its integral part.

Article 2

These Rules and Regulations go into effect on the eight day of its publication in the („Official Gazette of the Republic of Serbia“).

№: 612-00-591/2006-04/1
In Belgrade, 20 October 2006

National Council for Higher Education

President
Prof. dr Obrad Stanojević, mp

STANDARDS FOR SELF-EVALUATION AND ASSESSMENT OF QUALITY OF INSTITUTIONS OF HIGHER LEARNING

Standard 1: Strategy of quality assurance

An institution of higher learning establishes the strategy of quality assurance, which is publicly available.

Guidelines for use of Standard 1:

1.1 Strategy of quality assurance contains:

- determination of an institution of higher learning to continually and systematically work to improve the quality of its programs;
- quality assurance measures;
- quality assurance subjects (expert bodies, students, non-teaching staff) and their rights and obligations in the process;
- areas of quality assurance (study programs, teaching, research, student grading, textbooks and literature, resources, non-teaching support, management process);
- determination towards the establishment of organizational culture of quality;
- association of educational, scientific, artistic, and professional activity;

1.2 Strategy of quality assurance is adopted by the governing organ of an institution of higher learning after the suggestion of the management organ.

1.3 An institution of higher learning publishes the strategy of quality assurance and promotes it both within the institution and in the public.

1.4 An institution of higher learning periodically examines and improves its quality assurance strategy.

Standard 2: Standards and procedures of quality assurance

An institution of higher learning establishes the way (standards) and procedures of quality assurance, which are publicly available.

Guidelines for use of Standard 2:

2.1 Standards for quality assurance contain the minimal level of quality of work of an institution of higher learning.

2.2. Procedures of quality assurance are established individually for each area of quality assurance, arrainging in detail the actions of the subjects in the system.

2.3. Standards and procedures of quality assurance are adopted by a professional body of an institution of higher learning after the suggestion of the commission for quality assurance.

2.4 An institution of higher learning is obliged to make available to the teachers, students, and general public, the standards and procedures of quality assurance.

2.5 An institution of higher learning periodically reconsiders and improves the standards and procedures of quality assurance.

Standard 3: System of quality assurance

An institution of higher learning builds-up the organizational structure for quality assurance.

Guidelines for use of Standard 3:

3.1 An institution of higher learning establishes in its statute the activities and tasks of the teachers, students, professional bodies, cathedras, and commission for quality assurance in the adoption and implementation of the strategy, standards, and procedure of quality assurance.

3.2 An institution of higher learning, through its special measures, provides for the participation of students in the adoption and implementation of the strategy, standards, procedure, and culture of quality assurance.

3.3 An institution of higher learning forms a commission for quality assurance from among the teachers, associates, non-teaching staff, and students.

Standard 4: Quality of a study program

Quality of a study program is provided through the monitoring and check-up of its aims, structure, student workload, as well as the modernization of study contents and continual collection of information on program quality from relevant organizations in its social surroundings.

Guidelines for use of Standard 4:

4.1 An institution of higher learning regularly and systematically checks and, if needed, redefines:

- aims of study programs and their adjustment to the basic goals and objectives of an institution of higher learning;
- structure and contents of study programs in view of the relationship of general academic, scientific-professional, and professional-applicative disciplines;
- student workload, measured in ECTS credits;
- outcomes and the level of expertise of graduates and possibility of employment and further education.

4.2 An institution of higher learning has established procedures for the approval, monitoring, and control of study programs.

4.3 An institution of higher learning regularly gathers feedback information from the employers, representatives of the National Employment Agency and other organizations, regarding the quality of studies and its study programs.

4.4 An institution of higher learning provides for student participation in the grading process and quality assurance of study programs.

4.5 An institution of higher learning provides continual modernization of the curricular contents and its comparability with the curricula of appropriate institutions from abroad.

4.6 The curriculum of a study program increases creative thinking in students, deductive research, and application of the knowledge and skills for practical purposes.

4.7 Conditions and procedures necessary for the completion of studies and getting a diploma at a level of study are defined and available to the public, especially in electronic form, and adjusted to the aims, contents, and scope of the accreditation of study programs.

Standard 5: Quality of the teaching process

Quality of the teaching process is provided through the interactive nature of teaching, evidence-based teaching, professional work of teachers and associates, adoption and observation of course work plans, as well as the surveillance of quality of teaching and appropriate measures in case that teaching quality is found to be insufficient.

Guidelines for use of Standard 5:

5.1 Teachers and associates are professional during lectures and practice, with correct student-teacher relationship.

5.2 Teaching plan and schedule (lectures and practice) are adjusted to student needs and abilities, known before the respective semester, and closely observed.

5.3 Teaching in institutions of higher learning is interactive, involves practical evidence, initiates practical thinking and creativity, independent work and application of acquired knowledge.

5.4 An institution of higher learning makes provisions that at each of the courses, before semester start, schedule of work is adopted and made accessible to students, involving:

- basic data on the course: title, year, number of ECTS credits, conditions;
- course aims;
- contents and structure of the course;

- teaching schedule and plan (lectures, practice);
- grading method at a course;
- textbooks, i.e. mandatory and reference literature;
- information about the teachers and associates at a course.

5.5 An institution of higher learning systematically monitors, assess the quality of teaching at individual courses, and takes corrective measures for its improvement. An institution warns the teachers who do not adhere to the course schedule or who do not achieve certain levels of quality of lectures and practice, suggests the improvement measures, and provides required training.

Standard 6: Quality of research, artistic, and professional work

An institution of higher learning continually monitors, checks, and improves the results of research, artistic, and professional work and their inclusion into the teaching process.

Guidelines for use of Standard 6:

6.1 An institution of higher learning in its activity unites educational, research, artistic, and professional work.

6.2 An institution of higher learning permanently creates, prepares, and realizes research, artistic, professional and other types of programs, as well as national and international research projects.

6.3 An institution of higher learning systematically monitors and assesses the scope and quality of research activity of teachers and associates.

6.4 The contents and results of scientific, research, artistic, and professional activities of an institution of higher learning are adjusted to the strategic goals of the institution, as well as to the national and European goals and standards of higher education.

6.5 The knowledge acquired in an institution of higher learning during scientific, research, artistic, and professional activities is actively included in the ongoing teaching process.

6.6 An institution of higher learning incites its employees to actively participate in scientific, research, artistic, and professional activities and publish the results of their work.

6.7 An institution of higher learning effectuates its publishing activity in accordance with its abilities.

Standard 7: Quality of teachers and associates

Quality of teachers and associates is provided by careful planning and selection through public proceedings, creating the conditions for permanent education and development of teachers and associates and assurance of quality of their teaching.

Guidelines for use of Standard 7:

7.1 The procedure and requirements for election of teachers and associates are established in advance, they are public and available for the assessment of professional and general public. The procedure and requirements are subject to periodical check-ups and improvement.

7.2 An institution of higher learning adheres to the set procedures and requirements of election, by way of which it can assess scientific, research, and pedagogic activity of its teachers and associates.

7.3 An institution of higher learning systematically monitors, assesses, and instigates scientific, research, and pedagogic activity of its teachers and associates.

7.4 An institution of higher learning realizes long-term policy of high quality selection of young teachers and their further training, as well as various kinds of continued education.

7.5 An institution of higher learning provides for its teachers and associates permanent education and training via study visits, specializations, participation at scientific, artistic, and professional events.

7.6 An institution of higher learning, in the process of election and improvement of teaching research activity, artistic, and professional work especially evaluates the association of teaching projects with projects in other areas (industry, social life).

7.7 An institution of higher learning, in the process of election and improvement of teaching research, artistic, and professional staff, especially evaluates pedagogic abilities of teachers and associates.

Standard 8: Quality of students

Quality of students is provided by student selection in a pre-defined and public way, by student work assessment during teaching, by permanent observation and control of the grading results and exam passage rates, taking appropriate measures to eliminate the shortcomings.

Guidelines for use of Standard 8:

8.1 An institution of higher learning provides to all potential and admitted students all the relevant information and data related to their studies.

8.2 In the selection of students for admission, an institution of higher learning validates the results achieved in previous education and results achieved at admission exam, i.e. the exam to check the talents and abilities, in accordance with the law.

8.3 Equality of students in all areas (race, color of the skin, gender, sexual orientation, ethnic, national, and social background, language, religion, political or other convictions, status gained at birth, sensory or motor handicaps, socioeconomic status) are guaranteed, as well as the accessibility of studies for students with special needs.

8.4 An institution of higher learning develops and informs students in advance with the obligation to attend the teaching.

8.5 Students are graded using the criteria, rules, and procedures published in advance.

8.6 An institution of higher learning systematically analyzes, evaluates, and improves the methods and criteria of student grading by courses, and pays special attention whether the grading is course-adjusted, is student work is assessed during teaching, what is the relationship of grades earned for student work during teaching and grades at final exam in the final grade, and whether the students' ability to use their knowledge is graded?

8.7 Grading methods and knowledge adopted during the teaching-research process are adjusted to the aims, contents, and study program accreditation scope.

8.8 An institution of higher learning provides fair and professional behavior of its teachers in student grading (objectivity, ethics, correct relationship with students).

8.9 An institution of higher learning systematically monitors and checks student grades by courses and takes appropriate measures if irregularities in grade distribution is encountered (too much high or low grades, irregular distribution of grades) in longer periods of time.

8.10 An institution of higher learning systematically monitors and checks exam passage rates by courses, programs, years, and takes appropriate measures in case of low rates or other grading irregularities.

8.11 An institution of higher learning makes provisions for students to be adequately organized, to act and be involved in decision-making, in accordance with the law.

Standard 9: Quality of textbooks, literature, library, and information technology resources

Quality of textbooks, literature, library, and information technology resources is provided by the adoption and implementation of an appropriate subordinate legislation act.

Guidelines for use of Standard 9:

9.1 An institution of higher learning provides for its students the textbooks and other literature necessary for the required courses timely and in appropriate amounts.

9.2 Courses taught are covered with appropriate textbooks and other teaching aids, known in advance and publicly known.

9.3 An institution of higher learning adopts a general act on its textbooks. In accordance with that act, the institution systematically monitors and assess the quality of its textbooks and other teaching aids from the perspective of content quality (up-to-datedness, accuracy), structure (examples, questions, summaries), style and size (coordination with ECTS credits); textbooks and other teaching aids which do not satisfy the standards are improved or withdrawn and replaced with the ones of higher quality.

9.4 An institution of higher learning provides a student library equipped with the appropriate numbers of library units, and the equipment for work.

9.5 An institution of higher learning systematically monitors, assesses, and improves the structure and size of the library funds.

9.6 An institution of higher learning provides for its students the necessary information technology resources: the required numbers of computers of suitable quality, other IT equipment, Internet access, and other communication equipment.

9.7 The number of employees in the library and in other accessory departments, as well as the type and level of their education, are in accordance with the national and European standards for this kind of service.

9.8 The competence and motivation of the support personnel in the library, reading room, and IT centre are constantly monitored, assessed, and improved.

9.9 Students are systematically educated about the way of work in the library and IT centre.

9.10 The facilities dedicated for the placement of the library funds, archive, and other electronic materials, and especially student reading room, are situated in an appropriate part of the building, providing for the students, teachers, and non-teaching staff adequate working conditions. Library and its complete funds are open to access at least 12 hours a day.

Standard 10. Quality of management of institution of higher learning and quality of nonteaching support

Quality of management of an institution of higher learning and quality of non-teaching support is provided through the establishment of authorities and responsibilities of management organs and units for non-teaching support and by permanent monitoring and check-up of their work.

Guidelines for use of Standard 10:

10.1 Governance and management organs, their competences and responsibilities in the organization and management of an institution of higher learning are established in the general document of the institution in accordance with the law.

10.2 Structure, organizational units, and their scope of work, as well as their co-ordination and control, are established in the general document of the institution in accordance with the law.

10.3 An institution of higher learning systematically monitors and assesses the organization and management, taking measures for their improvement.

10.4 An institution of higher learning systematically monitors and assesses the work of management and non-teaching staff, taking measures for the improvement of quality of their work; it especially monitors their relations with students and motivation in work with students.

10.5 The conditions and procedure of employment and advancement of non-teaching staff is established in the general document of the institution and are publicly available.

10.6 The work and actions of the management and non-teaching staff are available for assessment by teachers, non-teaching staff, students, and general public.

10.7 An institution of higher learning provides the number and quality of non-teaching staff in accordance with accreditation standards.

10.8 An institution provides permanent professional education and training to the management and non-teaching staff.

Standard 11: Quality of facilities and equipment

Quality of facilities and equipment is provided via their adequate size and structure.

Guidelines for use of Standard 11:

11.1 An institution of higher learning have adequate spatial capacity: classrooms, labs, library, reading room, and similar, for high quality work.

11.2 An institution of higher learning have adequate and modern technical, lab, and other specific equipment providing high quality teaching at all levels and types of study.

11.3 An institution of higher learning continually monitors and adjusts its spatial capacities and equipment with the requirements of teaching process and student numbers.

11.4 An institution of higher learning provides free access to all its employees and students to the various types of information in electronic form and information technologies, in order to use the information in research-educational purposes.

11.5 An institution of higher learning has at least one room equipped with up-to-date technical and other devices enabling students and employees to successfully use the PCs themselves and use the services of the computer centre (photocopying, printing, scanning, burning of CD/DVD materials).

Standard 12

Quality of financing of an institution of higher learning is provided through the quality of funding resources, financial planning, and transparency in expenditure, leading to long-term financial stability.

Guidelines for use of Standard 12:

12.1 An institution of higher learning has provided long-term financial resources necessary for the realization of teaching-research process, research projects, artistic, and professional activities.

12.2 Financial resources of an institution of higher learning can be as follows:

- resources provided by the founder;
- scholarships;
- donations, gifts, legacies;
- resources for the financing of research, artistic, and professional work;
- projects and contracts related to the realization of teaching, research, and consultant services;
- income from commercial and other services;
- founder-rights from third-party contracts;
- other resources, in accordance with the law.

12.3 An institution of higher learning independently plans the schedule and purpose of finances, providing long-term financial stability and liquidity.

12.4 An institution of higher learning provides for public access and transparency of its own funding resources and ways to use financial means, through the business report and yearly accounting report, adopted by the council.

Standard 13: Student role in self-evaluation and quality control

Institutions of higher learning provide for significant participation of students in the process of quality assurance through the activity of student organizations and student representatives in the institution organs, as well as through student questionnaires on the institution quality.

Guidelines for use of Standard 13:

13.1 Student representatives are the members of the commission for quality assurance of institutions of higher learning.

13.2 Students appropriately give their opinion about the strategy, standards, procedures, and documents aimed to provide quality of an institution of higher learning, including the results of self-evaluation and assessment of quality.

13.3 A mandatory element of self-evaluation of an institution of higher learning is the questionnaire, examining the attitudes and opinion of the students about the issues assessed in the process of self-evaluation. An institution of higher learning is obliged to organize and perform the poll and to make publicly available the results, including them in the comprehensive assessment of self-evaluation and quality grades.

13.4 Students actively participate in the processes of permanent creation, realization, development, and evaluation of curricular study programs and in the development of grading methods.

Standard 14: Systematic surveillance and periodic quality control

An institution of higher learning continually and systematically collects the required information about quality assurance and performs periodic controls in all areas of quality assurance.

Guidelines for use of Standard 14:

14.1 An institution of higher learning implements the established standards and procedures of quality evaluation and provides the performance of all quality-concerned subjects in the quality assurance system of the institution.

14.2 An institution of higher learning provides the conditions and infrastructure for regular, systematic collection and processing of data required for quality assessment in all areas of self-evaluation.

14.3 An institution of higher learning provides regular feedback information from employers, representatives of the National Employment Agency, its former students, and other relevant organizations about the competence of its graduates.

14.4 An institution of higher learning provides the data necessary for quality comparisons with foreign institutions of higher learning.

14.5 An institution of higher learning performs periodical self-evaluation and check of quality level, assessing the implementation of established strategy and procedures of quality assurance, as well as the attainment desired quality standards. In periodic self-evaluations it is mandatory that results of student polls should be included as well. Self-evaluation should be done at least once every three years.

14.6 The teachers and associates are informed about the results of self-evaluation through their departments and professional organs, students are informed through their student organizations, and the Commission for Accreditation and Quality Assurance and the general public are informed too.

ANNEX 9.1

ANNEX 9.1.

F O R M

FOR THE APPLICATION OF CANDIDATES FOR APPOINTMENT OF REVIEWERS

BASIC DATA

Name and surname	
Year and place of birth	
Title	
E-mail/web site	
Phone	
Educational/scientific/ artistic field	
University, faculty, organizational unit	
Field and subspecialisation	

PROFESSIONAL BIOGRAPHY - DEGREES

BASIC STUDIES

Year	
Place	
Institution	
Graduate project title	
Degree	
Field	

MASTER THESIS

Year	
Place	
Institution	
Thesis title	
Field	

DOCTORAL THESIS

Year	
Place	
Institution	
Thesis title	
Field	

PROFESSIONAL BIOGRAPHY – TITLES

Year of election (reelection)	

PROFESSIONAL BIOGRAPHY - TRAINING

(in the country, abroad, study visits, visiting professorships)

Year and duration	

AWARDS AND ACKNOWLEDGEMENTS

Year	Name of the awards/acknowledgements

SHORT PROFESSIONAL BIOGRAPHY (other data)

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NUMBER OF CITATIONS (without autocitations)	
--	--

RESEARCH RESULTS

Textbooks:	No.:
1.	

Scientific book or monograph of outstanding international relevance: Scientific writings reviewed by renowned international scientists, published by renowned publishers, in a major world language.	No.:
1.	Total no.:

Chapter in a scientific book or monograph of international relevance: Scientific writings reviewed by international scientists, published in a major world language by renowned publishers.	No.:
1.	Total no.:

Scientific book, or chapter in a scientific book, or monograph of national relevance: Scientific writings reviewed by renowned national scientists.	No.:
1.	Total no.:

Papers in leading journals of international relevance (in the last 10 years): A leading international journal is ranked in the top 50% of journals from the SCI list by science/field categories.	No.:
1.	Total no.:

Papers in journals of international relevance (in the last 10 years): International journals ranked in the bottom 50% of journals from the SCI list by science/field categories (including journal not yet on the SCI list).	No.:
1.	Total no.:

Presentations by invitation at a meeting of international relevance, published in full (in the last 10 years):	No.:
1.	Total no.:

NB.: An international scientific meeting is a meeting organized by a registered scientific association or institution, with international selection and review of selected papers, and published in one of the major world languages. This applies to both meetings held in your country and abroad.

Offered presentations at a meeting of international relevance, published in full (in the last 10 years):	No.:
	Total no.:
1.	

Papers in a leading journal of national relevance, typically published in the local language (in the last 10 years): Issued by a national scientific association or institution. Editorial board is composed of renowned scientists, the journal is issued regularly, with exchange with 10 countries in the world, reviewed by 2 eminent reviewers, giving abstract and key words in one of the world languages, summary in one of the world languages, ISBN and UDC No., paper category.	No.:
	Total no.:
1.	

Papers in a journal of only national significance, typically published in the local language (in the last 10 years):	No.:
	Total no.:
1.	

Scientific critiques and discussions, letters to the editor, etc:	No.:
1.	

Translations:	No.:
1.	

PARTICIPATION IN PROJECTS OF INTERNATIONAL RELEVANCE AND IN NATIONAL PROJECTS LASTING SEVERAL YEARS

List of projects	No.:
1.	

MENTORING OF DOCTORAL STUDENTS

List of doctoral student theses	No.:
1.	

MANUSCRIPT REVIEWING FOR INTERNATIONAL JOURNALS

List of manuscripts reviewed	No.:
1.	

JOURNAL EDITING

Journal editorial activities	No.:
1.	

NB.: Journal title, Role (editor, co-editor, member of editorial board, reviewer), Years from-to, Journal class (international and national)

RESULTS OF ARTISTIC CREATION

Most significant artistic projects/works	Year

Exhibitions, individual/group	Year

Acknowledgements for artistic/professional-artistic creations	Year

RESULTS OF PEDAGOGIC WORK

	Teaching subjects - courses	Year
At the home faculty		
At another university (name and site)		
At a foreign university (name and site)		
Other		
Past experience in accreditation bodies		

INVOLVEMENT IN THE DEVELOPMENT OF HIGHER EDUCATION, RESEARCH, OR ARTISTIC CREATION, AND MANAGEMENT OF PROFESSIONAL ORGANS AND ORGANIZATIONS

	Name of organ or body, dates and activities
At the home faculty	1.
	2.
	3.
	4.
At the university	1.
	2.
	3.
	4.
At the level of the State, territorial autonomy, or local self-management	1.
	2.
	3.
	4.
Duties in management organs	1.
	2.
	3.
	4.
Other	1.
	2.
	3.
	4.

This application is accompanied by the electronic application form.

SIGNATURE

ANNEX 9.2



**REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION AND
QUALITY ASSURANCE**

No: 612-00-00028/8/2012-04

20.01.2012.

Belgrade

SPK - DH VIII

Pursuant to the article 199 of the Law on Labor (*Official Gazette of the RS*, no. 24/2005), article 15, paragraph 4 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05, 100/07, 97/08, 44/10), and article 1 of the Regulations of the amendment of the Regulations of the standards and procedure of external quality assurance of HEIs, the following agreement parties:

1. Commission for accreditation and quality assurance, Belgrade, 2 Mihajla Pupina blvd, represented by prof. dr Vera Vujčić (Customer, further in the text), and
2. Jovana Stanojević, student, UMCN 0508990735011, IV Rimska 1, Mediana, Niš (Provided, further in the text), conclude the following

TEMPORARY SERVICE AGREEMENT

Article 1

The Provider, i.e. the student from the list of students appointed by the Student conference of Universities in accordance with its general acts, is engaged to establish the facts of relevance for the assessment of fulfillment of standards for external quality assurance of the HEI: **College of Applied Vocational Studies in Vranje**.

Article 2

The Provided is obliged to submit to the Customer the report of executed work within 30 days.

Article 3

The Customer is obliged to pay for the work from Article 1 of this Agreement, as a temporary service payment, the sum of 10.000,00 RSD within 30 days of the day of submitting the report of executed work, to the account 200 - 415723458 – 67 with Postal Savings Bank.

Article 4

All the amendments and annexes to the Agreement will be executed by the conclusion of Agreement annex.

Article 5

All the issues and disputes arising during the validity and related to the realization of this Agreement, will be resolved peacefully, and in case that it is not possible, the parties accept the authority of the Belgrade court.

Article 6

This Agreement is made in 4 identical copies, 1 for the Provider and 3 for the Customer.

Article 7

The Agreement will be in force from the day of signing by both parties.

PROVIDER

CUSTOMER

Prof. dr Vera Vujčić

STATEMENT OF THE REVIEWER

I hereby receive the documentation related to the accreditation of the HEI: **College of Applied Vocational Studies in Vranje**.

I hereby declare, under penalty or perjury, that I will not disclose the received materials, data, and information, nor give, borrow, or enable insight into these to anyone else. This is to provide the protection of intellectual property of accreditation request submitter.

The documentation with the report will be returned at the due term.

I also commit myself to abide by the Code of behavior of the Commission for Accreditation and Quality Assurance of the HEIs, with which I have been acknowledged, and that I will not get into any contact with the reviewed institution.

For any additional information, I will address the members of the Commission for Accreditation and Quality Assurance.

Belgrade, _____, 2012

JOVANA STANOJEVIĆ

CONFIRMATION

I hereby receive the Temporary Service Agreement no. 612-00-00028/15/2012-04 of 20.01.2012. and the material for analysis and assessment of fulfillment of the requirements for accreditation of the HEI: COLLEGE OF MANAGEMENT IN TRAFFIC IN NIS

Belgrade, _____, 2012

PROVIDER

JOVANA STANOJEVIĆ

CONFIRMATION

We hereby confirm that the student JOVANA STANOJEVIĆ from Niš submitted the completed report of the establishment of facts of relevance for the assessment of fulfillment of standards for external quality assurance of the HEI: COLLEGE OF MANAGEMENT IN TRAFFIC from Niš


Customer

Belgrade, _____2012.

(Prof. dr Vera Vujčić)

ANNEX 10.1

ANNEX 10.1.

 Republic of Serbia	File name: ACCREDITATION REQUEST		National Council of Higher Education Accreditation and Quality Assurance Commission of Higher Education Institutions
	Ref:	Date:	Pages: 1/10

Purpose: First accreditation: Accreditation extension:

A. GENERAL DATA OF THE APPLICANT**1. Name / official name of higher education institution**

Address, seat

TIN

PIN

Telephone

Fax

E-mail

2. Incorporation of higher education institution

Name of the Founder

Name of the Incorporation act

No. and date of the Incorporation act

Changes in the founding rights
(name of the original founder and the legal successor)

3. Ownership status of the higher education institution

State owned

Private

Joint stock

4. Prior entries in the Registers

a) Number and date of the Decision on compliance with the requirements for start up and operation issued by the ministry in charge of education

b) Number and date of Operating license issued by the ministry in charge of higher education

c) Number and date of the Accreditation act issued by the ministry in charge of high education

5. Activities of higher-education institution

a) Scientific and/or artistic areas

b) Scientific and/or artistic fields

c) Narrow scientific and/or artistic areas

6. Manager

Name and family name, position

Date and deed of appointment

Contact telephone

E-mail

Person in charge of quality

Name and family name

Telephone

E-mail

B. SCOPE OF ACCREDITATION

1. Accreditation of higher-education institution

Name and seat

--

2. Accreditation of study program

2.1. Studies for the first degree

a) Basic academic studies

Name of study programs

(state all study programs and their duration)

1.
.
.
n.

b) Basic professional studies

Name of study programs

(state all study programs and their duration)

1.
.
.
n.

2.2. Studies for the second degree

a) Diploma academic studies

Name of study programs

(state all study programs and their duration)

1.
.
.
n.

b) Specialized academic studies

Name of study programs

(state all study programs and their duration)

1.
.
.
n.

c) Specialized professional studies

Name of study programs

(state all study programs and their duration)

1.
.
.
n.

- g) Integral academic studies
 Name of study programs
 (state all study programs and their duration)

1.
.
.
n.

- 2.3. Studies for the third degree - doctor studies
 Name of study program
 (state all study programs of doctor studies and their duration)

1.
..
n.

C. GENERAL BYLAWS OF HIGHER-EDUCATION INSTITUTION

Document reference	Description
1. <input type="checkbox"/>	Founding act of the higher-education institution (Law, decree, contract, decision, resolution) as follows: First incorporation act and all that followed concerning Founders' rights, Rules and Regulations, Successor
2. <input type="checkbox"/>	Decision of compliance with the requirements for start up and operation issued by the ministry in charge of higher education
3. <input type="checkbox"/>	Operating license issued by the ministry in charge of higher-education
4. <input type="checkbox"/>	Accreditation act issued by the ministry in charge of higher education
5. <input type="checkbox"/>	Accreditation act of scientific research activities issued by the competent ministry
6. <input type="checkbox"/>	The act appointing the manager
7. <input type="checkbox"/>	Proof of registration of the manager in the Register with the Trade Court and or the Register of Businesses
8. <input type="checkbox"/>	Statutes of higher-education institution

D. STATEMENT BY THE APPLICANT

I do declare that: - we are aware of the standards and procedures for Accreditation and acknowledge
--

acceptance,

- We shall furnish necessary documents, welcome the expert team and provide all the data necessary for assessment,
- We shall compensate all the accreditation costs invoiced by the National Council of Higher Education of the Republic of Serbia
- I guarantee that the data stated in the application are true and accurate

D. ANNEXES

- 1. GENERAL BYLAWS OF HIGHER-EDUCATION INSTITUTION**
- 2. DOCUMENTS FOR ACCREDITATION OF HIGHER EDUCATION INSTITUTION WITH SCHEDULES**
- 3. DOCUMENTS FOR ACCREDITATION OF STUDY PROGRAMS WITH SCHEDULES**

Name, family name
and function of the authorized person

Date: _____

Seal _____

ANNEX 10.2

ANNEX 10.2.

 Republic of Serbia	Document: REQUEST FOR EXTERNAL QUALITY ASSURANCE	National Council for HE Commission for Accreditation and Quality Assurance
	No.:	Date:

Document
purpose:

**First external quality
assurance:**

**First external quality assurance –
annexed documents**

A. GENERAL DATA ON THE REQUESTER

1. Title, or business name of the HEI

Address, site

VAT

Company registration number

Phone

Fax

E-mail

Web page

2. Foundation of the HEI

Founder title

Founding act/document

Number and date of the founding act/document

Changes in the founding rights

(title of the first founder, and later legal successor(s))

3. Proprietary structure of the HEI

State

Private

Mixed

4. Past registrations

a) Number and date of the Decision of the fulfillment of conditions for the start of work and for the HEI activity, issued by the appropriate Ministry

b) Number and date of the work licence, issued by the appropriate Ministry for HE

v) Number and date of the accreditation act, issued by the appropriate Ministry for HE

5. Domains of work of the HEI

a) Scientific/artistic fields

b) Scientific/artistic areas

v) Narrow scientific/artistic areas

6. Management organ

Name & surname, function

Date and act of appointment

Contact phone

E-mail

Person in charge of quality issues

Name and
surname

Phone

E-mail

B. ACCREDITATION OF HEIS AND STUDY PROGRAMS

1. Accreditation of HEIs

Title, site

--

2. Accreditation of study programs

2.1. First level studies

a) Basic academic studies

Names of the study programs (write down all study programs: **name, duration,** number of students, educational-scientific field, number of accreditation certificate, date of issue, number of working licence and date of issue)

1.
..
n.

b) Basic vocational studies

Names of the study programs (write down all study programs: **name, duration,** number of students, educational-scientific field, number of accreditation certificate, date of issue, number of working licence and date of issue)

1.
..
n.

2.2. Second level studies

a) **Master** academic studies

Names of the study programs (write down all study programs: **name, duration,** number of students, educational-scientific field, number of accreditation certificate, date of issue, number of working licence and date of issue)

1.
..
n.

b) Specialist academic studies

Names of the study programs (write down all study programs: **name, duration,** number of students, educational-scientific field, number of accreditation certificate, date of issue, number of working licence and date of issue)

1.
..
n.

v) Specialist vocational studies

Names of the study programs (write down all study programs: **name, duration,** number of students, educational-scientific field, number of accreditation certificate, date of issue, number of working licence and date of issue)

1.
..
n.

g) Integrated academic studies
 Names of the study programs (write down all study programs: **name, duration,**
 number of students, educational-scientific field, number of accreditation
 certificate, date of issue, number of working licence and date of issue)

1.
..
n.

2.3. Third level studies – doctoral studies

Names of the study programs (write down all study programs: **name, duration,**
 number of students, educational-scientific field, number of accreditation
 certificate, date of issue, number of working licence and date of issue)

1.
..
n.

V. GENERAL DOCUMENTS OF THE HEI

No. of document	Name
1.	Founding act (law, regulation, contract, agreement, decision): act on the first founding, and subsequent acts regulating founding rights, regulations, legal successors
2.	Decision of the fulfillment of conditions for the start of work and activity, issued by the Ministry for HE
3.	Work licence issued by the Ministry for HE
4.	Accreditation act issued by the Ministry for HE
5.	Accreditation act for the research activity issued by the appropriate Ministry
6.	Act of appointment of the management organ
7.	Proof of registration with the Registry of the Commercial Court, or the Registry of Business Entities
8.	HEI Statute

G. DECLARATION OF THE REQUESTER

I hereby declare:

- that we are acquainted with the standards and procedures of **external quality assurance** and that we agree with them
- that we will submit the necessary documentation, host the expert team, and give all the data required for the HEI assessment
- that we will pay for all the expenses related to external quality assurance, in accordance with the decision of the National Council for HE of the Republic of Serbia
- that we guarantee for the accuracy of the information in this request

E. ATTACHMENTS

- 1. GENERAL DOCUMENTS OF THE HEI**
- 2. COPIES OF ALL CERTIFICATES OF ACCREDITATION OF THE STUDY PROGRAMS AND HEI, AND COPY OF THE WORK LICENCE**
- 3. DOCUMENTATION FOR EXTERNAL QUALITY ASSURANCE OF THE HEI WITH ATTACHMENTS**

Name, surname, and
function of the authorized person

Date: _____ L.S. _____

ANNEX 10.3

Annex 10.3.

DESCRIPTION OF ELECTRONIC FORMS FOR STUDY PROGRAM PRESENTATION AND CALCULATION OF TEACHER WORKLOAD

For the accreditation of faculties the offer has been made of an electronic form which enables uniform and exact entry of the study program structure and calculation of teacher workload. The data submitted by different faculties thus become directly comparable, and their control becomes reasonable and practically feasible (which is not the case with written submissions of various formats and reports with unknown and incomparable calculation algorithms).

The structure of the form is flexible enough to express various modes of organization of study programs, selection of elective courses, degree of electiveness, study duration, as well as specific activities introduced by the addition CAQA guidelines (e.g., study research work, graduation paper, etc.).

The contents of the electronic form and its filling out will be described here. For each study program, a separate file is kept. Description of the form content will be given through the example presented in the file !example.xls. The example is not completely filled out; it contains the example of entry of the courses for only one semester. After reading this instruction, you should make a copy of it for each study program, rename it, and fill out your own modules and courses.

Worksheets in the form and their content:

1. Worksheet *Program structure* contains the following elements:

- **HEI name** – first the university should be entered, then the faculty (it should be like this „University of Belgrade, Faculty of Electronic Engineering“).
- **Study program name**
- **Field** of the study program (selected from the list – for the time being, it is planned that a program belongs to only one field)

Назив високошколске установе	Пример факултета
Назив студијског програма	Пример основних студија
Поље	Техничко-технолошко
Тип програма	Природно-математичко Друштвено-хуманистичко
Организација студија	Медицинско
Дужина студија	Техничко-технолошко Уметност

- **Program type** – the type of the studies is selected (basic academic, basic vocational, graduate academic, etc.). The field should be precisely selected from the list, since the maximum size of the group for lectures and practice, as well as some calculation rules, depend both on the field and level of study. The treatment

of study research work depends on the level of study, and if for graduate-master studies we put, for instance, basic studies (as sometimes can happen if we copy the form from basic studies), SRW is not calculated and the results are not valid.

- **Organization of studies** (semesters, trimesters or years are selected from the list) – it is important that per each course the weekly number of classes is entered; if we have, for instance, 3 courses with 2 classes a week each, and „organization“ is in years, then 6 lecture classes are held during the whole year, requiring 1 „average teacher“; if the „organization“ is in semesters, this gives 6 classes of lectures during the semester, and we need ½ of an „average teacher“; if the „organization“ is in trimesters, for 3 such courses we need 1/3 of an „average teacher“.
- **Length of studies** is expressed in units selected in „organization“ of studies; for 3 years' program the length is 3, if it is organized in years, 6 if it is organized in semesters, and 9 if trimesters are selected.
- **Maximum group L** determines the highest allowed number of students in the lecture group, by the standards.
- **Maximum group P** determines the highest allowed number of students in the practice group, by the standards.
- **Maximum group OFT** (other forms of teaching) determines the highest number of students in the group for other forms of teaching (e.g., lab practice), by the standards. Lab practice is organized by the faculties in technical-technologic and the field of natural sciences & mathematics. For other fields, OFT are not even defined, and if they are used, the group size is taken to be the same as for practice.

Polje	Osnovne veličine grupa	Alternativne veličine grupa	Osnovne veličine grupa	Alternativne veličine grupa
	P,V,DON	P,V,DON	P,V,DON	P,V,DON
	Studije prvog nivoa (osnovne, integrisane)		Studije drugog nivoa (diplomske akademske-master, specijalističke...)	
Prirodno-matematičko	80,25,15	80,25,15	25,15,10	25,15,10
Tehničko-tehnološko	180,60,20	180,60,20	32,16,8	32,16,8
Medicinsko	80,10,10*	80,5,5**		
Društveno-humanističko	300,50,50 ⁺	200,30,30 ⁺⁺	50,25,25	50,25,25,
Umetnost	300,20,20	300,20,20		

* preclinical courses

** clinical courses

+ academic-general educational or theoretical-methodologic courses

++ scientific-professional or professional-applicative courses

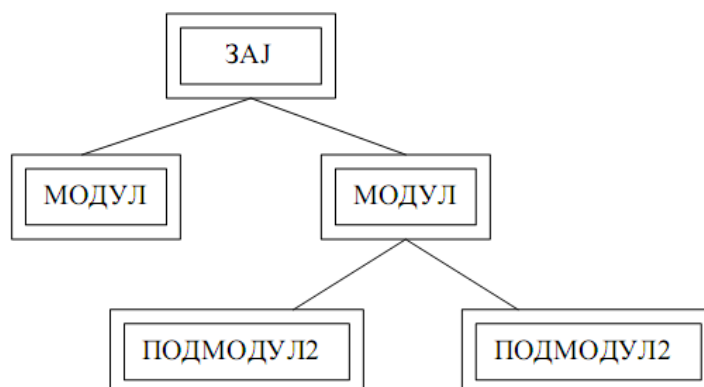
Table 1

- **For maximum group sizes there is one additional (alt) field.** This field is used for alternative group sizes, for the professions for which group size is not uniquely determined (in social sciences it depends on the course type, and in medical courses whether it is a clinical or preclinical one). If the group size is unique, the field **alt** can be left empty. Also, the field may be empty for QFT, if it is a profession for which other forms of teaching are not planned.
- According to additional guidelines, the tolerance of 10% is allowed for all group sizes, and for practice in preclinical and clinical courses even 20% (groups of 12, or 6 students for practice classes). Basic group sizes, as specified in the standards, are summarized in Table 1.
- **Structure position** determines the directory into which the book of courses and book of teachers are placed, if generated automatically in Excel. Otherwise, the content of the field is not significant.
- **Calculation of course types** determines, for the percentages of course types (theoretical-methodologic, professional-applicative, etc.), if they are calculated in relation to the course number or ECTS of the courses. It is selected from the list. In both cases, all courses in a program are counted, regardless of their being compulsory or elective, and with equal weight if it is calculated related to the number of courses, and weighted by ECTS if it is calculated related to the number of ECTS assigned to the courses. Graduation paper will be taken into account if its type is determined. The third variant – relation to positions – takes into account lower difficulty level for electives than for compulsory courses, weighted by the probability that a student selects the course. E.g., if all the courses selected in the elective position are of the same type, it is calculated the same as if the position is occupied by a compulsory course of the same type.

Позиција структуре	с:\akreditacija
Обрачун типова предмета	по кредитима
Модул	по кредитима
ЗАЈ	по броју предмета
	по позицијама

- **Ordinal number** serves to numerate the **modules within a study program**. The program has to have at least one module. Ordinal number entry is obligatory. Only the number is entered, without a full stop mark (1, and not 1.). It is not allowed to leave ordinal numbers if there are no modules under these numbers (since the program interprets the module name as empty); they should be deleted if there are less modules than in the example.
- **Module** stands for the heading of a column (which contains the names – acronyms – of the modules existing in a study program).
- **Name** stands for the heading of a column containing the name of each module.

- **Previous program** stands for the column heading in which for each module an antecedent is introduced. If the program is represented by a tree, as in the following figure, the structure would be as in the attached example in the Excel file:



Редни број	Модул	Назив	Претходни програм	Од семестра	До семестра	Број студената
1	ЗАЈ	Заједнички први семестар	нема	1	1	100
2	МОДУЛ1	Први модул	ЗАЈ	2	8	50
3	МОДУЛ2	Други модул	ЗАЈ	2	3	50
4	ПОДМОДУЛ21	Други модул - први подмодул	МОДУЛ2	4	8	20
5	ПОДМОДУЛ22	Други модул - други подмодул	МОДУЛ2	4	8	30

- The root of the tree designated with ZAJ (Serbian cyrillic abbreviations, written verbatim in Latin letters further in the text) presents the common first semester (lasts nominally from the first to the first semester). in the first semester, 100 students are admitted. As for the admission to the second semester, a branching occurs; half of the students (50 of them) opts for the elective area – module MODUL1, and half (also 50 of them) selects the elective area – module MODUL2 (other direction of their studies). The studies last 8 semesters and in MODUL1 branch there is no more branching. MODUL2 is continued in the II and III semester, and in the IV the students again opt for one of two submodules: 20 students out of 50 selects PODMODUL21, and 30 PODMODUL22, lasting from the IV to the end of VIII semester. The structure is a tree with a root, and for the root of the previous program word „no“ is entered. All other modules have their antecedents. It is possible that a branching occurs at the start of the program, i.e. the branches are parallel, and that for each we enter „no“ for antecedents (multiple trees therefore exist, each with its own root). The word „no“ is obligatory for module roots, and instead of it the name of any other study program must not be entered (e.g. that basic studies are the antecedent of graduate-master studies). Each study program is considered a whole per se, and it is necessary that it starts from the I semester (it is a mistake with resulting miscalculations, that master studies last from IX to X semester). It is also possible to formally enter that a module-antecedent lasts longer, than is his logical, tree-structure related, duration. E.g., it can be entered that ZAJ last from I to VIII semester, and in that case all the courses belonging to ZAJ module will in fact be common courses for the total of 100 students. MODUL1, PODMODUL21, and PODMODUL22 are the tree leaves, i.e. exit/terminal modules (graduation, with a diploma), and for them all statistic calculations are done, involving also module-antecedents, as can be seen from the report.

2. **Worksheet *Teacher data*** is the first worksheet filled out to refer to the HEI, i.e. all the teachers & associates involved in teaching:

- **Ordinal number** serves to numerate teachers/associates.
- **Master number** serves for the entry of valid master number. Attention should be paid that the number is entered as a string of 13 signs, and not as a number; to accomplish that, you should enter „’“ (apostrophe) for a green corner to appear in the cell.
- **Surname, middle letter, name** – name of the teacher. It is entered in Cyrillic letters: surname, (space), middle letter (full stop) (space), name. Initial letters of the name and surname are capital letters – others are lower case letters. In people with two surnames, they are separated with a dash, without a space. Strict adherence to these rules is necessary for the comparison of names if several study programs are united – it is vital that a teacher have identically written name in two programs. The HEI is responsible for the accuracy of the master number and name (can be checked in the scanned employment booklet).
- **Profession** is selected from the list.
- **Sequence of columns to select the forms of teaching a teacher may be engaged in** involves opting **yes** or **no**; these columns are as follows:
 - Lectures (doctoral studies)
 - Lectures (basic and master)
 - Practice (master)
 - Practice (basic)
 - Other forms of teaching (master)
 - Other forms of teaching (basic)

The entry of these field is essential for two reasons. First, the program reports a fault if the the teacher is wrongly assigned, later in the course columns, to hold the classes and he is not here assigned to that teaching form. If in graduate-master studies you assign practice classes to an associate for whom it has been entered that he cannot hold that form of teaching, the program will report a fault in the form processing. In addition, students of master studies can be teaching associates, and it would be senseless that he is allowed to teach himself. Second, filling out of these fields have an impact on the number of teachers or associates in the calculations of average workload. Teachers are taken to be those who can give lectures in doctoral, basic, and master studies; associates are all others, regerdless of their formal titles.

- **Date of last election** involves the last election to the position, including re-elections. It is entered depending on the actual PC setting (for Serbian Windows, it is dd.mm.gggg form). The forms such as February 2007, or only 2007, are not allowed. A precise date is required, in accordance with the election documents.
- **Classes of active teaching in this study program** – the field not to be filled out by the user – it is calculated by the program.
- **Classes of active teaching in all programs of the HEI** - not to be filled out by the user – it is calculated by the program, uniting the data from several forms for different study programs of the HEI.

- **Other HEIs in Serbia by which the teacher/associate is engaged** involves the entry of other HEIs, for which the code list has not yet been established, but to be formed in the process of accreditation. An offered preliminary list exists for now.
 - **Classes of active teaching in other HEIs in Serbia** – the number of classes of active teaching a week on the yearly level (if someone have 2 classes during the whole year, 2 is entered; and if someone have 2 classes in only one semester, 1 is entered).
 - **Total number of active classes a week in all HEIs in Serbia** - sum of the classes in this and other HEIs in Serbia.
 - **Percentage of employment in the HEI (by the employment booklet)** – 100 if 100% employment in the HEI filling out the form, and a smaller number if his work time is divided. Data type is the whole number from 0 to 100 (not to be written as a percentage - %).
 - **Contracted engagement (percentage of engagement)** – enter an appropriate percentage of work time up to 1/3, if the engagement is of „additional engagement“ type – without any division in the employment booklet; it is documented with appropriate contract/agreement.
 - **Name of the other HEI engaging the teacher** and **Number of classes of active teaching in the other HEI** are the columns that can be replicated, in pairs, several times, so that all the HEIs and classes held could be entered.
3. **NB.:** It is unreal to expect that in all cases precise engagements would be entered in other HEIs, since accreditation is performed in several cycles, and for the HEIs to be accredited later, there are no data at the given time to be taken into calculation using the same methodology about the classes held by a teacher/associate. If the project of accreditation and the project of registry creation should be connected and implemented in a proper way, the registry of the HEIs would be created, where the data will accumulate with each HEI accredited.
4. **Worksheet *Data on compulsory courses*** represents the pivotal point of a study program. Detailed data are here entered about the compulsory courses and other forms of teaching, as well as the data about the position of electives, elective groups, and ECTS to be earned by a student selecting the electives from these groups. Based on this worksheet, calculations of workload are performed.
- Each course in the form is mentioned in one or several rows. The number of rows per each course is determined as the maximum number of engaged teachers/associates in any of the possible teaching forms in the course (lectures, practice, OFT). E.g., if a course is shared by 3 teachers, practice classes are held by 2 associates, and lab practice or OFT 5 associates, the number of rows for the course will be 5.
 - In each row related to the course, we select **Row type** from the list. For the first row – course description, we select **new course**. For all other rows of the same course we select **continuation**. Other options for the first row of description of some unit are as follows: **professional practice, study research work, other activities, graduation paper**. There is an option **comment**, representing a row in which anything can be entered (it is not included in the analyses). It is important not to leave blank the row type in the middle of a study program, since the program based on that detects table termination.

- **Ordinal number** column serves to numerate courses.
- **Code** column contains an acronym – course code, unique for each course. The code differs for different occurrences of the same course in several modules. The manner of interconnection of such courses will be explained later.
- **Name** column contains the course name, in Cyrillic letters.
- **Module** column contains the mark of the module to which the course belongs. The module is offered from the list, in accordance with the entered modules in the worksheet *Program structure*.
- In the columns **Semester** or **Trimester** or **Year** (depending on the entry on study organization in the worksheet *Program structure*) the Arabic number of semester, trimester, or year is entered in which the course is.
- The column **Same as** serves to connect the courses. If a course is such that it does not appear in any other place in the program, we enter **no** in the column. If a course appears somewhere else, but it is the basic group describing the course (to which other groups will be joined), we enter **primary**. A course can be primary in only one place in its study program. A course which is somewhere elective and compulsory in another place, we designate as primary in the program where it is compulsory; if there are several such positions, we choose the one where we expect the largest number of students. If a course is always elective, we again choose the one where we expect the largest number of students (designating it as **primary**). In all other positions where the same course re-occurs in other modules, semesters, trimesters, or years, in the column **Same as** we should enter the code of the primary course. If a course is organized across several study programs, instead of **primary** we should enter **common**, while in the positions where we call upon the common course, in front of its code we should enter the exclamation sign (!). A more detailed description of interlinking the primary or common courses will be given later.
- In the columns **Lectures, Practice, Other forms of teaching (OFT)** and **Other**, we should enter the weekly fund of classes for a category. In the column **ECTS** we enter the number of ECTS credits. All these numbers do not have to be whole numbers. If it is an elective position, these columns are left blank, except for the **ECTS** column, where the total number of credits is entered, selected in that elective position.
- In the column Compulsory/Elective, we choose from the list **Compulsory** for each compulsory course, and for each elective position **Elective**.
- In the column **Course type**, the type from the list is selected if it is a compulsory course, and if it is elective, the position is left blank.
- If a course is compulsory, blank positions are left in the columns **Elective group, Selected credits, Out of credits, Credits held, Additional credits**.
- For compulsory courses, the following columns have to be filled out: **Number of groups L, Number of groups P, Number of groups OFT, Total classes L, Total classes P, Total classes OFT**. Group numbers have to be adjusted to the standards for group size and number of students attending the course. Total number of classes by categories are obtained multiplying the fund of classes with number of groups per each of the categories. In the processing of the form, if automatic correction is set, the total number of students in a course, number of groups, and

total number of classes per each form of teaching are harmonized – an insufficient number of groups will be increased and the workload will rise as a result. If automatic correction is not used, if the number of groups is insufficient for a given number of students, in accordance with the maximum group size, the field containing the number of groups will be pink.

- Total numbers of classes of lectures, practice, and OFT from the previous paragraph should be divided among the engaged teachers/associates. Their names are entered, i.e. selected from the lists in the columns: **Teacher for lectures, Teacher for practice, Teacher/associate for OFT**. Next to each of these columns is the column for the number of classes, so that total number of classes assigned to all teachers/associates for a particular form of teaching has to agree with the total number of classes for that category. Approximations are not allowed; if you share 1 class between 3 teachers, you should not enter 0.33, but 1/3.
- In the column **Number of students in a course** the number of students attending a course should be entered; for compulsory courses that is the total number of students enrolled in a module.
- The column **Total number of students taught in the course** should not be filled out, since in the case of **Same as** courses the column is filled out by the program, summing all the students in a primary position. The number of groups and total number of classes has to be adjusted to his total number of students.
- In the case of elective position, possibly representing several courses, i.e. an elective block, the columns from **Number of groups L** to **Classes OFT** should not be filled out.
- In the case of elective position, the following columns are mandatory: **Elective group, Selected credits, Out of credits, Credits held, Additional credits**.
- The column **Elective group** identifies the group from which one or several courses are selected. That group identifier, a number or a mnemonic, is entered in the same column for each elective belonging to that elective group in the worksheet **Data about electives**.
- The column **Selected credits** contains the number of credits a student has to earn in a particular election group. The number has to be equal to that in the column **ECTS**.
- The column **Out of credits** contains the total number of ECTS credits for the number of courses the HEI is obliged to organize for sure, i.e. with an appropriate number of classes the teachers/associates in the courses of that group will be burdened.
- The column **Additional credits** contains the difference of **Credits held** and **Selected credits**. The number is important in determination of the electiveness factor, since it reflects the additional effort of the HEI in relation to the case of a compulsory course instead.
- **Example:** If in an elective group we have 10 courses with 5 ECTS each, and a student should select one course, and by the criteria from the Additional guidelines the workload of 2 courses has to be calculated (i.e. these classes have to be actually held), the columns are filled out as follows: **selected credits** – 5 credits, **out of** – 50 credits, **credits held** – 10 credits, **additional credits** – 5 credits. A frequent question is why we should enter 10 instead of 5 credits in the column **credits held**

(double, compared to **selected credits** in the above example). The student is thus offered minimum real electiveness. This means, in this case, that a student may choose 1 course out of group of 10, and the HEI will organize teaching for at least 2 courses, for which the majority of students have applied. Since it is not known in advance which courses would that be, the workload of 2 courses is shared by the teachers/associates of all 10 courses. Of course, it is possible to enter in the column **Credits held** that all 50 credits are held, but the teacher workload will then rise – it will be the same as if these courses were compulsory.

- It is possible that in one elective position more than 1 course is chosen. If, for instance, we have an elective position in which 10 electives carry 5 ECTS each (50 ECTS in total) and a student has to choose 2 courses from that group, the columns should be filled out in the following way: **selected credits** – 10 credits, **out of** – 50 credits, **credits held** – 20 credits, **additional credits** – 10 credits.

5. **Worksheet Data on elective courses**

- For concrete elective courses in elective groups we should enter complete details as for compulsory ones; this is done in this worksheet. Per a course, teachers and associates are entered, as well as the workload distribution, as if the course was really held (the fund of classes must not be reduced because a course is in elective group; instead, the number of classes really held should be entered, if the teaching is organized for that course; the number of classes of practice must not be divided by 2 because these are held by a teacher – the program accounts for and internally reduces the number of classes, following the appropriate accreditation regulations).
- For elective courses, the **Number of students in the course** should be entered as an expected number of students choosing the course. Example: if 60 students chooses 2 courses from the group of 3 courses, in each of 3 courses we may expect $(2 \times 60) / 3$, i.e. 40 students. However, if we know from experience that a course is rarely chosen, we may divide the students, e.g. that in one course there are 70 students, and in other two 25 students each; however, the total number of students in all 3 courses has to be 120, otherwise an error occurs in the report.

6. **Worksheet Report** contains all the numerical data about a study program relevant for accreditation, calculated from the previous worksheets. At the end of the report there are individual teacher/associate workloads in a program, written in the table *Teacher data* as well, in an appropriate column. If a teacher exceeds the allowed individual workload of 12 classes a week, or an associate exceeds the individual workload of 20 classes a week, the name of that person will be colored pink, and the study program in question needs modifications to reduce the workload of these individuals.

7. **Special remarks** related to the entry of study programs of particular categories:

- a) For basic academic studies, care should be taken that in the fund of lecture classes, practice classes, and OFT there are at least 20 classes of active teaching a week. In the column **Other** more classes can be entered, but they cannot be classified as group work burdening teachers and associates, but instead they represent independent student engagement (home tasks, projects, etc.). In that case, the classes in the column **Other** will not be present in the total number of active classes in the report.

- b) For doctoral studies, the columns for practice and OFT must not be filled out, and the column **Other** serves to present the classes of study research work (SRW).
- c) For master studies, all the above 4 columns can be filled out. The column **Other** serves to present the classes of study research work as well.
- d) The classes of study research work can be entered as a special category (of the type study research work) with the graduation paper, or with the course. If entered independently or with the graduation paper, they will be evenly distributed between all the teachers able to give lectures in the program. If entered with the course, they will be distributed between all the teachers of the course. A special case, when we want that study research work is held by particular teachers, is realized by the introduction of a new course with 0 classes of lecture and a desired number of study research work (the program itself divides the entered classes of SRW by 2 for master, and by 6 for doctoral studies in the calculation of teacher workload), and then, in the column **Teacher for lectures** we specify individual teachers and enter 0 lecture classes for each of them – the program registers that they are only teachers in the course, so that SRW classes are divided solely between them.

Preparation of the form and generation of a drop-down list

Filling out of the form, regarding the sequence of actions, can be done in two ways. If these are already established study programs for which we have precise data about the teachers and associates for particular courses, as well as the proper administrative data (UMCN, dates of election, etc.), the worksheet *Teacher data* should be completely and properly filled out. In case of a new program, for which precise teacher engagement have not yet been defined, and the list of teachers is not yet complete, the best approach is to start with the form about the program, i.e. courses (worksheets *Data on compulsory courses* and *Data on elective courses*). In that case, only one teacher can be introduced, to whom all the lectures can be assigned, and one associate, to whom all the practice classes can be assigned. This enables program calculation of the total number of classes and required number of teachers and associates, so that additional teachers and associates can be engaged, in accordance with the study program requirements. In that case, when later the *Teacher data* form is completed, the course classes can be adequately distributed.

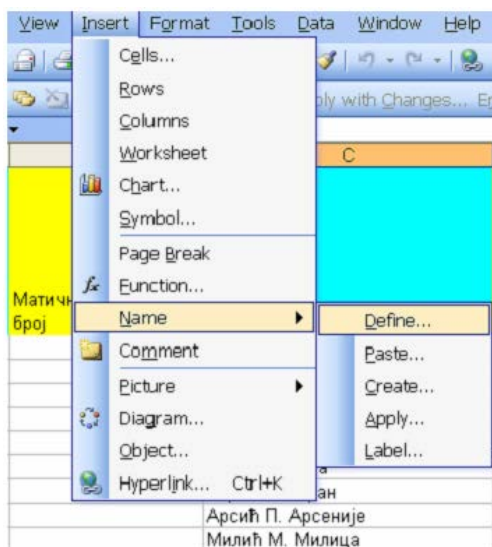
The worksheet *Teacher data* is the one to start from. When all the columns are filled out as explained in paragraph 2 of the previous section, it is necessary to create a drop-down list of teachers for the assignation of course classes in the worksheets *Data on compulsory courses* and *Data on elective courses*. In order to achieve that, the following has to be done:

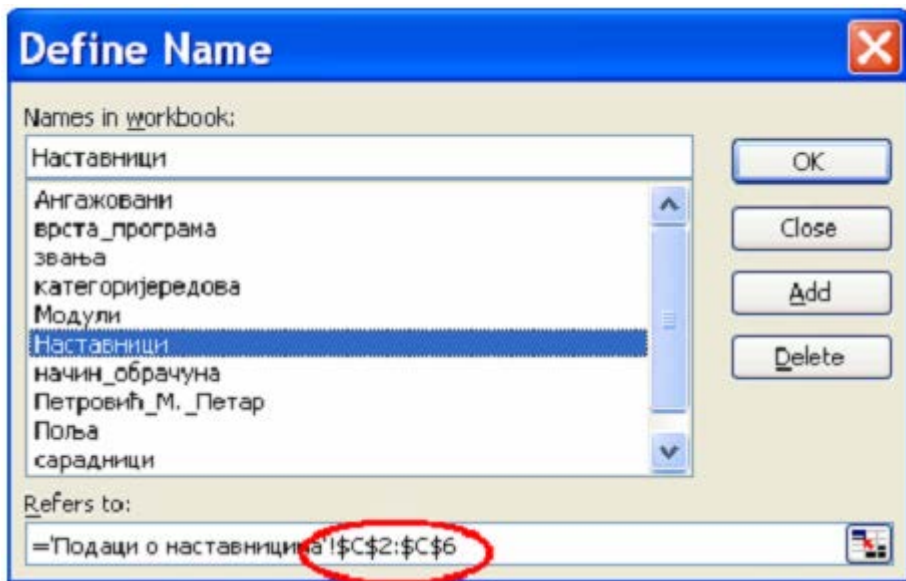
1. All the teachers should be ordered first, and after that all the associates. It is recommended to sort them by their title first, and then by their name, alphabetically.
2. Name the space containing all the teachers as **Teachers**, to be used for the creation of a drop-down list for the engagement in lecture classes.
3. Name the space containing all the teachers and associates as **Engaged**, to be used for the generation of a drop-down list for the engagement in practice classes and OFT.

When you select a space using your mouse (light blue colored), the assigned name can be seen in a field above, on the right (circled in red), as in the figure.

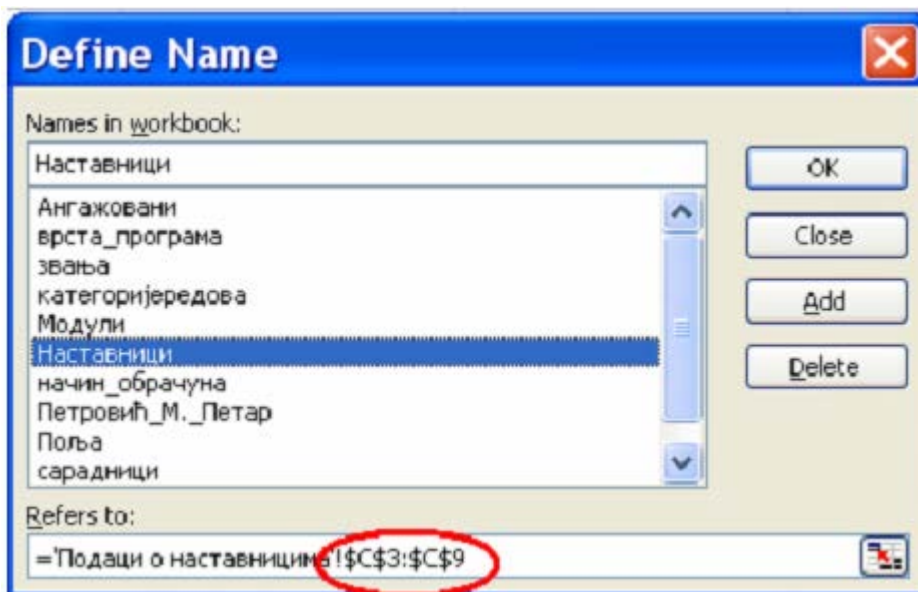
	A	B	C	D
1	Редни број	Матични број	Презиме, средње слово, име	Звање
2			Петровић М. Петар	редовни професор
3			Лазовић М. Лазар	ванредни професор
4			Дивинић К. Дивна	ванредни професор
5			Јелачић Л. Јела	доцент
6			Милић П. Милан	доцент
7			Савић Х. Сава	асистент
8			Зорић К. Зоран	асистент
9			Арсвић П. Арсеније	сарадник
10			Милић М. Милица	асистент приправник

If we want to change the width of cells, encompassing the space for title **Teachers**, the following should be done. First, select Insert/Name/Define, as in the figure, and then in opened **Define name** click on **Teachers**. It can be seen that teachers involve the cells from C2 to C6 (circled red).





With a click on the content of field **Refers to**, the numbers of the cells circled red can be edited; for instance, 2 can be changed to 3, and 6 to 9, as in the following figure. If the action is confirmed by a click on **OK**, the space of the title **Teachers** is changed.



The change of the name **Teachers** is now visible; we choose **Teachers** from the list of field names (red circled arrowhead). The teachers will be marked from 3 to 9.

	A	B	C
1	Редни број	Матични број	Презиме, средње слово, име
2			Петровић М. Петар
3			Лазовић М. Лазар
4			Дивинић К. Дивна
5			Јелачић Л. Јела
6			Милић П. Милан
7			Савић Х. Сава
8			Зорић К. Зоран
9			Арсић П. Арсеније
10			Милић М. Милица
11			

The field names should be thus formed for **Teachers** and **Engaged** fields, so that an appropriate list could be offered in the assignment of classes in the worksheets *Data on compulsory courses* and *Data on elective courses*, as in the figure.

Z	AA	AB
Наставник за предавања	Часова П	Наставник/сарадник за вежбе
Петровић М. Петар	3	Арсић П. Арсеније
Лазовић М. Лазар	3	Зорић К. Зоран
Дивинић К. Дивна	3	Савић Х. Сава
Јелачић Л. Јела	3	Милић П. Милан
Милић П. Милан	3	Зорић К. Зоран
Савић Х. Сава	3	Арсић П. Арсеније
Зорић К. Зоран		Савић Х. Сава
Арсић П. Арсеније		Милић М. Милица
		Петровић М. Петар
		Лазовић М. Лазар
		Дивинић К. Дивна
		Милић П. Милан
		Арсић П. Арсеније

The space of the **Module** seen in the worksheet *Program structure* (containing the list for module selection in the worksheets *Data on compulsory courses* and *Data on elective courses*) can also be adjusted in this way.

NB.: if you do not want to change the spaces of field names, you can simply change the last teacher in the existing form and enter your last teacher, and then enter all your teachers **in front of** him. All the entered teachers will thus be in the space **Teachers** and in the list. Similar applies to the associates.

Linking of the courses and „Same as“ column

Since most of the problems in the filling out of the form are encountered with the column **Same as**, we shall here describe the linking of the courses using that column.

- The **Same as** column is used to link the groups for courses occurring in several locations in the program. In one location, as a rule the location where the course is compulsory or where the number of students is largest if it is a course which is elective everywhere, the course is declared as primary, and in the column **Same as** the word **primary** is entered. In the filling out of other fields, a primary course is treated (in all other aspects) as a course which is not to be linked, i.e. the primary course has its fund of classes, teachers sharing classes, number of students, and can be described in several rows – it has the rows of **continuation** type.
- All the courses linked to the primary, i.e. which stick together (in order that the workload is not duplicated), must not have continuations, and all the columns starting from **Number of groups L** to **OFT classes** have to be empty. The course which is **Same as** a primary course has its own code different from the code of the primary, and in the column **Same as** we enter the code of the primary. The number of students has to be entered; the number is added by the program to the number of students in the primary course, so that all the students are summed in the last column for the primary course. In conclusion, all the columns have to be filled out, inclusively with course type.
- In primary course, care should be taken that the number of groups is sufficient to accomodate all the students to be added by linking the primary with **Same as** course.
- If there is a course common to several study programs, which have to be at the same level and belong to the same field, linking is performed in the same way, except for the entry **common** instead of **primary** in the **Same as** column in the place/data base where the course is primarily described. If a course is linked to a common one, and it is not in the same study program (not in the same file!), then in the column **Same as** we enter the code of the common course with the exclamation mark (!) in front (if a common course has the code D2M, in the linked course in the column **Same as** we should enter !D2M). In this case as well, care has to be taken to put the sufficient number of groups, in the place where this is a **common** course, for all enrolled students in all programs and modules. However, it is thought that such a course will be held for sure, and it is not possible that it has a factor of reduction (even if it is elective everywhere) of the number of classes that burden teachers and associates related to the elective group in which it is located (since it is then de facto present in different elective groups in different study programs).

Clinical and preclinical courses in the medical field

Since in the medical field the sizes of the groups for clinical and preclinical courses differ, and it is not elaborated how to adjust the division with the basic course types (scientific-professional, professional-applicative...), it will be taken that these are always preclinical. For clinical types, the type is entered with the mark clinical (as in the list of types). The choice of some of the first 4 options from the figure below implicates that the course will be treated as preclinical, and the choice of some other of the remaining 4 options means that the course is clinical.

Тип предмета	Изборна група
Теоријско-методолошки	
Академско-општеобразовни	
Теоријско-методолошки	
Научно-стручни	
Стручно-апликативни	
Академско-општеобразовни-клинички	
Теоријско-методолошки-клинички	
Научно-стручни-клинички	
Стручно-апликативни-клинички	

Most common errors in filling out of the form

The following errors are most common:

1. **Leaving a blank field** in the column **Row type**. It is necessary that each row has its own type entered, since in the contrary form processing is interrupted. If you want to enter in some of the rows the text of your own, enter the row type **comment**.
2. Inadequate filling out of the column **Row type**. It is commonly encountered that instead of the type **graduation paper** (for diploma paper or doctoral dissertation) the type **new course** is entered. It is significant, since only when the row type contains **graduation paper**, the assigned ECTS are calculated as elective (though the graduation paper itself is designated as **compulsory**).
3. **Choice of courses from the same election group with several locations in the study program**. The software does not support the possibility; instead, it supports the selection of the elective block from the same elective group. In other words, if from the same group with 10 courses with 6 credits each, a student has to choose 3 courses, we should not enter 3 elective courses each from the same elective group, but we should enter the elective block: 18 credits are selected out of 60 in total. In

the column **Credits held**, we should, as a rule, enter 36 (double in relation to the elective position). Then the **additional credits** are also 18.

4. **Entry of additional blank signs between two surnames in the allocation of classes**, causes problems in comparisons. We should delete all excess blank signs from the left and right side of the useful text.
5. **Entry of names without dashes between two surnames in the allocation of classes** although the person has a dash between surnames in the list of teachers.
6. „Invisible“ **combination of Latin and Cyrillic letters** when we start to type in one alphabet to the first letter visually different, and then continue in the other alphabet.
7. **Approximation to one or two decimals in the distribution of classes**. The fractions are always typed as formulas (e.g. $=1/3$, not $1/3$, since it produces error).
8. **In the percentage of engagement by the employment booklet** we should not change the cell content to percentage and we do not enter the sign % (we should enter only the number, e.g., 100, or 20).
9. **In graduation paper, we have to enter that the row type is graduation paper**, since in the contrary teachers are expected and distribution of classes.
10. **In professional practice, yearly number of classes should not be entered**, but the weekly level should be used and entered in the column **Other**. Professional practice does not have teachers.
11. **Care should be taken about the sum of credits**. You can always get it marking the column and pressing Σ .
12. **In doctoral studies practice and OFT do not exist**.
13. **In doctoral studies only the elective position is counted**, i.e. there is no doubling of workload for elective courses, regardless of the length of the elective list. In practice, this means that if 12 credits are selected, in the column **Credits held** we should enter 12, and 0 in the column **Additional credits**.
14. **It is not desirable to color the table, except perhaps the comment rows, especially in the field where the number of groups for particular forms of teaching is entered**. The program itself colors the group in pink when there are too few, and white when there is a sufficient number of groups.
15. **It is not desirable to add one's own formulas in the tables**. The formulas added by the users can create problems in the program execution.
16. **A wrong number of credits of elective groups** is a common mistake, as well as a wrong number of students for elective courses. The sum of the product of student number in a course and credits in a course, for all courses in the elective group, has to be larger or equal to the product of ECTS credits for the elective position and a number of students choosing courses in that position.
17. **The structure of the table in the worksheet Program structure must not be altered** (similar as in other worksheets). Deletion of types, adding of columns, etc. disables the program in finding the required data. The columns must not be added and hidden in other worksheets as well – they have to have the number and distribution as in the form. Care should be taken that, e.g., in doctoral studies there

is only one module – ZAJ, for the antecedent we enter **no**, and not BAS (basic academic studies) or similar. Each study program is a whole per se.

18. In the column for semester, trimester, or year we should not enter several semesters, trimesters, or years (e.g., 1, 2, 3) since in the cell there should be only one number. In case that everything is organized in semesters and a course is held at the yearly level, we should formally divide it in two and write a comment that it is executed as a whole.
19. The list defined by the Law must not be altered (e.g., introduce new scientific fields or new course types and enter them into the fixed lists for validation).

Unification of workload from several study programs

For the overview of several study programs and their unification the form !Unified.xls is planned. In a part of the form study programs are presented and the names of files containing the programs, as shown in the figure.

	Назив високошколске установе	Универзитет у XXX, Факултет за YYY
	Поље	Техничко-технолошко
	Позиција структуре	C:\Documents and Settings\Akreditacija\RazniFakulteti\YYY\
Редни број	Листа студијских програма	Име датотеке са студијским програмом
1	Основне студије	OS_YYY.xls
2	Дипломске студије	DS_YYY.xls
3	Докторске студије	PhDYYY.xls

In the above example each of 3 levels of study has 1 study program shown in one .xls file each (OS_YYY-xls, DS_YYY.xls, and PhDYYY.xls. These files are located in the directory **Structure position**. When the path is entered to the files directory, in the field Structure position, it is necessary to put the sign „\“ at the end of the path (it is therefore proper to enter **c:\programi**, and not **c:\programi**). The purpose is that from all these forms the admitted number of students is separated, and to calculate the total number of students which multiplied by 2 gives the allowed number of square meters in the HEI (in case of work in 2 shifts). The content of the following part of the table is generated by the program:

Уписани број студената	Трајање студија у годинама	Укупан број студената
585	4	2340
75	1	75
25	1	25
15	3	45
	Број студената у установи	2485
	Минималан број квадратних метара	4970

In the second worksheet **Teacher data**, with the same structure as in the files about study programs, all the teachers in the HEI are united, the calculated workloads in classes from all study programs are summed, and the calculation of the final average of classes of teachers and associates for the whole HEI is performed, written below the list of teachers and

associates. The allowed workload of teachers and associates is on the average 6 classes a week for teachers, and 10 for associates, according to the accreditation criteria. If it is exceeded for the whole HEI, the program will color the cells pink. If everything is in order, the program will color the cells green. Individual teacher workload must not exceed 12 classes for teachers and 20 classes for associates. If the limit is exceeded, the name of the teacher/associate in question will be colored pink by the program.

At the end of the worksheet **Teacher data** the percentage of teacher classes is written, held by fully/permanently employed teachers at the HEI level.

In the third worksheet **Data on common courses** the courses common for several study programs are separated. The summing of the number of students from all programs is then performed; if the number of groups is insufficient for all these students, the groups will be colored pink. In that case, in the file in which the course has been marked as common, the number of groups should be increased in accordance with the total number of students, and perform again the calculation procedure for the study program, as well as the unification procedure.

How to reduce workload?

In case that after the calculation the teacher/associate workload exceeds the limits, attention should be focused on the following details and possible modifications should be performed:

1. Compare the two factors of electiveness. If the first one satisfies the accreditation requirements (at least 20% for basic studies) and the second is markedly higher, this means that more than necessary elective courses have been selected to be held. In that case, the numbers in the column **Credits held** should be reduced – they should be double related to the **ECTS** of the elective position.
2. If the associate workload is exceeded and that of the teachers is not, some practice classes should be transferred to teachers.
3. Check the links between all the courses common to different study programs, modules, or years, via the column **Same as**; if the links are not in order, adequate linking should be accomplished.
4. Check if the number of groups can be reduced somewhere, based on the group size increase by 10%, which is allowed by Additional guidelines.
5. If there are several modules, check if their unification is possible; the difference in contents should then be expressed only through elective courses.
6. If none of the above helps regarding the workload reduction, the only possibility left is to employ new teachers and associates.

ANNEX 11.1

Annex 11.1. Guidelines for preparing documentation for accreditation of studyprogrammes of the first and second level including accompanying tables and attachments

GUIDELINES FOR THE PREPARATION OF DOCUMENTS FOR ACCREDITATION OF THE FIRST AND SECOND LEVEL OF HIGHER EDUCATION

The documents are prepared in accordance with the Standards for accreditation of HEIs; per each standard an appropriate set of tables is presented to be filled out, attachments to be marked and attached, and maximum length of the textual description, elaborating the fulfillment of individual standards. In addition to the mandatory attachments, a HEI may attach other types of attachments, documenting the fulfillment of standards.

The document is to be prepared with the following form and content.

DOCUMENT TITLE: DOCUMENTS FOR THE SP ACCREDITATION:
--

Content:

- Introduction
- Special standard – competence of the HEI to realize doctoral studies
- Standard 1. Study program structure
- Standard 2. Study program purpose
- Standard 3. Study program aims
- Standard 4. Competences of graduate students
- Standard 5. Curriculum
- Standard 6. Quality, relevance, and international harmonization of the study program
- Standard 7. Student admission
- Standard 8. Student assessment and progress
- Standard 9. Teachers
- Standard 10. Organizational and material resources
- Standard 11. Quality assurance
- Standard 12. Distant studies

- TABLES

- ATTACHMENTS

INTRODUCTION

Study program name	
HEI in which the study program is realized	
Obrazovno-naučno/obrazovno-umetničko polje	
Educational-scientific/educational-artistic field	
Type of studies	
Range of studies in ECTS credits	
Diploma title	
Length of studies	
Year of the start of the SP	
Year of the start of the SP, if it is a new SP	
Number of present students	
Planned number of students to be admitted to this SP	
Date of approval of the SP by an appropriate body (specify which)	
Language of the SP	
Year of SP accreditation	
Web address with the SP data	

Standard 1. Study program structure

The SP contains the elements specified by the law.

Description of the structure and contents of the SP, with implemented teaching methods (up to 500 words)

Evidence: HEI publication (printed or electronic – HEI web site)- **Attachment 1.1**

Standard 2. Study program purpose

The study program of doctoral studies has a clearly defined and published purpose

Description (up to 500 words)

Evidence : HEI publication (printed or electronic – HEI web site)- **Attachment 2.1**

Standard 3. Study program aims

The study program has the defined aims.

Description (up to 500 words)

Evidence : HEI publication (printed or electronic – HEI web site)- **Attachment 3.1**

Standard 4: Competences of graduate students

The completion of the SP implies that a student has acquired general and course-specific abilities, related to high quality professional, research, and artistic work.

Description of general and course-specific competences (up to 200 words)

Description of learning outcomes (up to 200 words)

Evidence : Diploma supplement - **Attachment 4.1.**

Standard 5: Curriculum

The curriculum contains the list and structure of compulsory and elective courses and modules, with their description.

Description (up to 300 words)

Table 5. 1. Distribution of courses by semesters and years of study for the first level SP

Table 5.1A. Distribution of courses by semesters and years of study for the second level SP

Table 5.2. Specification of courses

Table 5.2A Specification of professional practice

Table 5.2B Specification of graduation paper

Report 1. Report on the SP structure

Table 5.3 Elective teaching in the SP

Table 5.4. List of courses in the first level SP, by course type: academic-general education, theoretical-methodologic, scientific and artistic-professional, and professional-applicative

Block Table 5.1 Of the SPwith elective areas-modules -modulima:

Evidence: Schedule of classes -**Attachment 5.1**, Book of courses (documentation, and on the HEI web site)-**Attachment 5.2**, Decision on the approval of the study program by the professional organs of the HEI -**Attachment 5.3**

Standard 6: Quality, relevance, and international harmonization of the study program

The SP is updated to keep pace with the worldwide trends in science in appropriate educational-scientific and educational-artistic field, being comparable with the similar SPs in foreign HEIs in the European HE area.

Description (not more than 300 words)

Evidence: Three accredited foreign programs (copies of the programs, or web addresses of the HEIs) –**Attachment 6.1,2,3**, Recommendations or harmonization with appropriate good practice in the EU institutions -**Attachment 6.4**

Standard 7: Student admission

The HEI admits students to the SP in accordance with its own resources, based on the succes in previous education and assessment of their knowledge, talents, and abilities.

Description (up to 500 words)

Table 7.1 Overview of the number of students admitted to the SP by years of study in the present school year.

Evidence: Public call for admission -**Attachment 7.1**, Decision on the appointment of the commission for student admission -**Attachment 7.2**, Public admission criteria (summery of the HEI statute, or another document)-**Attachment 7.3**

Standard 8: Student assessment and progress

Student assessment involves continued surveillance of student work and is performed based on the points earned by the completion of pre-exam obligations and passing the exam.

Description (up to 500 words)

Table 8.1 Statistical data on student progress in the SP

Evidence: Book of courses, (documents, and on the HEI web site)-**Attachment 5.2**,

Standard 9: Teachers

For the realization of the SP, the HEI has provided teachers with sufficient scientific competence.

Description (up to 200 words)

Table 9.0. Data on the teachers in the HEI and the SP (the list is formed during the entry of data in the electronic form; the HEI has to enter all requested information).

Table 9.1. Scientific, artistic, and professional qualifications of teachers and their teaching duties

Table 9.2. List of the teachers in the SP (formed from the list in Table 9.0)

Table 9.3 Overview of the number of teachers by fields, and narrow scientific or artistic areas, engaged in the program.

Table 9.4. List of associates engaged in the SP ((formed from the list in Table 9.0)

Report 2. Number of teachers required for the SP to be realized

Report 3. Number of associates required for the SP to be realized

Report of the SP parameters (the Report results from the electronic form entries)

Evidence: Copies of teacher employment booklets -**Attachment 9.1** (if only SP accreditation is requested), Regulations of teacher election –**Attachment 9.2** if only SP accreditation is requested),

Agreements on the engagement of non-full time teachers –**Attachment 9.3** (if only SP accreditation is requested),

Approval of the HEI for teacher work in another HEI – **Attachment 9.4** , (if only SP accreditation is requested),

Book of teachers (with information presented in the way identical to the standard Tables, if Tables are not attached)-**Attachment 9.5** , Proof of public accessibility of the data on teachers and associates (publication or web site of the HEI)-**Attachment 9.4.**

Standard 10: Organizational and material resources

Realization of the SP involves the engagement of appropriate HR, spatial, technical-technologic, library, and other resources, as determined by the SP character and number of admitted students.

Description (up to 100 words)

Table 10.1 List of facilities (with surfaces) in the HEI in which the SP teaching process takes place:

Table 10.2 List of equipment for the realization of the SP

Table 10.3 List of library units relevant for the SP

Table 10.4. List of textbooks used in the SP

Table 10.5 Coverage of compulsory courses with literature (books, practical handbooks, etc. in the library, or commercially available)

Evidence: Excerpt from the Inventory book-**Attachment 10.1**, Proof of possession if IT equipment, number of Internet access points, and similar-**Attachment-10.2**

Standard 11: Quality assessment

For the SP, the HEI regularly and systematically implements quality control and assurance via self-evaluation and external quality evaluation.

Description (up to 100 words)

Table 11. 1. List of members of the Commission for quality assurance.

Evidence: Report on SP self-evaluation – **Attachment 11.1**, Publicly accessible document – Policy of quality assurance - **Attachment 11.2**

Regulations of textbooks -**Attachment 11.3**, Excerpt of the Statute, regulating the appointment and domain of work of the Commission for quality – **Attachment 11.4**

Standard 12: Distance studies

The program is based on the methods and technologies of distance education, supported with the resources for high quality teaching/learning.

The HEI is allowed to organize distance SPs for each area and each educational-scientific and educational-artistic field, if the teaching content can be appropriately adopted through distance studies and if the same level of knowledge is provided as in traditional studies, as well as the same efficacy of studying, and the same diploma level (diploma).

Description (up to 300 words)

						Total=	Total =	Total =		
						Total no. of classes of active teaching in all study years =				
		Professional practice				-				
		Graduation paper			-					
								Total no. of ECTS credits		

The Table should be modified depending on the number of years and semesters of the SP and courses entered, using the insert mode. Other data relevant for the SP may be entered too. The Table can be organized in a different way or presented in another electronic form, but the data given above have to be present.

C – course code at the HEI level
S – semester of the course

Course type: AG – academic-general education, TM – theoretical-methodologic, SP – scientific-professional, AP – artistic-professional, PA – professional-applicative

Course status: C – compulsory, EB – elective block, CC – compulsory and common for several modules, if the SP has modules, EC – elective and common for several modules, if the SP has modules, CM – compulsory for the module, EBM – elective block of the module

Classes of active teaching: L – lectures, P – practice, OFT – other forms of teaching (lab practice, seminars etc., depending on the SP specificities)

All the classes of active teaching in a SP are entered, as well as each individual study area – module, if the SP has several elective fields – modules. If there are courses common to several SPs, the notification of this is entered in the Book of courses

An elective block course designates the location in the plan in which an elective course is selected from the elective block (group of courses). Classes of teaching have to be entered in accordance with the 2007 guidelines and data from the Book of courses. The classes are presented at the weekly level (in the whole document in the same way). The minimum number of classes of active teaching in a study year has to be 20 a week.

The minimum number of ECTS credits has to be 60 a year.

Professional practice and graduation paper, if they exist in a SP, do not belong to active teaching.

Other classes are those planned for professional practice and other specific forms of teaching, and do not belong to active teaching classes.

Table 5.1A. Distribution of courses by semesters and years of study for the study program of the second level

(if the SP has elective fields – modules, per each of them a complete plan of studies must be presented, for each study year, and the Block Table 5 is mandatory, showing the link between elective fields – modules.)

C	Course	S	Course status	Classes of active teaching				Other classed	ECTS
				L	P	SRW	OFT		
FIRST YEAR									
	Course of elective block 1,2,3... (example)								
Total no. of classes of active teaching =									
SECOND YEAR									
Total no. of classes of active teaching =									
				Total =	Total =	Total =	Total =		
Total number of classes of active teaching in all study years =									
	Graduation paper						-		
Total no. of ECTS									
<p>The Table should be modified depending on the number of years and semesters of the SP and courses entered, using the insert mode. Other data relevant for the SP may be entered too. The Table can be organized in a different way or presented in another electronic form, but the data given above have to be present.</p> <p>C – course code at the HEI level S – semester of the course Course type: AG – academic-general education, TM – theoretical-methodologic, SP – scientific-professional, AP – artistic-professional, PA – professional-applicative Course status: C – compulsory, EB – elective block, CC – compulsory and common for several modules, if the SP has modules, EC – elective and common for several modules, if the SP has modules, CM – compulsory for the module, EBM – elective block of the module Classes of active teaching: L – lectures, P – practice, OFT – other forms of teaching (lab practice, seminars, etc.), SRW – study research work. All the classes of active teaching in a SP are entered, as well as each individual study area – module, if the SP has several elective fields – modules. If there are courses common to several SPs, the notification of this is entered in the Book of courses. An elective block course designates the location in the plan in which an elective course is selected from the elective block (group of courses). Classes of teaching have to be entered in accordance with the 2007 guidelines and data from the Book of courses. The classes are presented at the weekly level (in the whole document in the same way). The minimum number of classes of active teaching in a study year has to be 20 a week. The minimum number of ECTS credits has to be 60 a year. Out of the total number of classes of active teaching in the final year of a SP of graduate academic and integrated academic studies, minimum 50% should be lectures and practice, and out of that minimum 50% of lectures. Professional practice and graduation paper, if they exist in a SP, do not belong to active teaching. Other classes are those planned for professional practice and other specific forms of teaching, and do not belong to active teaching classes.</p>									

Table 5.2A Specification of professional practice

Study program(s):	
Type and level of studies:	
Teacher or teachers charged with the task to organize professional practice (Name, middle letter, surname):	
Number of ECTS:	
Requirement:	
Aim	
Expected outcomes	
Contents of professional practice	
Number of classes, if specified	
Execution methods	
Knowledge assessment (maximum 100 points)	
Maximum length: 1 A4 page If a SP involves professional practice, it is mandatory to give the requested descriptions	

Table 5.2B Specification of graduation paper

Study program:
Type and level of study:
Number of ECTS:
Requirement:
Aims:
Expected outcomes:
General content: Example: The graduation paper represents student research work in which a student is introduced to the methodology of research in the field of After the research, a student prepares his graduation paper in the form containing the following chapters: Introduction, Theory, Experiment, Results and discussion, Conclusion, Review of literature. After the graduation paper
Execution methods:
Assessment (maximum 100 points)
Maximum length: 1 A4 page A graduation paper, if it is planned, has to be presented in the Book of courses

Table 5.3 Elective teaching in a SP

(The Table can be organized in a different way, depending on the SP structure and modules within.)

	C	Course	Type	Course status	Classes of active teaching				ECTS
					L	P	OFT	SRW	
Courses of elective block 1.									
1									
2									
3									
4									
Courses of elective block 2.									
Courses of elective block 3.									
Courses of elective block 4.									

The Table should be modified depending on the number of elective blocks and courses entered, using the insert mode. Other data relevant for the SP may be entered too. The Table can be organized in a different way or presented in another electronic form, but the data given above have to be present.

C – course code at the HEI level
S – semester of the course
Course type: AG – academic-general education, TM – theoretical-methodologic, SP – scientific-professional, AP – artistic-professional, PA – professional-applicative
Course status: E – elective, if the SP has modules, EC – elective and common for several modules, EI – elective for individual models.
Classes of active teaching: L – lectures, P – practice, OFT – other forms of teaching (lab practice, seminars, etc.), SRW – study research work. If there are courses common to several SPs, the notification of this is entered in the Book of courses.

Table 5.4. List of courses in a first level SP, by course types: academic-general education, theoretical-methodologic, scientific-professional, artistic-professional, professional-applicative (The Table can be organized in a different way, depending on the SP structure and modules within, with the data presented in several separate tables)

Course type	Course code	Course name	Semester	ECTS
Academic-general education				
Total ECTS				
% ECTS of academic-general education courses=				
Theoretical-methodologic				
Total ECTS				
% ECTS of theoretical-methodologic courses =				
Scientific-professional, artistic-professional				
% ECTS scientific-professional, artistic-professional courses =				
Professional-applicative				
Total ECTS				
% ECTS professional-applicative courses =				
*the table can be modified depending on the number of courses to be entered, using the inser mode; other data, relevant to the SP, may also be entered, or the data about course type can be presented in separate tables; what is most important, is to enter % of ECTS credits belonging to an individual course type.				

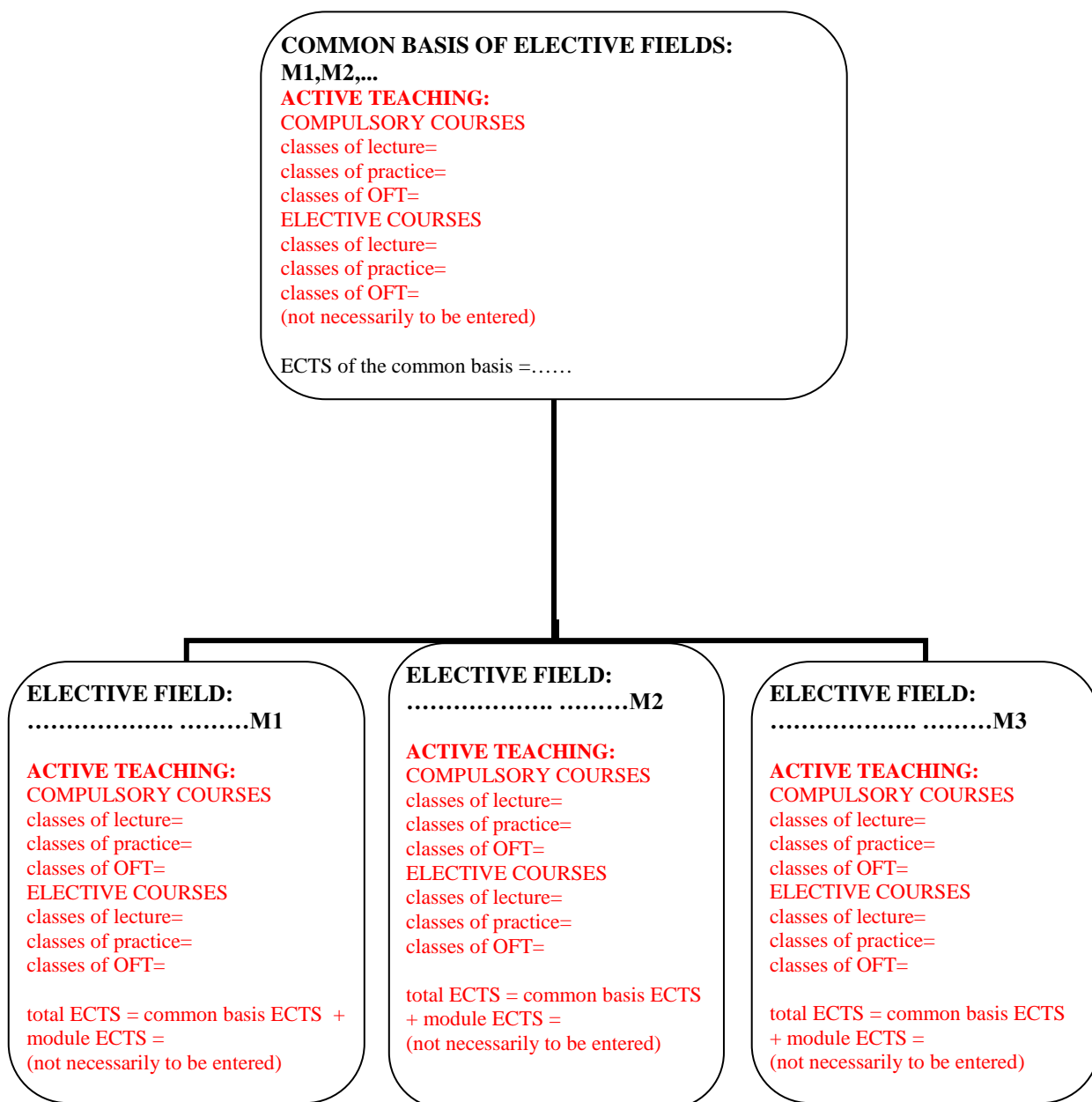
Block Table 5. of the study program elective field-module.....

If a SP has elective fields – modules, it is necessary to present the basic SP structure and the Block Table.

Block Table 5 of a SP of basic studies present the link between elective fields-modules and their basic characteristics.

We here present an example of block table of a SP, with modules:

Block Table 5. 1 of the study program



Standard 6. Quality, relevance, and international harmonization of a SP

Standard 7. Student admission

Table 7.1 Overview of the number of students admitted to the SP, by study years, in the present school year

I yr.	II yr.	III yr.	IV yr.	V yr.	VI yr.
Total no. of students in the present school year					

Standard 8. Assessment and progress of students

Table 8.1 Statistical data about student progress in the SP

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR	Total
Admitted						
Drop-outs						
Earned 60 ECTS						
Earned 37-59 ECTS						
Average grade						
Earned below 37 ECTS						
The data should be entered only for the SP to be accredited and for the school year preceding the year of SP accreditation. A comment should be entered if the SP to be accredited is not realized in all its study years in the moment of accreditation.						

Standard 9. Teachers

Table 9.1. Scientific, artistic, and professional qualifications of teachers and their teaching duties

Name, middle letter, surname			
Title/position			
Institution employing teachers full time and since when			
Narrow scientific field or artistic field			
Academic career			
	Year	Institution	Field
Election to the position			
Doctorate			
Specilization			
Master thesis			
Diploma			
List of courses held by the teacher in the first and second level of studies			
	Course	Study program, type of studies	Classes of active teaching
1.			
2.			
3.			
Representative references (minimum 5, not exceeding 10)			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Summary of the scientific, or artistic activity of the teacher			
Total no. of citations			
Total no. of papers from the SCI (SSCI) list			
Present involvement in projects		National	International
Trainings			
Other relevant data			
Description of qualifications should be presented for all teachers involved in study program realization. The data should be unified in the Book of teachers, done as presented here for all teachers in the HEI. The Book of teachers in that case presents a unique attachment for all SPs for all study programs of the first and second level of study. Full time teachers – the HEI in which a teacher has 100% engagement, of which the notification is made in the employment booklet. The data should be given for each teacher. The table must not exceed 1 A4 page.			

Standard 10. Organizational and material resources

Table 10.1 List of facilities with surface in the HEI used in the SP:

Ukupna bruto površina u ustanovi			m ²		
No.	Facility		No. of seats	Surface in m ²	Address of the facility
		oznaka			
	Amphitheatres				
	Lecture rooms				
	Classrooms				
	Practice rooms				
	Computer labs				
	Labs				
	Workshops				
	Libraries				
	Reading rooms				
	Halls				
Total number of seats					
Total net surface					
The rooms/facilities used in the teaching may be specified in a different way (used names are only the example). Using the insert mode, other facilities used in the teaching in a SP should be entered too. If all these are situated at a single address, the tables can be modified entering the address only once.					

Attachment 6.1,2,3 – Documentation of at least 3 accredited foreign programs, with which the program is harmonized

Attachment 6.4 – Recommendations or harmonization with appropriate good practice in the European institutions

Standard 7. Student admission

Attachment 7.1 – Public call for student admission

Attachment 7.2 – Decision on the appointment of student admission commission

Attachment 7.3 – Student admission requirements (excerpt from the HEI statute or another document)

Standard 8. Assessment and progress of students

Attachment 8.1 – Book of courses, another publication, or HEI web site)

Standard 9. Teachers

Attachment 9.1 – Photocopies of employment booklets or agreements of temporary engagement of teachers (is accreditation of a study program is requested)

Attachment 9.2 – Regulations of teacher election (is accreditation of a study program is requested)

Attachment 9.3 – Book of teachers (with data specified as in the tables from the standard, if tables are not presented)

Attachment 9.4 – Proof of public accessibility of the data about teachers and associates (publication or HEI web site)

Standard 10. Organization and material resources

Attachment 10.1 – Inventory book

Attachment 10.2 – Proof of possession of IT equipment, number of Internet access points, and similar)

Standard 11. Quality assurance

Attachment 11.1 – Report of study program self-evaluation

Attachment 11.2 – Published document – Policy of quality assurance

Attachment 11.3 – Regulations of textbooks

Attachment 11.4 – Excerpt from the HEI statute regulating the establishment and domain of work of the Commission for quality

Standard 12. Distance studies

ANNEX 11.2

Annex 11.2. Guidelines for preparing documentation for accreditation of study programmes of Doctoral Studies tables and attachments

GUIDELINES FOR THE PREPARATION OF DOCUMENTS FOR ACCREDITATION OF DOCTORAL STUDIES

The documents are prepared in accordance with the Standards for accreditation of HEIs; per each standard an appropriate set of tables is presented to be filled out, attachments to be marked and attached, and maximum length of the textual description, elaborating the fulfillment of individual standards. In addition to the mandatory attachments, a HEI may attach other types of attachments, documenting the fulfillment of standards.

The document is to be prepared with the following form and content.

Document title

DOCUMENTATION FOR ACCREDITATION OF THE STUDY PROGRAM OF DOCTORAL STUDIES:
--

Content:

- Introduction
- Special standard – competence of the HEI to realize doctoral studies
- Standard 1. Study program structure
- Standard 2. Study program purpose
- Standard 3. Study program aims
- Standard 4. Competences of graduate students
- Standard 5. Curriculum
- Standard 6. Quality, relevance, and international harmonization of the study program
- Standard 7. Student admission
- Standard 8. Student assessment and progress
- Standard 9. Teachers
- Standard 10. Organizational and material resources
- Standard 11. Quality assurance

- TABLES

- ATTACHMENTS

INTRODUCTION

HEI name:

Address:
Web address:

Educationa-scientific/educational-artistic field				
Natural sciences and mathematics	Humanities and social sciences	Medical sciences	Technical-technologic sciences	Art

Number of students	
Basic academic studies	
Graduate academic studies	
Spacialiast academic studies	
Doctoral studies	
Total number of students	

Teachers – teaching titles	Assist. professors	Associate professors	Full professors
Full time employed			
Non-full time employed			
Total			
Teachers – research titles	Research associates	Senior associates	Consultants
Full time employed			
Non-full time employed			
Total			
Total			

Space, library	
Space, total square meters of the work space for students of doctoral studies	
Total number of library units in the field of the teaching process in doctoral studies	
Total number of PCs available to the students of doctoral studies	

Study program name	
Name of the HEI with which the common study program is organized (if there are several HEIs)	
HEI in which the study program is realized	
Educational-scientific/educational-artistic field	
Scientific or artistic field	
Range of studies expressed in ECTS credits	
Diploma title	
Length of studies	
Year of the start of the SP	
Year of the start of the SP, if it is a new SP	
Number of present students	
Planned number of students to be admitted to this SP	
Date of approval of the SP by an appropriate body (specify which)	
Language of the SP	
Year of SP accreditation	
Web address with the SP data	

Special standard: competence of the HEI to realize doctoral studies

A HEI proves its readiness to realize doctoral studies based on the indicants related to the research work.

Description (up to 100 words)

- Table P.1.** Summary of the defended theses and published publications
- Table P.2.** Overview of research projects currently realized in the university
- Table P.3.** List of research projects currently realized in the HEI
- Table P.4.** List of staff of the HEI involved in scientific research and artistic research projects
- Table P.5.** Overview of research results in the last school year
- Table P.6.** List of institutions in the country and abroad with which the HEI cooperates
- Table P.7.** List of full time teachers who have been doctoral thesis mentors

Evidence: Program of research work **-Attachment P.1**, Decision on the research institution accreditation **-Attachment P.2**.

Standard 1. Study program structure

Doctoral studies have at least 180 ECTS credits, with the previous studies of at least 300 ECTS credits in basic academic and graduate academic studies, i.e. 360 ECTS credits in integrated basic and graduate academic studies in medicine. Doctoral dissertation is a finishing part of doctoral studies, except for doctorates in art.

Description (up to 300 words)

Evidence: HEI publication **-Attachment 1.1**

Standard 2. Study program purpose

The study program of doctoral studies has a clearly defined and published purpose and role in the system of education.

Description (up to 300 words)

Standard 3. Study program aims

The study program of doctoral studies has the defined aims.

Description (up to 300 words)

Standard 4: Competences of graduate students

Mastering a study program of doctoral studies, a student acquire general and specific competences related to high quality professional, research, and artistic work.

Description (up to 300 words)

Standard 5: Curriculum

The curriculum contains the list and structure of compulsory and elective courses and modules, with their description, and doctoral dissertation as the final part of a study program of doctoral studies, except for doctorates in arts (artistic program).

Description (up to 300 words)

Table 5.1. Specification of courses in the study program of doctoral studies

Table 5.2. Distribution of courses by semesters and years of study

Table 5.3. Requirements related to the preparation of doctoral dissertation

Table 5.4. List of courses in doctoral studies

Evidence: Statute –**Attachment 5.1**

Standard 6: Quality, relevance, and international harmonization of the study program

The SP is updated to keep pace with the worldwide trends in science in appropriate educational-scientific and educational-artistic field, being comparable with the similar SPs in foreign HEIs in the European HE area.

Description (up to 300 words)

Evidence: Three accredited foreign programs (copies of the programs, or web addresses of the HEIs) –**Attachment 6.1**, Proof that the program is harmonized with the European standards – **Attachment 6.2**.

Standard 7: Student admission

The HEI admits students to doctoral SPs in accordance with its own resources and the society requirements and the development of science, education, and culture.

Description (up to 300 words)

Table 7.1. Number of students admitted to the SP.

Evidence: Public call for admission to doctoral studies (if their realization has started)-**Attachment 7.1**

Standard 8: Student assessment and progress

Student assessment involves continued surveillance of student work and is performed based on the points earned by the completion of pre-exam obligations and passing the exam. Doctoral dissertation is assessed based on the indicants of its scientific, i.e. artistic contribution.

Description (up to 300 words)

Table 8.1. List of defended doctoral dissertations in the HEI in the last three school years, with the results published or accepted for publishing.

Evidence: Statute (part related to doctoral studies)-**Attachment 8.1**, Regulations of the HEI related to the assessment of doctoral dissertation -**Attachment 8.2**

Standard 9: Teachers

For the realization of the SP of doctoral studies, the HEI has provided teachers with sufficient scientific competence.

Description (up to 300 words)

Table 9.1. List of full time teachers engaged in doctoral studies

Table 9.1A. List of non-full time teachers engaged in doctoral studies

Table 9.2. List of teachers involved in scientific-research projects and artistic-research projects
Table 9.3. Competence of teachers
Table 9.4. List of mentors in the last three years
Table 9.5. Mentors

Evidence: Teacher election criteria -**Attachment 9.1**
Decision on the appointment of mentors by an authorized organ -**Attachment 9.2**

Standard 10: Organizational and material resources

Realization of the SP involves the engagement of appropriate HR, spatial, technical-technologic, library, and other resources, as determined by the SP character and number of admitted students.

Description (not more than 300 words)

Table 10.1. List of equipment used in the research work

Table 10.2. Space for the teaching process in doctoral studies, and appropriate lab space necessary for experimental work

Evidence: Plan and budget for the realization of research work -**Attachment 10.1**
Agreements of cooperation with other HEIs and accredited institutes and international organizations - **Attachment 10.2** , Available data bases and library resources -**Attachment 10.3**

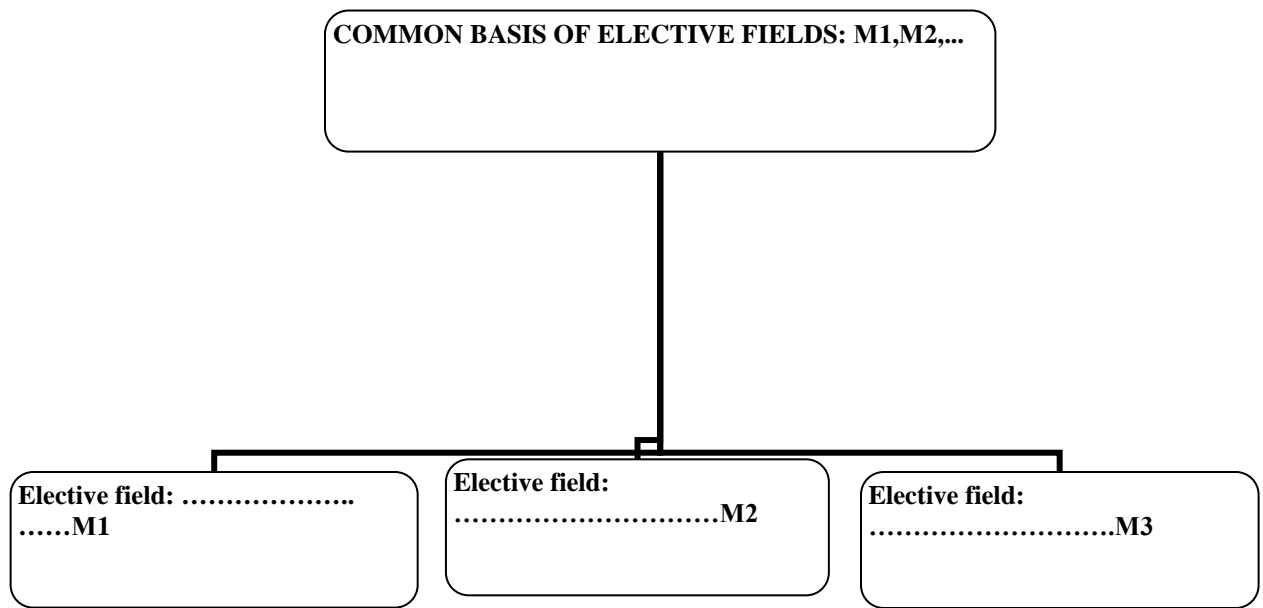
Standard 11: Quality assurance

For each SP, the HEI regularly and systematically implements quality control and assurance via self-evaluation and external quality evaluation.

Description (up to 100 words)

Table 11.1. List of the members of the commission for quality assurance of the SP:

Evidence: Report on the self-evaluation of the SP of doctoral studies -**Attachment 11.1**



Standard 1. Study program structure

Standard 2. Study program purpose

Standard 3. Study program aims

Standard 4. Competences of graduates

Standard 5. Curriculum

Table 5.1 Specification of courses in the SP of doctoral studies

Course:
Teacher or teachers (surname, middle letter, name):
Course status:
Number of ECTS credits:
Admission requirement:
Course aim
Course outcome
Course outcome

Recommended literature		
Number of classes of active teaching	Lectures:	Study research work:
Methods of teaching		
Knowledge assessment (maximum number of points = 100)		
Knowledge assessment methods may be different: (written exam, oral exam, project presentation, seminars etc.)		
*maximum length – 1 A4 page		

Table 5.2. Distribution of courses by semesters and years of study for the SP of doctoral studies (if a SP has elective fields – modules, for each module a complete plan of study for all study years should be given, and the Block table is mandatory, presenting the link between the modules)

C	Course	S	Course status	Časovi aktivne nastave		ECTS
				L	SRW	
FIRST YEAR						
	Elective block 1 courses (example)					
Total number of active teaching in the study year =						
SECOND YEAR						
Total number of active teaching in the study year =						
THIRD YEAR						
Total number of classes of active teaching =						
	Preparation of doctoral dissertation					
<p>The table should be modified depending on the number of years & semesters of a SP and courses to be entered. You may enter other data as well, relevant to the SP. The table can be organized in a different way or in another format, but you have to present all information as in the above example.</p> <p>C – course code, at the HEI level S – semester in which the course is Course status: C – compulsory, EB – elective block; CC – compulsory, common to several modules, if a SP has modules; EC – elective common to several modules, if a SP has modules; CM – compulsory for a module; EB – elective block of the module. Classes of active teaching: L – lectures; SRW – study research work. All the classes of active teaching for a given SP should be entered, as well as each individual study field – module, if a SP has elective modules. If there are courses common to several SPs, the notification of this is entered in the Book of courses.</p>						

Diploma			
List of courses held by the teacher in SPs of doctoral studies			
No.	Course	HEI	Other HEI
Most important papers in accordance with the requirements from the additional standards for a given field (minimum 10, not exceeding 20)			
			R
Summary of the teacher scientific activity			
Total number of citations, without autocitations			
Total number of SCI/SSCI listed papers			
Current involvement in projects		National	International
Trainings			
Other relevant data			
Maximum length, 1 A4 page			

Table 9.4 List of mentors in the previous three school years

No.	Unique master citizen number	Surname, middle letter, name	HEI employing the teacher full time

Table. 9.5 Mentors

Surname, middle letter, name				
Title				
Narrow scientific field				
Academic career	Year	Institution	Field	
Election				
PhD				
Diploma				
List of dissertations in which the teacher is or was a mentor in the past 10 years				
No.	Dissertation title	Candidate name	*applied	**defended
*Year of the application of dissertation (only for ongoing dissertations), ** Year of the dissertation defense (only for completed dissertations)				
Papers in scientific journals in the field of the study program, from the official list of the Ministry of Science, in accordance with the requirements of the additional standards for a given field (minimum 5, not more than 20)				
				R
Summary of the teacher scientific activity				
Total number of citations, without autocitations				
Total number of SCI/SSCI indexed papers				
Current involvement in projects		National	International	
Trainings				
Other relevant data				
Maximum length must not exceed 2 A4 pages				

Standard 10. Organizational and material resources

Table 10.1. List of equipment used in research work

	Item of equipment	Type	Purpose
In the table, only the equipment in possession of the HEI should be entered, as well as other HEI's equipment the usage of which is based on cooperation agreements			

Table 10.2 Space dedicated to the teaching process in doctoral studies, and appropriate laboratory space necessary for experimental work

	Space	Square meters	Number of rooms
	Classrooms		
	Laboratories		
	IT laboratories		
		
		
The table should contain the list of U tabeli dati listu prostorija koje se koriste za izvođenje studijskog programa			

Standard 11. Quality assurance

Table 12.1. List of members of the Commission for quality assurance/control of a SP of doctoral studies

No.	Name and surname	Title

LIST OF ATTACHMENTS TO THE ACCREDITATION DOCUMENTS FOR DOCTORAL STUDIES

Special standard – Competence of the HEI for the realization of doctoral studies

Attachment P.1 – Program of scientific-research work

Attachment P.2 – Decision on the accreditation of a scientific-research HEI

Standard 1. Study program structure

Attachment 1.1 – Publication of the HEI

Standard 2. Study program purpose

Standard 3. Study program aims

Standard 4. Competences of graduates

Standard 5. Curriculum

Attachment 5.1 – Statute

Standard 6. Quality, relevance, and international study program harmonization

Attachment 6.1 – Three accredited foreign programs (program copies or HEI web addresses)

Attachment 6.2 – Proof of study program harmonization with European standard

Standard 7. Student admission

Attachment 7.1 – Public call for admission to doctoral studies (if their realization has already started)

Standard 8. Assessment and progress of students

Attachment 8.1 – Statute (the part related to doctoral studies)

Attachment 8.2 – Regulations of the HEI specifying the assessment of doctoral dissertation

Standard 9. Teachers

Attachment 9.1 – Criteria of teacher election

Attachment 9.2 – Decision of the authorized organ on the appointment of mentor

Standard 10. Organizational and materijal resources

Attachment 10.1 – Plan and budget planned for the realization of scientific-research work

Attachment 10.2 – Cooperation agreements with other HEIs and accredited institutes and international organizations

Attachment 10.3 – Available data bases and library resources

Standard 11. Quality assurance

Attachment 11.1 – Report of self-evaluation of the study program of doctoral studies

ANNEX 11.3

ANNEX 11.3. Guidelines for preparing documentation for accreditation of IMT, distance learning and joint programmes

GUIDELINES FOR THE PREPARATION OF ACCREDITATION DOCUMENTS FOR IMT STUDY PROGRAMS

1. WHAT IS AN IMT STUDY PROGRAM (IMT SP)

IMT SPs are interdisciplinary, multidisciplinary, and transdisciplinary SPs, involving the contents from two or more areas from the same or from different scientific fields.

2. LEVELS AND TYPES OF STUDIES

IMT SPs can be organized as the studies of all three levels and both types of higher education (HE).

3. REQUESTERS

The request for accreditation of an IMT SP can be submitted by one or several independent and accredited HEIs. If a HEI is registered in another country, it also must have an appropriate certificate of accreditation.

The request for accreditation can be submitted by:

- Faculty,
- University
- College

A HEI is allowed to accredit several IMT SPs within one or more levels of study, with the obligation to specify the number of students to be admitted to each SP.

4. TEACHERS

A faculty, university, or college, with the legal entity status, submit independently the request for accreditation if they provide more than 70% of the total, full time employed, competent teacher staff necessary for the SP realization.

In cases when an IMT SP is realized through international cooperation, the request submitter has to provide at least 50% of the total, competent teacher staff necessary for the SP realization, if the remaining 50% are covered by visiting professors from accredited foreign universities.

5. IMT SP REALIZATION IN THE HE UNIT OF AN UNIVERSITY

IMT SP realization in an HE unit has to be defined in the university Statute. If it is not an integrated university, it has to make an Agreement with the university HEIs the resources of which would be used for the study program realization, defining the rights and obligations of the HE unit and these HEIs.

In the documents submitted for accreditation purposes, the proofs of fulfillment of these standards are attached, especially the total teacher engagement, including the engagement in already accredited SPs in the country, in accordance with appropriate standards. Moreover, the approvals of the Assemblies for Education and Science of the HEIs (faculties, with the legal entity status) are attached, that their staff, material, spatial, and other resources can be engaged.

The Diploma and Diploma Supplement are signed by the Head of the HE unit (president of the appropriate professional IMT assembly) and the university Rector.

6. REALIZATION OF IMT SPs BY SEVERAL HEIs

- Total coverage with teachers in the sum for all HEIs has to be 70%;
- The accreditation material is unified;
- The accreditation request is signed and submitted by all involved HEIs;
- Detailed guidelines for common study programs are given in a separate document.

7. FULFILLMENT OF STANDARD

Each study program is accredited separately and, as such, it has to fulfill certain standards – the fulfillment of standards is provided based on the remaining available resources (HR, material, and spatial resources) which have not been engaged in other SPs (accredited or in the process of accreditation). The number of students in the group matches the number of students in the area where the the number is minimal.

In the SP realization competent teachers may appear from other HEIs as well, if the approval of the Assembly for Education and Science is provided from the home HEI, specifying the type, degree, and time of engagement in the IMT SP in question.

8. PROFESSIONAL, ACADEMIC, AND SCIENTIFIC TITLES

Professional, academic, and scientific titles are suggested by the IMT SP accreditation requester.

In the procedure of SP accreditation, an appropriate IMT professional, academic, and scientific title is formulated, established by the National Council for HE. The title, thus established, is mentioned in the certificate of accreditation.

In the formulation of professional, academic, and scientific titles acquired by the completion of an IMT SP, the combination of the whole or parts of the two most important fields making up the IMT program in question.

The above two most important fields and their rank in the title are established as follows:

- based on the relative size of the teaching contents of these fields;
- based on the ECTS numbers of these fields in the SP.

In the Diploma Supplement, the HEI may add to the professional, academic, and scientific IMT titles, after the dash, additional identification/description of the title.

GUIDELINES FOR THE PREPARATION OF ACCREDITATION DOCUMENTS FOR THE SPs REALIZED BY DISTANCE LEARNING

General accreditation requirements for a distance learning system (DLS)

In the procedure of accreditation of a DLS, a HEI has to prove the fulfillment of all relevant standards, especially the standard 12 of the Regulations of the standards and procedure of accreditation of the study programs of the first and second level of HE (standard 12, further in the text), related to distance studies.

The accreditation material should contain the description, data, and attachments proving the quality of realization of an DLS SP. The HEI should demonstrate the logistics and technology of distance learning. The followings aspects are validated:

- the applied methods which make possible the adoption of planned curriculum by the students;
- the forms, quantity, and quality of adoption of knowledge by the students;
- the contribution of the knowledge assessment system to the principle of equivalency of the diploma with diplomas obtained with traditional learning methods.

In accordance with the standard 12, distance studies can be organized in academic and vocational studies at the first and second level. DLS SPs may be identical (not necessarily, though) to the programs realized by the HEI in the traditional way.

The maximum number of distant students is 30% of the total number of students of the HEI in the programs realized in the traditional way.

Learning material package

The learning material package should fulfill the following requirements:

- It is an appropriate system for individual knowledge adoption in the field;
- The system contains an appropriate self-check system;
- The learning material and accessory tools are methodically matched;
- The system enables continual development of learning materials.

Special attention should be paid to the quality, contents, and scope of the learning material students obtain, access to these materials, and teacher and associate availability for interactive work (consultations).

For the existing, modified, and new DLS SPs the complete learning material set has to be attached for every school year and every course in the SP.

Teachers

There is a responsible teacher – head of the DLS SP. In addition, for each of the courses there should be at least one responsible teacher. One teacher is allowed to cover up to three courses in a semester.

One teacher or associate can be consulted by 80 students at the most (in one or several courses) in a semester.

Since distance learning means that teachers have to assume new roles, the HEI has to demonstrate the following:

- Competence of the creators of distance learning material sets, teachers and associates so that the planned purpose of the DLS SP could be realized;
- Integration of the HEI's system of quality into the DLS SP;

In the calculation of minimum numbers and workload of teachers and associates in a DLS SP, the following approach is used:

1. Teacher workload is determined from the electronic form at the level of one student group, with 50% workload of the teacher in traditional SPs.
2. The minimum number of teachers required for the realization of an DLS SP is determined as for traditional SPs for one group; the calculated minimum number of teachers' workload is 50% of that in traditional SPs (3 lecture classes a week).
3. The minimum number of associates is determined by multiplying the number of courses in a semester (with several courses) and students, and the product is divided by the maximum number of students per associate (80).
4. Associate workload in DLS consultations (interactive work with students) is calculated based on the number of students involved in consultations, with the workload for work with 16 students equivalent to the workload of 1 class of active teaching a week (up to the total maximum workload of 5 classes a week).
5. In case that a teacher is engaged in DLS consultations, his effective workload is 50% of that for an associate working with the same number of students, as in traditional teaching.

A HEI has to present workload per each course through the following categories: lectures and other forms of teaching (interactive work – teacher/associate workload in the realizations of forums, tests, seminar papers etc.).

The modified electronic form should be filled out in the same way as for traditional teaching for one group of students; here, instead of teacher/associate engagement in practice and other forms of teaching through additional classes, the teachers/associates have a number of students for DLS consultations.

Consultations

A high quality, reliable system for the realization of teaching process – DLS consultations (interactive work with students) is here essential.

Consultative centers have to satisfy the standards of equipment (IT & communication infrastructure, integrated into the system of distance learning), space, and technical support

staff, and they also organize, to a degree, classical consultations following a defined and publicly available schedule.

Knowledge assessment

Control and assessment of student knowledge are performed through various forms of pre-exam checks and through an exam, in the same way and under the same conditions as in traditional studies. The exam and graduation paper defense have to take place at the HEI site.

Infrastructure

A HEI has to prove that it has the appropriate space for normal exam taking, work of administrative support staff, and for the equipment and work on the maintenance and administration of an integrated computer platform to support distance learning. A HEI should provide the teaching material necessary for distance learning in accordance with the standard 12. The material is distributed to the students via the Internet. Complete teaching may take place in real time as well, via a video conference system to distant consultant centers, thus providing interactivity, i.e. two-way communication professor-student.

At the HEI site and in consultation centers, students should have at their disposal the appropriate textbooks and other professional literature, or the literature has to be available in electronic form on an Internet page.

GUIDELINES FOR THE PREPARATION OF ACCREDITATION DOCUMENTS FOR COMMON STUDY PROGRAMS

1. COMMON STUDY PROGRAM

A common study program (CSP) is a study program that involves acquisition of all forms of common diplomas, organized and realized by multiple HEIs with the legal entity status.

CSPs organized and realized by multiple HEIs are accredited if they lead to the acquisition of a common diploma, double (two) diplomas, or one diploma issued by a national institution, by the common agreement.

2. REALIZATION OF CSPs

A CSP can be organized in one or several fields (interdisciplinary-multidisciplinary-transdisciplinary – IMT SPs) at all levels and for both types of HE study. A CSP can be realized by the HEIs which:

- a. have individual work licences for particular SPs, and
- b. have common accreditation for the realization of the CSP.

In the first case, a CSP can be realized if adequate organs of the HEIs adopt it, and if they are licenced to work in a particular SP.

The organs adopt the Document on the realization of a CSP or IMT at the University level, in which all the elements essential for the fulfillment of relevant standards are defined. The Document contains the Decisions on the adoption of the Document by professional bodies of the HEIs.

The basic elements of the document content are:

- o SP data, documenting the fulfillment of standards, and
- o Specificities.

The above specificities involve:

1. Engagement of HR, material and spatial resources of each HEI individually,
2. Electronic form report for the whole SP and for each HEI separately,
3. SP realization in time, and by parts of SP,
4. Obligations of each HEI in the process of SP realization (from the admission call to diploma),
5. Financing resources.

In the second case, CSP accreditation material is submitted jointly by two or more HEIs with the legal entity status and licenses by the Ministry of Education of Serbia.

If some of the HEIs is registered in another country, it has to be accredited too in that country.

3. REQUEST FOR ACCREDITATION OF HEIS

Two or more HEIs may submit accreditation request if they jointly provide more than 70% of competent teachers, full time employed, necessary for the SP realization. The material for accreditation is unique – the accreditation request is jointly submitted by all involved HEIs, or an authorized institution on their behalf. The documents for accreditation should contain all the elements defining the involvement of each HEI in the SP realization.

4. SP ACCREDITATION

Each study program is accredited separately, and as such, it has to fulfill all the standards, based on the remaining available resources (HR, material, and spatial), not engaged in other SPs of the HEIs-request submitters, accredited or in the process of accreditation.

In the realization of SP, competent teachers may appear from other HEIs, if the approvals of their home HEIs have been provided, specifying the type, scope, and time of engagement in the SP.

5. PLACE OF SP REALIZATION

CSP are realized in the sites of accredited HEIs, with a precise definition of the parts of the SP realized in other sites.

Depending on the requirements and fulfillment of standards, the Commission for accreditation and quality assurance may approve simultaneous realization of the SP in the HEI sites for approved numbers of students.

HEIs, at one or several levels of study, may accredit multiple CSP, with the obligation to specify the number of admitted students to each of them, and to document standard fulfillment.

In the certificate of accreditation of a CSP, all the necessary elements are presented, defining the involvement of each HEI in the fulfillment of standards and CSP realization.

6. ADMISSION CALL, DIPLOMAS

The admission calls for CSPs are jointly realized by the involved accredited HEIs.

The Diploma and Diploma Supplement are signed by the authorized employees of the HEIs involved in the realization of CSPs in case of a common diploma, or the persons authorized to issue double diploma, or the person issuing single diploma, by the agreement of involved HEIs. If a HEI is a university member, the Diploma and Diploma Supplement are additionally signed by the university rector.

7. DIPLOMA AND DIPLOMA SUPPLEMENT

The Diploma and Diploma Supplement are issued in a defined proper form in Serbian, in Cyrillic writing, in the language of CSP organizer and in English language.

If the teaching is realized in the language of a national minority, or in some of the world languages, public documents are issued in a form printed bilingually, in Serbian in Cyrillic writing, and in the language of the teaching process.

ANNEX 12

ANNEX 12. Guidelines for preparing documentation for accreditation of HEIs including accompanying tables and attachments

GUIDELINES FOR THE PREPARATION OF DOCUMENTS FOR ACCREDITATION OF AN HEI October 2007

The documents are prepared in accordance with the Standards for accreditation of HEIs. Per each standard, an appropriate sequence of tables is given to be filled out, attachments to be marked and attached, and maximum length of the textual description, presenting a rationale for the fulfillment of a given standard. Moreover, in the preparation of documentation, the following should be used: **RECOMMENDATIONS AND ADDITIONAL GUIDELINES FOR THE PREPARATION OF ACCREDITATION DOCUMENTS, September 2007.**

The HEI may present also other types of attachments, documenting the fulfillment of a particular standard.

The Document should be prepared match in form and content the following document sample.

DOCUMENT TITLE

DOCUMENTATION FOR ACCREDITATION OF THE HEI

.....

CONTENT:

- Introduction
- Standard 1. Basic tasks and aims of the HEI
- Standard 2. Planning and control
- Standard 3. Organization and management
- Standard 4. Studies
- Standard 5. Research and artistic work
- Standard 6. Teachers
- Standard 7. Non-teaching staff
- Standard 8. Students
- Standard 9. Space and equipment
- Standard 10. Library, textbooks, and IT support
- Standard 11. Sources of financing
- Standard 12. Internal mechanisms of quality assurance
- Standard 13. Transparency

- TABLES

- ATTACHMENTS

INTRODUCTION

HEI name:				
University	Faculty	Academy of vocational studies	College	College of vocational studies

Address:
Web address:

Educational-scientific/educational-artistic field				
Natural sciences & mathematics	Humanities and social sciences	Medical sciences	Technical-technologic sciences	Art

Number of teachers	Lecturers	Professors of voc. stud.	Assist. professors	Assoc. professors	Full professors
Fully employed					
Contracted					
Total number					
Total number of teachers					
Number of associates	Teaching associates	Assistants	Lectors & senior lectors		
Fully employed					
Contracted					
Total number of associates					

*In addition to these, other positions of teachers and associates may be entered, if in accordance with the General act of the HEI

Studies		Number of classes of active teaching in the HEI in the programs applied for accreditation	
	*Number of students	By teachers	By associates
Basic academic studies			
Graduate academic studies			
Specialist academic studies			
Doctoral studies			
Basic vocational studies			
Specilist vocational studies			
Total			

*Total number of students in the programs for accreditation – number of first year students multiplied by the years of duration of study programs

Space, Library	
Space, total square meters	
Total number of library units in the field of the teaching process	
Total number of PCs in IT classrooms	
*Not to be filled by universities composed of faculties with the legal-entity status	

Standard 1: Basic tasks and aims of the HEI

The HEI has adopted its basic tasks and aims, in accordance with the aims of HE, established by the law.

Description (up to 300 words)

Evidence: HEI publication or web site - **Attachment 1.1.**

Standard 2: Planning and control

In order to fulfill its basic tasks and aims, the HEI performs planning and control of the results of all forms of its educational, scientific, artistic, research, and professional activities, within its operation domain.

Description (up to 100 words):

Evidence: Adopted plan of work of the HEI - **Attachment 2.1**
Yearly report of the HEI, or a similar document - **Attachment 2.2**

Standard 3: Organization and management

The HEI has an organizational structure and management system providing the achievement of the tasks and aims of the HEI.

Description of the organizational structure and management organs of the HEI (up to 300 words)

Table 3.1 . List of organizational units of the HEI

Evidence: HEI Statute - **Attachment 3.1**, List of Council members of the HEI -**Attachment 3.2**

Standard 4: Studies

The contents of qualifications and diplomas of individual types and levels of study match the character and aims of the study programs. Study programs are harmonized with the basic tasks and aims, serving their fulfillment. The HEI systematically and effectively plans, executes, monitors, validates, and improves the quality of its study programs.

Description (up to 500 words in case of a university or academy of vocational studies)

Description of qualification on completion of basic vocational studies
Description of qualification on completion of basic academic studies
Description of qualification on completion of graduate academic studies
Description of qualification on completion of specialist academic studies
Description of qualification on completion of specialist vocational studies
Description of qualification on completion of doctoral studies
(Each Description with up to 100 words in case of a HEI)

Table 4.1. Summary of study programs realized in a university or academy of vocational studies

Table 4.2. List of study programs realized in a HEI

Evidence: Certificates of accreditation of study programs (only universities and academies of vocational studies)- **Attachment 4.1**, Schedule of classes for the ongoing school year, for the

programs realized in the HEI -**Attachment 4.2**, Decisions of the adoption of study programs, by the professional organs of the HEI - **Attachment 4.3**

Standard 5 : Scientific-research and artistic-research work

The HEI organizing academic studies has got organized research and artistic work.

Short Description of research and artistic-research activities (up to 300 words)

Table 5.1. Summary of research projects currently realized in the university

Table 5.2. List of research projects currently realized in the HEI

Table 5.3 List of associates involved in research and artistic-research projects currently realized in the HEI

Table 5.4 Summary of the research results in the HEI in the past calendar year

Evidence: Plan of research or artistic-research work -**Attachment 5.1**

Document of accreditation of the HEI as a research institution – **Attachment 5.2**, Yearly report of the HEI or a similar document - **Attachment 5.3** , List of most significant published results of the HEI in the past calendar year (systematized according to the nomenclature of the Ministry in charge, not more than 50 references)-**Attachment 5.4**

Standard 6. Teachers

The HEI employs teachers, researchers, and associates, who enable the fulfillment of the basic tasks and aims of the HEI through their scientific, artistic, and teaching activity. Teachers realize study programs competently, and execute other assigned tasks.

Description (up to 300 words for a HEI; up to 1000 words for a university or academy of vocational studies)

Table 6.1. Overview of the number of teachers by position engaged in a university

Table 6.2. Overview of the number of associates by position engaged in a university

Table 6.1A. Overview of the number of teachers by position engaged in an academy of vocational studies

Table 6.2A. Overview of the number of associates by position engaged in an academy of vocational studies

Table 6.3. List of full time teachers

Table 6.4. List of part time teachers

Table 6.5. List of full time associates

Table 6.6. List of part time associates

Table 6.7. Overview of the number of teachers by fields, and narrow scientific or artistic fields

Table 6.8 Total number of required classes of active teaching in the HEI in all study programs

Report 1. Number of teachers needed by study programs realized by the HEI

Report 2. Number of associates needed by study programs realized by the HEI

Evidence: Copies of employment booklets of the teachers -**Attachment 6.1**, Regulations of the election of teachers –**Attachment 6.2** , Agreements for the engagement of part time teachers – **Attachment 6.3** Approval of the HEI for the engagement of teachers in other HEI(s) – **Attachment 6.4**

Standard 7. Non-teaching staff

The HEI employs non-teaching staff who provide successful realization of study programs. basic tasks and aims of the HEI, with their professional work.

Description (up to 100 words)

Table 7.1. Overview of non-teaching staff, by profession and work position in the HEI
Table 7.1 A (Field: Natural sciences and mathematics, Technicač-technologic sciences)
List of professional associates involved in the realization of laboratory experiments with students

Evidence: Copies of employment booklets of non-teaching staff from the Table 7.1-**Attachment 7.1**

Standard 8. Students

In accordance with the basic tasks, the HEI determines the student admission criteria and establishes candidate ranking accordingly. The HEI provides the necessary conditions for successful mastering of the study programs.

Description (up to 500 words)

Table 8.1. Overview of the number of students in a university or academy of vocational studies

Table 8.2. Overview of the number of students by study years in the HEI

Table 8.3. Overview of the number of students acquiring diplomas in the past three school years

Table 8.4. Statistical data about student success in the last school year

Evidence: Public call for student admission to the current school year -**Attachment 8.1.** Document of appointment of the Commission for student admission -**Attachment 8.2**

Rank list of the students admitted to the previous school year -**Attachment 8.3**

Evidence of student pass/failure rates and passed exams, by courses and school years -

Attachment 8.4

Student Parliament data -**Attachment 8.5**

Standard 9. Space and equipment

The HEI provides the space and equipment necessary for high quality teaching. The standards for space and equipment are specified in accordance with the educational-scientific fields, i.e.

educational-artistic fields.

Description (up to 200 words)

Table 9. 1. List of objects with surface in the HEI – university or academy of vocational studies

Table 9.2 List of rooms with surface in the HEI ustanovi

Table 9. 2A (Field: Natural sciences and mathematics) Specification of laboratory space provided by the HEI for experimental teaching

Table 9.5 Total required space in accordance with the numbers of students in all study programs

Table 9.3. List of valuable equipment used in the teaching process in the HEI

Table 9.4. List of capital equipment used in the teaching process - (the value of which exceeds 100.000 EUR)

Evidence: Proof of ownership, agreements of the right to use, leases -**Attachment 9.1**
Overview of the inventory book –**Attachment 9.2**

Standard 10. Library, textbooks, and IT support

The HEI has got an appropriate library supplied with necessary textbooks for teaching, and IT resources and services used in the fulfillment of its basic tasks.

Description (up to 200 words)

Table 10.1 List of libraries in the HEI – university or academy of vocational studies

Table 10.2 Overview of the number of library units in the HEI

Table 10.3. Overview of the number of textbooks by fields (in Serbian and in other languages) available to the students

Evidence: Overview of the library inventory book -**Attachment 10.1**
Statement of possession of the IT laboratory and number of PCs in it -**Attachment 10.2**

Standard 11. Financing resources of the HEI

Financing resources of the HEI are sufficient to provide high quality teaching at least for the law-specified duration of the study program.

Description (up to 300 words)

Evidence: Financial reports for the last three years -**Attachment 11.1**
Financial plan for the current year -**Attachment 11.2**

Standard 12. Internal mechanisms of quality assurance

The HEI adopts and realizes the strategy of quality assurance.

Description (up to 100 words)

Table 12.1 List of members of the Commission for quality

Evidence: Report of the results of self-evaluation of the HEI – **Attachment 12.1**, Publicly available document – Policy of quality assurance - **Attachment 12.2**
Regulations of the textbooks -**Attachment 12.3** Excerpts from the Statute regulating the establishing and operation of the Commission for quality – **Attachment 12.4**

Standard 13. Transparency

The HEI publishes complete, precise, and clear information about its work, for the students, potential students, and other interested parties.

Description (up to 100 words)

Evidence: Publications such as Student Informator, Student Guide, reference to the HEI web site with information - **Attachment 13. 1**

TABLES TO THE DOCUMENTS FOR ACCREDITATION OF HIGHER EDUCATION INSTITUTION

Standard 1. Main goals and objectives of the higher education institution

Standard 2. Planning and control

Standard 3. Organization and administration

Table 3.1 . List of organizational units within the institution

Br.	Name of the organizational unit	Address
1.		

Standard 4. Studies

Table 4.1. Cumulative survey of study programs carried out at the university or academy of occupational studies

No.	Study program code	Name of the study program	Type and kind of studies	Name of qualification Diploma
Sciences of mathematics				
Behavioral humanistic studies				
Medical sciences				
Technical-technological sciences				
Arts				

Table 4.2 List of study programs carried out in the higher education institution

Or. no.	Study program code	Name of study program	Education - scientific Education-artistic field	Type and kind of studies	Name of qualification Diploma

Table. 6.1A. Survey of the number of teachers engaged in the academy of occupational studies

	Lecturers	Professors of occupational studies	
Life mathematics sciences			
Behavioral humanistic sciences			
Medical sciences			
Technical technological sciences			
Arts			
Total			
Total associates			

Table 6.2A. Survey of the number of associates engaged in the academy of occupational studies

Field	Lecturers	Assistants	Lectors	Senior lectors
Life mathematics sciences				
Behavioral humanistic sciences				
Medical sciences				
Technical technological sciences				
Arts				
Total				
Total associates				
Enter the names of associates present in the higher education institution				

Table 6.3. List of teachers engaged on full-time basis

Or. No.	PIN	Name, mid letter and surname	Title	Date of election	Area elected for	*Lessons of active teaching	**Lessons of active teaching in another HEI
000	00000000000000	Petar B. Jovanović	FP	00.00.0000	Physics of particles		
			Docent				
			N				
Total lessons of active teaching							
Titles: full professor -FP, associate professor-AP, docent-D, professor of occupational studies -OC, Lecturere-L *Average number of active teaching lessons in the institution , **Engagement in another higher education institution (HEI) Data to be entered by all the institutions except university and academies of occupation studies. Modify Table according to the data entered, using insert mode							

Tabela 6.4. List of teachers engage on part time basis

Or. No.	PIN	Name, mid letter. surname	Title	Date of election	Area elected for	*Lessons of active teaching	**Lessons of active teaching in another HEI
000	0000000000000	Petar B. Jovanović	FP	00.00.0000	Physics of particles		
			AP				
			D				
Total lessons of active teaching							
<p>Titles: full professor -FP, associate professor-AP, docent-D, professor of occupational studies - OC, Lecturer-L *Average number of active teaching lessons in the institution , **Engagement in another higher education institution (HEI) Data to be entered by all the institutions except university and academies of occupation studies. Modify Table according to the data entered, using insert mode</p>							

Table 6.5. List of associates engaged on full-time basis

Or. No.	PIN	Name, mid letter. surname	Title	Date of election	Area elected for	*Lessons of active teaching	**Lessons of active teaching in another HEI
000	0000000000000	Petar B. Jovanović	FP	00.00.0000	Physics of particles		
Total lessons of active teaching							
<p>Titles: assistant-A associate in teaching -S *Average number of active teaching lessons in the institution , **Engagement in another higher education institution (HEI) Data to be entered by all; the institutions except university and academies of occupation studies. Modify Table according to the data entered, using insert mode</p>							

Table 6.6. List of engaged associates on a part time basis

Or. No.	PIN	Name, mid letter. surname	Title	Date of election	Area elected for	*Lessons of active teaching	**Lessons of active teaching in another HEI
000	00000000000000	Petar B. Jovanović	FP	00.00.0000	Physics of particles		
Total lessons of active teaching							
Titles: assistant-A associate in teaching -S *Average number of active teaching lessons in the institution , **Engagement in another higher education institution (HEI) Data to be entered by all; the institutions except university and academies of occupation studies. Modify Table according to the data entered, using insert mode							

Table 6.7. Cumulative survey of the number of teachers by areas and narrow scientific or artistic areas

Area	Narrow scientific or artistic area	L	OP	D	AP	FP	Total
Chemistry	Organic chemistry						
Full professor -RP, associate professor: AP, docent-D, professor of occupational studies -OP, Lecturer-P, or other titles. *Data to be entered by all the institutions except university and academies of occupation studies							

Table 6.8 Organization of teaching

Year of study	No. of students	No. of groups for teaching	Number of groups for practice
I			
II			
III			
IV			
V			
VI			

Standard 8. Students

Table 8.1. Cumulative survey of students by fields of study at the university or academy of occupational studies in the current school year

	I Year	II Year	III Year	IV Year	V Year	VI Year
Life mathematics sciences						
Studies according to the old law						
Basic academic studies						
Basic occupational studies						
Diploma academic studies						
Specialist occupational studies						
Specialist academic studies						
Doctoral studies						
Behavioral humanistic studies						
Studies according to the old law						
Basic academic studies						
Basic occupational studies						
Diploma academic studies						
Specialist occupational studies						
Specialist academic studies						
Doctoral studies						
Medical science						
Studies under earlier law						
Basic academic studies						
Basic occupational studies						
Diploma academic studies						
Specialist occupational studies						
Specialist academic studies						
Doctoral academic studies						
Technical technological sciences						
Studies according to the old law						
Basic academic studies						
Basic occupational studies						
Diploma academic studies						

Table 8.2. Cumulative survey of student by field of study at the university or academy of occupational studies ja

	School year 2004/5	School year 2005/6	School year 2006/7
Life mathematic sciences			
Studies according to the old law			
Basic academic studies			
Basic occupational studies			

	Diploma academic studies			
	Specialist occupational studies			
	Specialist academic studies Academic studies			
	Doctoral studies			
	Behavioral humanistic studies			
	Studies according to the old law			
	Basic academic studies			
	Basic occupational studies			
	Diploma academic studies			
	Specialist occupational studies			
	Specialist academic studies			
	Doctoral studies			
	Medical studies			
	Studies according to the old law			
	Basic academic studies			
	Basic occupational studies			
	Diploma academic studies			
	Specialist occupational studies			
	Specialist academic studies			
	Doctoral studies			
	Technical-technological sciences			
	Studies according to the old law			
	Basic academic studies			
	Basic occupational studies			
	Diploma academic studies			
	Specialist occupational studies			
	Specialist academic studies			
	Doctoral studies			
	Arts			
	Studies according to the old law			
	Basic academic studies			
	Basic occupational studies			
	Diploma academic studies			
	Specialist occupational studies			
	Specialist academic studies			
	Doctoral studies			
	Total students			

	Basic academic studies				
	Basic occupational studies				
	Diploma academic studies				
	Specialist occupational studies				
	Specialist academic studies				
	Doctoral studies				
	Medical sciences				
	Studies according to the old law				
	Basic academic studies				
	Basic occupational studies				
	Diploma academic studies				
	Specialist occupational studies				
	Specialist academic studies				
	Doctoral studies				
	Technical technological sciences				
	Studies according to the old law				
	Basic academic studies				
	Basic occupational studies				
	Diploma academic studies				
	Specialist occupational studies				
	Specialist academic studies				
	Doctoral studies				
	Arts				
	Studies according to the old law				
	Basic academic studies				
	Basic occupational studies				
	Diploma academic studies				
	Specialist occupational studies				
	Specialist academic studies				
	Doctoral studies				
	Total students who got the diploma at the higher education institution				

Table 8.5. Survey of students who got diploma in the higher education institution in the three preceding school years

Name of study program	Type and level of studies	Enrolled in school year 2006/7	Graduated in 2004/5	Graduated in 2005/6	Graduated 2006/7

Table 8.6 B. Statistical data on the advancement of students (studies of the first degree with 240 ECTS)

	Name of the study program :	Name of study program:	Name of the study program :
FIRST YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Achieved 37-59 ECTS			
Average grade			
Achieved less than 37 ECTS			
SECOND YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			
Average grade			
Earned less than 37 ECTS			
THIRD YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			
Completed the studies			
Average grade			
Earned less than 37 ECTS			
*fill for study program to be accredited but started Data to be entered by all institutions except universities and academies of occupational studies Modify the Table according to the data entered, using insert mode			

Table 8.6 V. Statistical data on the advancement of students (studies of the first degree with 240 ECTS)

	Name of study program :	Name of study program :	Name of study program
FIRST YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Achieved 37-59 ECTS			
Average grade			
Achieved less than 37 ECTS			
SECOND YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			

Average grade			
Earned less than 37 ECTS			
THIRD YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			
Completed the studies			
Average grade			
Earned less than 37 ECTS			
FOURTH YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Achieved 37-59 ECTS			
Average grade			
Achieved less than 37 ECTS			
FIFTH YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			

Table 8.6 G. Statistical data on advancement of students (studies of second degree with 120 ECTS)

	Name of study program:	Name of study program :	Name of study program:
FIRST YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			
Average grade			
Earned less than 37 ECTS			
SECOND YEAR			
Enrolled			
Given up			
Earned 60 ECTS			
Earned 37-59 ECTS			
Average grade			
Completed studies			
earned less than 37 ECTS			
*Fill for study programs to be accredited but started Data to be provided by all the institutions except university and academies of occupational studies Modify Table depending on the data entered using insert mode			

Table 9.2 List of premises with the area in higher education institution

	Premise	Number	Number of places	Area in m2
1.	Amphitheatre			
2.	Classrooms			
3.	Practice rooms			
4.	Labs			
5.	Computer labs			
6.	Workshops			
	Libraries			
	Reading rooms			
	Halls			
Total				
	Teachers' cabinets			
	Laboratories for teachers			
	Students' service			
	Secretariat			
	Students' parliament			
Total				
*Data to be provided by all the institutions except university and academies of occupational studies Modify Table depending on the data entered using insert mode				

Table 9.3. List of more valuable equipment used in the teaching process in the higher education institution

No.	Name, type	Purpose	Number
*Data to be provided by all the institutions except university and academies of occupational studies Modify Table depending on the data entered using insert mode			

Standard 13. Transparency

LIST OF ATTACHMENTS TO THE ACCREDITATION DOCUMENTS OF HIGHER EDUCATION INSTITUTION

Standard 1. Basic goals and objectives of higher education institution

- **Schedule 1.1 - Publication or site reference of the Institution**

Standard 2. Planning and control

- **Schedule 2.1 - Approved action plan of the institution**
- **Schedule 2.2 - Annual report of the institution or a related document**

Standard 3. Organization and administration

- **Schedule 3.1 - Status of the institution**
- **Schedule 3.2 - List of members of the Council of the higher education institution**

Standard 4. Studies

- **Schedule 4.1 - Timetable for the current school year implemented in the higher education institution**
- **Schedule 4.1 - Diploma Supplement for study programs carried out in the higher education institution**

Standard 5. Science research and artistic work

- **Schedule 5.1 - Science research or artistic research Plan**
- **Schedule 5.2 - Document on accreditation of the institution as NIO**
- **Schedule 5.3 - Annual report or related document of the institution**
- **Schedule 5.4 - List of major published results of the institution in the preceding calendar year (systematized according to the codes of the Ministry, not more than 50 references)**

Standard 6. Teaching staff

- **Schedule 6.1** - Photocopies of labor/employment cards or service contracts of teaching staff.
- **Schedule 6.2** - Rules and Regulations on the election of teachers
- **Schedule 6.3** - Service contracts with teachers on a part time basis
- **Schedule 6.4** - Consent of the higher education institution for engagement of teachers with another higher education institution
- **Schedule 6.5** - Timetable

Standard 7. Non-teaching staff

- **Schedule 7.1** - Photo copies of Service/employment cards, or employment contracts for non-teaching staff

Standard 8. Students

- **Schedule 8.1** - Advertisement of admission of students in the current school year
- **Schedule 8.2** - Decision appointing the Students' admission commission
- **Schedule 8.3** - Rating list of the students enrolled in the preceding school year
- **Schedule 8.4** - Records on mobility and exams passed by courses and years
- **Schedule 8.5** - Data on the students' parliament

Standard 9. Premises and equipment

- **Schedule 9.1** - Deeds of title, right-of- use or lease contracts
- **Schedule 9.2** - An excerpt from the book of inventories

Standard 10. Library, textbooks and IT support

- **Schedule 10.1** - An excerpt from the Inventories book of the library
- **Schedule 10.2** - Statement of ownership of computer lab and number of terminals available

Standard 11. Sources of funds

- **Schedule 11.1** - Financial reports for the last three years
- **Schedule 11.2** - Financial plan for the current year

Standard 12. Internal mechanisms for quality assurance

- **Schedule 12.1** - Report of the results of self-assessment of the higher education institution
- **Schedule 12.2** - Published document –Quality assurance policy
- **Schedule 12.3** - Rules and Regulations on the text books
- **Schedule 12.4** - Excerpt from the Statutes of the institution governing the election and scope of the Quality assurance commission

Standard 13. Transparency

- **Schedule 13. 1** - Publications such as Information booklet for the students, Guide for the students, reference to the site of the institution for details.

ANNEX 13

ANNEX 13.

GUIDELINES ON PREPARATION OF SELF-EVALUATION REPORT OF HIGHER EDUCATION INSTITUTION

An independent institution of higher education, i.e. a higher education unit thereof compiles a report on self-evaluation along with a statement issued by a supervising body and students' representative including the Request for external control of obligations fulfilment in terms of quality. The report, statement and request are submitted to KAPK, the Commission for Accreditation and Quality Assurance not later than **1 May 2011**, the year in which the fulfilment of quality assurance obligations on the part of the institution is controlled according to an annual work plan designed by KAPK.

Conditions stipulated by law

Quality assurance of a higher education institution (Article 15)

Self-evaluation (Article 17)

1. Self-evaluation is conducted in a manner and according to a procedure stipulated by the general act of a higher education institution.
2. Self-evaluation of the independent higher education institution and a higher education unit thereof is conducted at intervals of not more than three years.
3. The institution of higher education conducts the self-evaluation procedure and assesses the quality of its study programmes, teaching process and work conditions.
4. Students' assessment is also taken into consideration within the self-evaluation procedure.
5. At the Commission's request, the institution of higher education provides information on the self-evaluation procedure and results as well as other data relevant for quality assessment.
6. The Commission controls the fulfilment of quality assurance obligations on the part of the independent higher education institution and the higher education unit thereof. The control is implemented according to an annual work plan, by special order of the National Council and at the request of the independent higher education institution or the Minister.
7. The independent higher education institution, i.e. the higher education unit thereof issues a report on self-evaluation along with the Request for external control regarding the fulfilment of quality assurance obligations. The report is submitted to the Commission for Accreditation and Quality Assurance of the Republic of Serbia.
8. The Commission compiles a report on the conducted control regarding the fulfilment of quality assurance obligations on the part of the independent higher education institution and the higher education unit thereof. The report is submitted to the National Council, Minister and independent institution of higher education.

9. Within 15 days of submitting the report on the conducted control, the independent institution of higher education may submit objections regarding the report to the National Council.
10. The National Council forwards the Commission's report to the University Conference and Students' University Conference, i.e. to the Conference of Academies of Professional Studies and Students' Conference of Academies of Professional Studies.
11. On the basis of the Commission's report, the National Council assesses the fulfilment of quality assurance obligations on the part of the independent higher education institution and the higher education unit thereof and submits the assessment report to the independent higher education institution and the Minister.
12. The results of controlling the fulfilment of quality assurance obligations on the part of the independent higher education institution are published in accordance with the Act of the National Council.

The results of controlling the fulfilment of quality assurance obligations on the part of the independent institution of higher education and the higher education unit thereof form a significant basis for the Commission concerning the reaccreditation of the higher education institution and its study programmes.

The self-evaluation report is to be structured in accordance with the standards for self-evaluation and assessment regarding the quality of higher education institutions (standards 1-14). It is necessary that the following aspects are particularly addressed within every standard in the report:

Current situation description;

Current situation analysis and assessment with respect to previously defined goals, requests and expectations;

Analysis of weaknesses and favourable elements;

Proposals concerning improvement and planned measures.

The analysis of weaknesses and favourable elements is to be published in accordance with the following categories of assessment and the SWOT analysis method:

S – Strengths

W – Weaknesses

O – Opportunities

T – Threats

Quantifying of the above mentioned categories assessment for each standard is to be defined in the following manner:

+++ - highly important

++ - of medium importance

+ - of minor importance

0 - unimportant

STANDARDS FOR SELF-EVALUATION AND QUALITY ASSESSMENT OF HIGHER EDUCATION INSTITUTIONS

Standard 1: Strategy for quality assurance

Standard 2: Standards and procedures for quality assurance

Standard 3: System of quality assurance

Standard 4: Quality of a study programme

Standard 5: Quality of the teaching process

Standard 6: Quality of scientific-research, artistic and professional activities

Standard 7: Quality of professors and teaching assistants

Standard 8: Quality of students

Standard 9: Quality of textbooks, sources, library and IT resources

Standard 10: Quality of managing an institution of higher education and quality of non-teaching support

Standard 11: Quality of premises and equipment

Standard 12: Financing

Standard 13: Students' role in self-evaluation and quality assessment

Standard 14: Systematic monitoring and periodical quality control

Standard 1: Strategy for quality assurance

An institution of higher education decides on the strategy for quality assurance that is available to the public.

Guidelines for Standard 1 implementation:

- 1.1 The strategy for quality assurance includes:
 - the orientation of the higher education institution towards continuous and systematic improvement of its programmes' quality;
 - measures for quality assurance;
 - participants in the process of quality assurance (expert bodies, students, non-teaching staff) and their rights and obligations within this procedure;
 - quality assurance areas (programmes of study, teaching process, research, evaluation of students, textbooks and sources, resources, non-teaching support, management process);
 - orientation towards the development of organizational dedication to excellence;
 - a connection between educational, scientific-research, artistic and professional activities.
- 1.2 According to a proposal made by the supervising body, the governing body of the higher education institution decides on the strategy for quality assurance.
- 1.3 The institution of higher education publishes the strategy for quality assurance and promotes it both within the institution itself and in public.
- 1.4 The institution of higher education periodically reassesses and improves the strategy for quality assurance.

Guidelines for the preparation of documentation for Standard 1

Guidelines for the preparation of documentation, analysis and assessment of Standard 1

a) State description, analysis and assessment of Standard 1

Quality assurance policy is to reflect the mission and values of a particular institution as well as to be closely related to relevant plans and activities of a higher education institution in terms of strategic management. The institution analyses and assesses the current situation taking into account previously defined goals, requirements and expectations. The analysis contains the date when the governing body of the higher education institution decided on the strategy for quality assurance. It is proved that this document is available to the public. The institution provides an action plan for the implementation of the strategy as well as the documentation on its adoption. The institution clearly defines measurable aims in terms of controlling the realization of the action plan for various activities and quality assurance levels within the institution of higher education. The procedures are to include opportunities for the analysis and development of the mission and plans as well as appropriate resources that would support the attainment of goals in the long term. The institution is to document that it continuously works on completing and improving action plans according to previous self-evaluation and survey results obtained over a particular period of time.

b) Within this standard, the institution analyses and quantitatively assesses some of the following elements applying the SWOT analysis method:

- the orientation of the higher education institution towards quality improvement and the development of organizational dedication to excellence;
- quality assurance measures;
- participants in the quality assurance process;
- quality assurance areas;
- a connection between educational, scientific-research and professional activities.

c) Proposal of measures and activities for quality improvement

On the basis of the conducted SWOT analysis, a proposal of measures and activities for quality improvement is provided including the proof that the proposal has been adopted by the governing body of the higher education institution.

d) Indicators and appendices for Standard 1

- Appendix 1.1 The strategy for quality assurance
- Appendix 1.2 Measures and participants in quality assurance process
- Appendix 1.3 An action plan for strategy implementation and decisions on the adoption of the plan and its amendments (if there have been any).

Standard 2: Standards and procedures for quality assurance

An institution of higher education decides on the manner (standards) and procedures for assuring the quality of its work. These standards and procedures are available to the public.

Guidelines for the application of Standard 2:

2.1 Standards for quality assurance include the minimum level of work quality in an institution of higher education.

2.2 Procedures for quality assurance are determined for each individual area of quality assurance and they are used for detailed regulations on participants' actions

<p>within the system of quality assurance in the institution.</p> <p>2.3 The expert body of the higher education institution defines standards and procedures for quality assurance according to a proposal made by the Commission for Quality Assurance.</p> <p>2.4 The institution of higher education is obliged to make the standards and procedure for quality assurance available to professors, students and the public.</p> <p>2.5 The institution of higher education periodically reassesses and improves the standards and procedures for quality assurance.</p>

Guidelines for the preparation of documentation for Standard 2:

Guidelines for the preparation of documentation, analysis and assessment of Standard 2

a) State description, analysis and assessment of Standard 2

The institution refers to the document that defines standards of quality and responsibilities of particular participants within the system of quality assurance measures, as well as procedures for assuring the work quality in the higher education institution.

b) Within this standard, the institution analyses and quantitatively assesses some of the following elements using the SWOT analysis method:

- standards for improving the quality of the institution;
- standards for improving the quality of study programmes;
- procedures for quality assurance.

c) Proposal of measures and activities for quality improvement of Standard 2

d) Indicators and appendices for Standard 2

- Appendix 2.1 An adopted document - Standards and procedures for assuring and improving the quality of the higher education institution
- Appendix 2.2 An adopted work plan and procedure for monitoring and improving the quality of the higher education institution within the standard of quality
- Appendix 2.3 Adopted annual reports on work of an established body (commission, committee, centres) for internal quality assurance of the higher education institution

Standard 3: System of quality assurance

An institution of higher education develops an organizational structure for quality assurance.

Guidelines for the application of Standard 3:

- 3.1 The Statute of the higher education institution stipulates duties and tasks of professors, teaching assistants, students, expert bodies, departments and the Commission for Quality Assurance, which are related to the development and implementation of the strategy, standard and procedure for quality assurance.
- 3.2 By means of special measures, the institution of higher education provides students' participation in the development and implementation of the strategy, standard, procedure and dedication to quality assurance.
- 3.3 The institution of higher education establishes the Commission for Quality Assurance that includes professors, teaching assistants, non-teaching staff and students.

Guidelines for the preparation of the documentation for Standard 3:

Guidelines for the preparation of documentation, analysis and assessment of Standard 3

a) State description, analysis and assessment of Standard 3

An institution of higher education provides proofs that it owns and applies the system of quality assurance and that it critically reviews goals, the adequate development of processes and activities related to quality, as well as transparent decision-making. The institution describes the manner in which data related to quality is regularly collected and evaluated. There is a detailed description of the manner in which reports on the strategy implementation and the analysis of quality assurance standard are adopted. It is realistically estimated to what degree survey results are incorporated into the measures employed for the purpose of quality improvement. The institution provides documented evidence that the processes of decision-making, competences and responsibilities of governing bodies, supervising bodies, expert bodies, professors, teaching assistants and students are clearly defined, stated and implemented. The institution is to demonstrate that its organizational structure and procedure of quality assurance system ensures the involvement of both professors and students in decision-making processes related to a programme of study.

b) Within this standard, the institution analyses and quantitatively assesses some of the following elements using the SWOT analysis method:

- the existence and responsibilities of a special body for quality improvement;
- the responsibilities of a governing body in the system of quality assurance;
- the responsibilities of a supervising body;
- the responsibilities of expert bodies;
- the responsibilities of professors and teaching assistants;
- the responsibilities of students;
- the organization and functioning of the system for quality assurance;
- the introduction of corrective and preventive measures based on the assessment of the degree to which quality assurance standards are met.

c) Proposal of measures and activities for improving the quality of Standard 3

d) Indicators and appendices for Standard 3

- Appendix 3.1 A formally established body (commission, committee, centre) with a particular responsibility for internal quality assurance in the institution of higher education (excerpt from the Statute) and work description (not longer than 100 words).
- Appendix 3.2 Conducted surveys
- Appendix 3.3 A document on the analysis of survey results and the adoption of corrective and preventive measures

Standard 4: Quality of a study programme

The quality of a study programme is assured through monitoring and control of its objectives, structure, students' work load, as well as through the curriculum updating and continuous collection of information on the quality of the study programme from particular organizations in the environment.

Guidelines for the application of Standard 4:

- 4.1 The institution of higher education regularly and systematically controls and, if it is necessary, redefines:

- the objectives of the study programme and their compatibility with the institution's basic tasks and goals;
 - the structure and contents of the study programme in terms of the connection between general-academic, scientific as well as professional and application disciplines;
 - students' work load measured in ECTS;
 - outcomes and competences that students gain when they complete their studies as well as opportunities for employment and further education.
- 4.2 The institution of higher education has developed procedures for approving, monitoring and controlling the programme of study.
- 4.3 The institution of higher education regularly obtains feedback on the quality of the studies and programmes of study from employers, representatives of the National Employment Service and other appropriate organizations.
- 4.4 The institution of higher education enables students to participate in assessing and assuring the quality of study programmes.
- 4.5 The institution of higher education provides a continuous update of curriculum and its comparability with curricula of relevant foreign higher education institutions.
- 4.6 The curriculum encourages students' creative thinking, deductive research, as well as the application of knowledge and skills for practical purposes.
- 4.7 Conditions and procedures necessary for the completion of studies and obtaining a degree at a particular education level are defined and available to the public, especially in electronic form, and they are in accordance with objectives, contents and scope of study programmes accreditation.

Instructions for the preparation of documentation for standard 4:

Instructions for the preparation of documentation, analysis and assessment for standard 4

a) The description of current conditions, analysis and assessment of standard 4

The institution lists all programmes of study in all cycles of education it accredited, as well as the number of students approved for each programme of study. It also encloses the decisions on accreditation.

1. The institution of higher education describes the mechanisms for monitoring the quality of study programmes (e.g. a formal-legal procedure for approving programmes, procedures for monitoring the success of programmes and the determined responsibility for their improvement, as well as a regular and periodic evaluation of a programme).
2. The institution of higher education describes learning outcomes within the accredited study programmes it realizes, based on the learning outcomes.
3. The institution documents that it assured that the learning outcomes are based on the qualification descriptors for a certain cycle of education within a given scientific area and within a suitable European framework of qualifications, including the demands of international and national professional associations.
4. The institution of higher education describes the manner in which it established a balance between the teaching methods, the learning outcomes and the criteria of assessment; it describes the teaching methods aimed at students' acquisition of knowledge and the system of assessment based on measuring learning outcomes. The institution of higher education documents and describes the manner in which learning outcomes determine the content of the syllabus and its organization, teaching methods and strategies, proposed courses and the procedures for the assessment of knowledge.
5. The institution submits a table of mapped courses as a resource for gaining insight into how learning outcomes of study programmes are covered within the compulsory courses defined by the programme

6. The institution submits an assessment of students' achievement in acquiring the intended learning outcomes. The institution of higher education describes the strategy and employed methods with which it assesses the achievement of learning outcomes for every study programme. The institution assesses the level at which achieved results correspond to the planned learning outcomes.
7. On a specific example of a course or a module from an accredited study programme from every area within a certain scientific field, the institution describes all learning activities necessary for reaching the expected learning outcomes (the time spent on the activities directly headed by the teaching staff, the time spent on independent work, on compulsory practical training, the time needed for the preparation for knowledge assessment and the time needed for the assessment itself), through the percentage of these activities in the overall value of ECTS for a given course/module.
8. The institution of higher education documents that the assessment of students' work load necessary to achieve required learning outcomes (ECTS) is subject to regular control by means of monitoring and gathering student feedback.
9. The institution describes a method of precisely measuring, not assessing, students' work load for every ECTS credit, by means of which it documents that the assignment of credits to certain parts of programmes is based on students' work load necessary to achieve learning outcomes in a formal sense. The institution submits, if it has such information, the results of a student survey conducted during the procedure of regular work load monitoring. Furthermore, the institution of higher education submits a proposal of measures and activities which it introduced in order to reduce failure in exams and to correlate students' work load with the ECTS credits.
10. The institution of higher education shows that the improvement and continual modernization of existing study programmes is based on the development of science and the new demands placed on educational profiles.
11. The institution submits evidence that the teachers and the students are familiar with the defined demands of the final paper (thesis), particularly with respect to the academic methodology, formal aspects, practical orientation and criteria for assessment.
12. The institution of higher education needs to document the manner in which it maintains contact with its graduate students. It assesses the relevance of a programme for the labour market (local, national, international), as well as the achievements of graduate students in their later professional development.

b) Within this standard and using the method of SWOT analysis the institution analyzes and quantitatively assesses some of the following elements:

- goals of study programmes and their alignment with the learning outcomes;
- teaching methods aimed at teaching learning outcomes;
- the system of knowledge assessment based on measuring learning outcomes;
- the alignment of ECTS work load with the learning activities needed to achieve expected learning outcomes;
- mutual alignment of learning outcomes and expected competences based on qualification descriptors for a certain cycle of education;
- the ability of functional integration of knowledge and skills;
- procedures for monitoring the quality of a study programme;
- feedback about the experiences with graduate students and their competences;
- continual modernization of study programmes;

- public availability of information on final paper and practical training;
- public availability of information on study programmes and learning outcomes.

c) Proposal for measures and activities for quality improvement of standard 4

d) Indicators and appendices for standard 4

Table 4.1. The list of study programmes accredited at the institution of higher education with a total number of enrolled students in the school years 2008/2009, 2009/2010 and 2010/2011.

Table 4.2. The coverage of every learning outcome of a study programme within the compulsory courses of the study programme

Appendix 4.1. Decision on the accreditation of study programmes

Appendix 4.2. The ratio of graduate students to enrolled students in school years 2008/2009, 2009/2010 and 2010/2011 in the accredited study programmes.

Appendix 4.3. Average length of studying in school years 2008/2009, 2009/2010 and 2010/2011 as opposed to the previous five-year and ten-year periods.

Appendix 4.4. The drop-out rate

Appendix 4.5. The number of students enrolled into the next school year with respect to the achieved ECTS credits (60), (37-60) (less than 37) for every study programme.

Appendix 4.6. Implemented student surveys.

Appendix 4.7. Evidence that the examples of learning outcomes for programmes of different structures are published on the internet page of the institution of higher education.

Appendix 4.8. The opinion of graduate students about the quality of study programmes and the achieved learning outcomes.

Appendix 4.9. Employers' satisfaction with achieved qualifications of graduate students.

Standard 5: The quality of the teaching process

The quality of the teaching process is assured through interactive teaching, inclusion of examples in teaching, professional work of professors and teaching assistants, adopting and following a plan of activities for courses, as well as monitoring the quality of the teaching process and taking necessary measures when it is determined that the quality of teaching is not on a satisfactory level.

Instructions for the application of standard 5:

- 5.1. Professors and teaching assistants behave professionally during lectures and practice hours.
- 5.2. Syllabus and class schedule (for lecture and practice hours) are coordinated with the needs and the possibilities of students. They are published before the beginning of a semester and are adhered to.

- 5.3. The teaching process in institutions of higher education is interactive, and must include examples from practice, encourage students to think and to be creative, and promote independence in work and the application of acquired knowledge.
- 5.4. The institution of higher education ensures that the plan of activities for every course is created and made available to public before the start of a semester. The plan includes the following:
 - basic information about the course: name, year, number of ECTS credits, course requirements;
 - aims of the course;
 - content and structure of the course;
 - syllabus and class schedule (lecture and practice hours);
 - assessment of knowledge;
 - textbooks (primary and additional reading materials);
 - information on professors and assistants teaching the course.
- 5.5. The institution of higher education systematically monitors the implementation of the syllabus and plan of activities of individual courses and takes corrective measures if there are any deviations.
- 5.6. The institution of higher education systematically monitors, evaluates the quality of the teaching process on individual courses and takes corrective measures for its improvement. The institution reminds the professors who do not follow the plan of activities on a course, or do not achieve a suitable quality of lectures and practice hours, of the need to improve and provides them with necessary opportunities for improvement.

Instructions for the preparation of documentation for standard 5:

Instructions for the preparation of documentation, analysis and assessment of standard 5

a) The description of current conditions, analysis and assessment of standard 5

1. The institution of higher education documents that the curricular content and the teaching methods used for its implementation support the accomplishment of goals of study programmes and learning outcomes.
2. On an example of a study programme, the institution analyzes if the proportion of different types of courses (lectures, seminars, practical training, projects, etc.) conducted by professors and teaching assistants employed in the study programme is coordinated with the learning outcomes.
3. The institution documents in an annual report on the work of the body responsible for internal quality assurance, or in another manner, that it encourages development of active competences of professors typical for institutions of higher education, as well as the development of professional competences.
4. The institution of higher education documents the procedure with which it enables public availability of a course's plan of activities and its realization, as well as the regularity of the class schedule. The institution describes adopted procedures and measures which it introduces if the standard is not met.

b) Within this standard and using the method of SWOT analysis the institution analyzes and quantitatively assesses some of the following elements:

- competences of professors and teaching assistants;
- public availability of information on dates and plans for the realization of classes;
- students' interactive participation in the teaching process;

- public availability of information on programmes of study, syllabus and class schedule;
- the selection of teaching and learning methods which facilitate the achievement of learning outcomes;
- systematic monitoring of the quality of the teaching process and corrective measures.

c) Proposal for measures and activities for quality improvement for standard 5

d) Indicators and appendices for standard 5

Appendix 5.1. Student surveys on the quality of the teaching process

Appendix 5.2. Procedures which assure that the syllabus and class schedule are followed

Appendix 5.3. Evidence of implemented activities which encourage professors and teaching assistants to develop their active competences

Standard 6: Quality of scientific-research, artistic and professional activities

The institution of higher education continually works on encouraging, providing conditions for, monitoring and assessing the results of scientific-research, artistic and professional activities and their introduction into the teaching process.

Instructions for the application of standard 6:

- 6.1. The institution of higher education maintains the unity of its educational, scientific-research, artistic and professional activities.
- 6.2. The institution of higher education permanently designs, prepares and realizes scientific-research, artistic, professional and other types of programmes, as well as national and international scientific projects.
- 6.3. The institution of higher education systematically monitors and evaluates the quality of professors' and teaching assistants' research activities.
- 6.4. The content and the results of scientific, research, artistic and professional activities of the institution of higher education are aligned with the goals of the institution as well as with the national and European goals and standards of higher education.
- 6.5. The knowledge which the institution of higher education gains by implementing certain scientific, research, artistic and professional activities is being actively included into the teaching process.
- 6.6. The institution of higher education encourages its employees to actively pursue scientific, research, artistic and professional activities and to publish the results of their work as often as possible.
- 6.7. The institution of higher education performs publishing activities with respect to its possibilities.

Instructions for the preparation of documentation for standard 6:

Instructions for the preparation of documentation, analysis and assessment for standard 6

a) The description of current conditions, analysis and assessment of standard 6

1. The institution of higher education performs an analysis to determine if the structure and the resources for accomplishing and organizing basic and applied research and experimental development conform to the norms.
2. The institution needs to document that the set research strategies and goals are in accordance with the strategic orientation of the institution and the national strategy.
3. The institution lists projects funded by the Ministry of Science or international organizations, which are headed by professors who are employed full-time at the institution of higher education.
4. The institution submits a list of projects which provide a transfer of technology to relevant industries, business communities and non-profit organizations.
5. The institution lists individual participation of professors and teaching assistants in scientific-research projects funded by the Ministry of Science.
6. The institution of higher education submits evidence that the integration of research methods and research results into teaching programmes of academic and doctoral studies has been achieved.
7. The institution of higher education needs to document that it is providing support to professors and teaching assistants for increasing the number and quality of their publications in renowned journals with a SCI index. The institution of higher education documents a system of financial support to young researchers funded by the surplus of its own revenues.
8. The institution confirms on an example that the criteria for employment and appointment of the teaching staff to a teaching position pertaining to scientific-research, artistic and professional activities are consistently applied and that they are in accordance with the recommendations of the National Council for Higher Education.
9. The institution documents that the employment and appointment of professors and mentors on study programmes of doctoral studies was conducted in accordance with the current standards for accreditation of study programmes of doctoral studies within the science or arts field of study.
10. The institution analyzes and compares its criteria defining the employment of professors and the appointment of mentors on doctoral studies with the conditions of other institutions of higher education from a suitable scientific field.
11. The institution of higher education needs to submit evidence on intensive international cooperation.

b) Within this standard and using the method of SWOT analysis the institution analyzes and quantitatively assesses some of the following elements:

- coordination of educational, scientific-research, artistic and professional activities;
- permanence of scientific research and international cooperation;
- monitoring and evaluation of the quality of scientific-research activities of professors and teaching assistants;
- coordination of the content of scientific-research, artistic and professional activities with the country's strategic decisions European goals;
- active inclusion of research results into the teaching process;
- encouraging professors and teaching assistants to publish the results of their research;
- publishing activity;
- support for junior scientists and researchers.

c) The proposal of measures and activities to improve the quality of Standard 6

d) Indicators and appendices for Standard 6

Table 6.1 Number and list of SCI-indexed papers for each year in the last five-year period

Table 6.2 Name and record number of scientific-research projects funded by the Ministry of Education and Science and coordinated by full-time professors at the institution of higher education

Table 6.3 The list of professors and teaching assistants employed or engaged at the institution of higher education who participate in international projects and projects funded by the Ministry of Education and Science (the name of the project), for the period 2006-2010 and the period 2011-2014.

Table 6.4 Summary of scientific-research results (publications) achieved at the institution during the previous calendar year according to the criteria of the Ministry of Education and Science.

Table 6.5 The list of published doctoral dissertations and appropriate publications in peer-reviewed magazines which display the results of doctoral dissertations for all the candidates who received their doctoral degree at the institution of higher education in the period 2006-2011.

Appendix 6.1 Awards and honours given to professors, teaching assistants and students for accomplished results in scientific research.

Appendix 6.2 The ratio between the number of professors and teaching assistants involved in projects and the total number of professors and teaching assistants employed at the institution of higher education.

Appendix 6.3 The ratio between the number of SCI-indexed papers and the total number of professors and teaching assistants employed at the institution of higher education.

Appendix 6.4 The list of mentors according to the current standards which check if the mentoring requirements have been met within the educational-scientific and educational-artistic fields, and the ratio between the number of mentors and the total number of professors employed at the institution of higher education.

Appendix 6.5 The list of equipment owned by the institution which is used for scientific research, artistic and professional work.

Standard 7: The quality of professors and teaching assistants

The quality of professors and teaching assistants is provided by careful planning and selecting pursuant to open procedures, by creating conditions for permanent education and development of professors and teaching assistants and by controlling the quality of their teaching process.

Instructions for application of Standard 7:

- 7.1 The procedure and overall conditions for employing professors and teaching assistants are defined beforehand, open and available for assessment to the experts and the public. This procedure and the conditions are subjects of periodic quality assessment and improvement.
- 7.2 In appointing a professorship or a teaching position, the institution of higher education conforms to the prescribed procedures and conditions which are used to assess scientific, research and pedagogical activities of professors and teaching assistants.
- 7.3 The institution of higher education systematically monitors, assesses and encourages scientific, research and pedagogical activities of professors and teaching assistants.

- 7.4 The institution of higher education implements a long-term policy for quality selection of young staff and their further development as well as different types of improvement.
- 7.5 The institution of higher education provides professors and teaching assistants with permanent education and development through study visits, specialisations and participation in scientific, artistic and professional conferences.
- 7.6 In selecting and improving the educational-scientific, artistic and professional staff, the institution of higher education particularly values the connection of educational work with the work done on projects from other areas of industrial and social life.
- 7.7 In selecting and improving the educational-scientific, artistic and professional staff, the institution of higher education particularly values pedagogical skills of professors and teaching assistants.

Instructions for the preparation of documentation for Standard 7:

Instructions for the preparation of documentation, analysis and assessment of Standard 7

a) The description of the state, analyses and assessments of Standard 7

The institution of higher education provides evidence that the qualified and competent teaching staff is involved in the teaching process. The institution regularly evaluates its policy and procedures related to the selection and employment of the teaching staff. Monitoring and evaluation of the teaching staff quality and competence is regularly conducted. This is particularly related to the procedures of selection, appointment, assessment, development and promotion of teaching staff. The institution submits the documentation which supports these demands. The institution provides documentation to prove that it has the staff development programme which provides appropriate means to serve this purpose. Professional development of the teaching staff is achieved through organizing seminars of "education of educators" type. The institution provides documentation to prove that it has the human resources development plan for academic, technical and administrative staff, as well as provided conditions and opportunities for continuous education. The communication between the academic staff and relevant professional organisations is supported. The processes of appointment to a professorship or a teaching position are transparently regulated and documented. The institution provides documentation to prove that it has defined criteria for employing the teaching staff.

b) Using the SWOT analysis, the institution analyses and quantitatively assesses some of the following elements within this Standard:

- the transparency of the procedure and overall conditions for appointing professors and teaching assistants
- coordination of the appointment procedure with the recommendation of the criteria given by the National Council for Higher Education
- systematic monitoring and encouraging pedagogical, research and professional work of professors and teaching assistants
- a long-term policy for selecting young teaching and research staff
- providing permanent education and development;
- the connection of educational work to research work done for projects and industrial work
- evaluation of a teacher's pedagogical skills;
- evaluation of a teacher's research skills;
- accepting students' opinions on pedagogical work of professors and teaching assistants

c) The proposal of measures and activities to improve the quality of Standard 7

d) Indicators and appendices for Standard 7

Table 7.1 An overview of the number of professors according to their titles and the status of professors at the institution of higher education (full-time and part-time employment, contract employment)

Appendix 7.1 Rules and regulations on the appointment of professorships and teaching positions

Appendix 7.2 The ratio between the number of employed professors and the total number of students

Appendix 7.3 The staff development programme and the analysis of needs for teaching staff

Standard 8: The quality of students

The quality of students is provided by the selection of students in pre-specified and transparent manner, assessment of students during the teaching process, permanent monitoring and testing the results of assessment and students' pass rate, as well as taking appropriate measures in case of oversights.

Instructions for application of Standard 8:

- 8.1 The institution of higher education provides potential and enrolled students with all the relevant information and data related to their study programmes.
- 8.2 When selecting students which are to enrol, the institution of higher education values the results achieved during the previous academic period as well as the results achieved on the entrance exam or the student's aptitude tests, in accordance with the law.
- 8.3 Equality and equity for students on all grounds (race, skin colour, gender, sexual orientation, ethnic, national or social background, language, religion, political or any other opinion, status given by birth, presence of sensory or motor disabilities, and financial status) are guaranteed, as well as the possibility of enrolment for students with special needs.
- 8.4 The institution of higher education develops and informs students in advance about the obligation to attend classes.
- 8.5 Students are assessed according to predetermined and published criteria, rules and procedures.
- 8.6 The institution of higher education systematically analyses, evaluates and improves the methods and criteria for assessing students per course, especially: whether the assessment method is adapted to the course, whether the students' work is monitored and assessed during the teaching process, what is the percentage of students' work assessment during the teaching process and their assessment on the final exam in the overall grade, and finally whether the students' ability to apply the acquired knowledge is assessed.
- 8.7 Methods for assessing students' knowledge acquired during the teaching process are coordinated with the objectives, contents and scope of the study programme accreditation.
- 8.8 The institution of higher education provides fair and professional behaviour of professors during students' knowledge assessment (objectivity, ethical and fair treatment of students).
- 8.9 The institution of higher education systematically monitors and reviews students' grades for each course and takes appropriate measures in case of irregularities in the distribution of grades (too high or too low grades, uneven distribution of grades) over a longer period of time.
- 8.10 The institution of higher education systematically monitors and reviews students' pass rate for each course, programme, and study year and takes corrective measures in case the students' pass rate is too low or there are other irregularities in assessment.
- 8.11 The institution of higher education provides students with appropriate form of student organization, action and participation in decision making in accordance with the law. 17

Instructions for the preparation of documentation for Standard 8:

Instruction for the preparation of documentation, analysis and assessment of Standard 8

a) The description of the state, analyses and assessments of Standard 8

The institution of higher education describes the application of general institutional strategy regarding the procedures for admission and recognition of education and shows that it respects equality and equity of students on all grounds. The institution of higher education demonstrates that the procedures for admission and assessment of students are clearly defined, publicly disclosed and continually and consistently applied at the entire institution. The institution of higher education particularly documents and describes that the methods of assessment are designed in such manner that they properly assess the learning outcomes. The institution documents that the assessment rules are presented to everyone in a clear and unambiguous manner, as well as that there are mechanisms for evaluation and control of assessment procedures. The infrastructure for students (recreation facilities, club, Registrar's Office, library, consultations, and other) meets the requirements which apply for higher education institutions. The institution documents that it always provides students' participation in evaluation of conditions and organisation of study programmes. The institution of higher education shows that students' assessments of the quality of study programmes are done systematically, and that the results of the assessment are used to increase the quality of teaching process. Professor/student relationship ensures the achievement of educational goals.

Adopted procedures and measures are described. These procedures and measures are brought by the institution in case the students' pass rate is too low for each course, programme, study year, as well as in case of noticed irregularities in assessment.

b) Using the SWOT analysis, the institution analyses and quantitatively assesses some of the following elements within this Standard:

- student admission procedure;
- equality and equity of students, including students with special needs;
- work on planning and developing a student's career;
- availability of information on the studies;
- availability of procedures and criteria of assessment;
- analysis of methods and criteria of assessment for each course, programme, and year, along with corrective measures;
- compliance of assessment methods with the outcomes of study programmes;
- professors' objectivity and principles in the assessment process;
- monitoring students' pass rate for each course, programme, and year, along with corrective measures;
- student organizations and participation in decision making processes.

c) The proposal of measures and activities to improve the quality of Standard 8

d) Indicators and appendices for Standard 8

Table 8.1 An overview of the number of students in each programme and year of study

Appendix 8.1 Rules and Regulations on the procedure for students' admission

Appendix 8.2 Rules and Regulations on assessment

Appendix 8.3. Students' survey on evaluation of conditions and organization of study programmes

Appendix 8.4 Students' survey on evaluation of assessment objectivity

Appendix 8.5 Procedures and corrective measures in case of non-compliance to and deviations from adopted procedures of assessment

Standard 9: The quality of textbooks, reading materials, library and IT resources

The quality of textbooks, reading materials, library and IT resources is ensured by passing and implementing the appropriate sub-legal provision.

Instructions for application of Standard 9:

- 9.1 The institution of higher education provides students with textbooks and other reading materials necessary for studying a required quantity and on time.
- 9.2 The teaching process in each course is covered by the relevant textbooks and other learning materials which are defined and publicly announced in advance.
- 9.3 The institution of higher education issues a general provision on textbooks. In accordance with the general provision, the institution systematically monitors and evaluates the quality of textbooks and other learning sources from the viewpoint of the quality of their contents (modernity, accuracy), their structure (examples, questions, summary), their style and volume (coordination with the number of ECTS credits); textbooks and other learning sources that do not meet the standard are being improved or withdrawn from the teaching process and replaced with the better quality ones.
- 9.4 The institution of higher education provides students with a library which is equipped with the required number of library items as well as with work equipment.
- 9.5 The institution of higher education systematically monitors, evaluates and improves the structure and volume of the library fund.
- 9.6 The institution of higher education provides students with necessary IT resources used in studying: required number of personal computers of appropriate quality, other IT equipment, Internet access and other communications equipment.
- 9.7 The number of employees in the library and supporting offices, as well as the type and level of their qualifications are in line with the national and European standards for the provision of these types of services.
- 9.8 Staff's competence and motivation in providing support at the library, reading rooms and the computer centre are continually monitored, assessed and improved.
- 9.9 Students are systematically introduced to the way the library and the computer centre work.
- 9.10 Facilities designed for storing the library fund, archives and other electronic materials, especially the student reading rooms, are located in the appropriate section of the building in order to provide students, teaching and non-teaching staff, and other users with adequate working conditions. The use of the library and the access to its complete fund is possible at least 12 hours a day.

Instructions for the preparation of documentation for Standard 9:

Instruction for the preparation of documentation, analysis and assessment of Standard 9

a) The description of the state, analyses and assessments of Standard 9

The institution of higher education analyses the quality of textbooks, reading materials, library and IT support. In particular, it analyses documents and measures which define publishing activities, educational and other sources, the established minimum of quality standards for textbooks and prescribed obligations for textbook quality control. The institution of higher education documents its constant periodical assessment of the quality of textbooks, library and IT resources. In case of necessary improvements of this Standard, the institution submits the plan of measures to meet the requirements. The institution of higher education describes the library fund and appropriate equipment in the field of information technologies that contribute to the quality of teaching.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- existence of a general act regulating the use of textbooks and the extent to which the act is observed;
- availability of textbooks and teaching tools for different courses;
- structure and scope of the library fund;
- existence of IT resources (computers, software, internet connection, e-journals);
- number and education levels of staff in the library and other relevant offices;
- suitability of working conditions (space, working hours).

c) Proposal for measures and activities for quality improvements for Standard 9

d) Indicators and appendices for Standard 9

Table 9.1. Number and type of library items available in the institution of higher education

Table 9.2. Titles of textbooks and monographs authored by the faculty of the institution of higher education

Appendix 9.1 General act on textbooks

Appendix 9.2. Inventory of IT resources

Standard 10: The quality of management in the institution of higher education and the quality of non-teaching support

The quality of management in the institution of higher education and the quality of non-teaching support are assured by delineating responsibilities of governing bodies and units of non-teaching support and by controlling their performance.

Instructions for the application of Standard 10:

10.1 Governing bodies and supervising bodies and their duties and responsibilities in the organization and management of the institution of higher education are stipulated in the general act of the institution, in accordance with the law.

10.2 Structure, organizational units and their scope of activities, as well as their coordination and control, are stipulated in the general act of the institution, in accordance with the law.

10.3 The institution of higher education systematically monitors and assesses its organization and management and introduces measures for their improvement.

10.4 The institution of higher education systematically monitors and assesses the performance of its managing and non-teaching staff and introduces measures to improve the quality of their performance; special attention is given to their relationship with the students and their motivation in working with the students.

10.5 The requirements and procedure for employment and promotion of non-teaching staff are stipulated in the general act of the institution of higher education and are made publicly available.

10.6 The work and performance of the managing and non-teaching staff are subject to assessment by the teachers, non-teaching staff, students and the general public.

10.7 The institution of higher education assures the number and quality of the non-teaching staff in accordance with the standards for accreditation.

10.8 The institution assures continual education and professional development of the managing and non-teaching staff.

Instructions for the preparation of documentation for Standard 10**Instructions for the preparation of documentation, analysis and assessment of Standard 10****a) Description of current conditions, analysis and assessment of Standard 10**

The institution of higher education conducts an analysis of the general acts which regulate basic responsibilities, procedures and methods for the activities of the supervising bodies, managing bodies, student parliament and expert offices. The description and analysis are concerned with the structure of organizational units within the institution of higher education and with the activities of expert offices which act as the vehicles of non-teaching support. The institution of higher education submits documents to demonstrate that it performs a regular periodical evaluation with regard to the quality of performance of the managing bodies and expert offices and that, if needed, it proposes measures with a view to improving the quality of their performance.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- delineation of the responsibilities of the managing, supervising and expert bodies;
- delineation of the organizational structure;
- monitoring and evaluation of the quality of management in the institution, with measures for improvement;
- monitoring and evaluation of the quality of performance of expert offices and non-teaching staff, with measures for improvement
- delineation of the requirements for the promotions of non-teaching staff and public availability of these requirements;
- availability of relevant information on the performance of expert offices and managing bodies;
- continual development and education of the non-teaching staff;

c) Proposal for measures and activities for quality improvements for Standard 10

d) Indicators and appendices for Standard 10

Table 10.1. The number of non-teaching staff with permanent employment in suitable organizational units within the institution of higher education

Appendix 10.1. Statute of the unit of higher education

Appendix 10.2. Scheme of organizational structure of the institution of higher education

Appendix 10.3. Student survey on the evaluation of the quality of performance of managing bodies and expert offices

Standard 11: Quality of premises and equipment

The quality of premises and equipment is assured through their adequate size, range and structure.

Instructions for the application of Standard 11:

- 11.1 The institution of higher education is in possession of adequate premises: classrooms, offices, library, reading room and the like, necessary for the proper realization of its activities.
- 11.2 The institution of higher education is in possession of adequate and up-to-date technical, laboratory and any other special equipment that assures the quality of the teaching process on all levels and types of studies.
- 11.3 The institution of higher education continually monitors and adjusts the capacity of its premises and its equipment to accommodate the requirements of the teaching process and the number of students.
- 11.4 The institution of higher education provides all its staff and students with free access to different types of electronic information and information technologies to be used for scientific and educational purposes.
- 11.5 The institution of higher education has at its disposal at least one room equipped with up-to-date technical and other devices that enable the students and teaching staff to use computers and computing services (photocopying, printing, scanning, CD and DVD burning).

Instructions for the preparation of documentation for Standard 11:

Instructions for the preparation of documentation, analysis and assessment of Standard 11

a) Description of current conditions, analysis and assessment of Standard 11

The institution of higher education demonstrates that it is in possession of infrastructure necessary for the implementation of goals set in its strategic plans. Required size, range and quality of premises and equipment correspond to the standards proposed for institutions of higher education.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- adequacy of space available for the total number of students;
- suitability of technical, laboratory and other equipment;
- adequacy of equipment available for the total number of students;
- computer classrooms.

c) Proposal for measures and activities for quality improvements for Standard 11

d) Indicators and appendices for Standard 11

Table 11.1. Total area (owned or leased by the institution of higher education), with the area of objects specified (auditoriums, classrooms, laboratories, teaching bases, organizational units, offices)

Table 11.2. Inventory of equipment owned by the institution of higher education and used in the teaching process and scientific-research activities

Appendix 11.1. Ratio of the total space available and the number of students enrolled in all accredited study programmes

Standard 12: Funding

The quality of funding of the institution of higher education is assured through the quality of sources of funding, financial planning and transparent use of funds, which leads to long-term financial stability.

Instructions for the application of Standard 12:

12.1 The institution of higher education provides long-term funds necessary for the realization of the teaching and scientific activities, scientific-research projects, artistic and professional activities.

12.2. Sources of funding of an institution of higher education may be:

- funds provided by the founder;
- tuition fees;
- donations, gifts and endowments;
- funds for scientific-research, artistic and professional activities;
- projects and contracts related to the realization of teaching, research or consulting activities;
- remuneration for commercial and other services;
- rights of the founder and contracts with third parties;
- other sources, in accordance with the law.

12.3 The institution of higher education is independent in planning the distribution and allocation of funds in order to provide long-term financial stability and liquidity.

12.4 The institution of higher education assures the transparency of the sources of funding and the use of funds through a report on its activities and an annual financial statement adopted by the council.

Instructions for the preparation of documentation for Standard 12:

Instructions for the preparation of documentation, analysis and assessment of Standard 12

a) Description of current conditions, analysis and assessment of Standard 12

The institution of higher education describes the processes of funding and budget implementation. It submits evidence that the processes of funding are clearly defined and transparently documented. The institution of higher education discusses its internal sources of funding, as well as the share of funds from these sources. The institution provides a special description of funding methods available for research and teaching. The institution presents a multiannual plan for its activities. Within the plan, budgeted and actual costs for each study programme and for the institution on the whole are outlined and documented. The institution analyses any deviations that may occur and demonstrates that measures aimed at raising this standard are being passed.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- sources of funding;
- long-term provisions of funds for teaching, scientific-research, artistic and professional activities;
- financial planning and decision-making;
- transparency in the allocation of funds.

c) Proposal for measures and activities for quality improvements for Standard 12

d) Indicators and appendices for Standard 12

Appendix 12.1. Financial plan

Appendix 12.2. Financial report for the previous academic year

Standard 13: Role of students in self-evaluation and quality control

Institutions of higher education provide for a significant role of students in the process of quality assurance, through the activities of student organizations and student representatives in the bodies that form part of the institution of higher education. This is further achieved through student surveys on the quality of the institution of higher education.

Instructions for the application of Standard 13:

- 13.1 Commission for quality assurance within the institution of higher education includes student representatives among its members.
- 13.2 Students use prescribed methods of giving their opinion on the strategy, standards, procedures and documents that assure the quality of the institution of higher education, including the results of self-evaluation and quality assessment of the institution of higher education.
- 13.3 A mandatory element in the self-evaluation of the institution of higher education is a survey aimed at providing insight into the attitudes and opinions of students on all issues explored in the process of self-evaluation. The institution of higher education is to organize and conduct the survey, to make its results publicly available and to include them in the overall self-evaluation and quality assessment.
- 13.4 Students take active participation in the processes of continual development, realization and evaluation of study programmes within the curriculum. They are also involved in the development of assessment methods.

Instructions for the preparation of documentation for Standard 13:

The instructions for the preparation of documentation, analysis and assessment of standard 13

a) Description of current conditions, analysis and assessment of Standard 13

The institution of higher education describes the strategies for involving the students in the processes of quality assessment and quality improvement and supports the description with relevant documentation and adopted reports. The institution submits a separate analysis of the procedures and corrective measures proposed should the standards fail to be met in areas assessed in the process of self-evaluation and subject to student evaluation.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- student involvement in quality assurance bodies
- student involvement in self-evaluation
- student evaluation of the institution, study programmes and teaching

c) Proposal for measures and activities for quality improvements for Standard 13

d) Indicators and appendices for Standard 13

[Appendix 13.1 Documentation that testifies to student involvement in self-evaluation and quality assessment](#)

[Appendix 13.1. Student surveys](#)

Standard 14: Systematic monitoring and periodical quality control

The institution of higher education collects necessary data on quality assurance in a continual and systematic manner and conducts periodical control in all areas of quality assurance.

Instructions for the application of Standard 14:

- 14.1 The institution of higher education assures the realization of established standards and procedures for quality assessment and the realization of all tasks therein assigned to the participants in the system of quality assurance of the said institution.
- 14.2 The institution of higher education provides conditions and infrastructure for regular and systematic collection and processing of data necessary for quality assessment in all areas subject to self-evaluation.
- 14.3 The institution of higher education provides regular feedback on the competencies of its graduates from employers, representatives of the National Employment Service, alumni and other relevant organizations.
- 14.4 The institution of higher education provides data necessary for comparisons with international institutions of higher education in areas of quality assurance.
- 14.5 The institution of higher education performs periodical self-evaluation and quality control, whereby it controls the implementation of adopted strategies and procedures for quality assurance. Coincidentally, it assesses whether the desired quality standards have been met. Periodical self-evaluation must include the results of student surveys. Self-evaluation is to be conducted at least once in three years.

14.6 The results of self-evaluation conducted by the institution of higher education are presented to professors and teaching assistants through departments and expert bodies, to students through student organizations, to the Commission for Accreditation and Quality Assurance and to the general public.

Instructions for the preparation of documentation for Standard 14:

The instructions for the preparation of documentation, analysis and assessment of standard 14

a) Description of current conditions, analysis and assessment of Standard 14

The institution of higher education presents the basic principles for the procedures of systematic monitoring and periodical quality control. It documents the extent to which the applied principles adhere to the strategic orientation of the institution. The institution of higher education analyses the existing infrastructure for the systematic monitoring and quality assurance. It lists the forms of cooperation and methods for exchanging information with other institutions of higher education that accomplish good results in the areas of research and student education. The institution of higher education highlights the principle of transparency in the areas of systematic monitoring and periodical quality control.

b) Within this standard and using the method of SWOT analysis, the institution analyses and quantitatively assesses some of the following elements:

- continuity in the realization of the processes of quality assurance and improvement;
- existence of infrastructure for systematic monitoring and quality assurance;
- regular feedback on the quality of graduate competencies;
- harmonization with the strategies for quality improvement pursued by other prestigious institutions of higher education, both domestic and international;
- periodical collection of data related to quality;
- transparency of the results of quality assessment.

c) Proposal for measures and activities for quality improvements for Standard 14

d) Indicators and appendices for Standard 14

Appendix 14.1 Information available from the website of the institution of higher education concerning activities that assure systematic monitoring and periodical quality control and are aimed at maintaining and improving the quality of the institution's performance.

We declare that the foregoing is a true and accurate translation of the Serbian original, done 12 April 2012 to the best of our knowledge and ability.

Ana Halas, Jagoda Topalov, Maja Bjelica, Viktorija Krombholc

ANNEX 14

ANNEX 14.

GUIDELINES FOR PREPARING DOCUMENTATION FOR EXTERNAL QUALITY ASSURANCE OF HEIs

REQUIRED DOCUMENTATION

In addition to the documents already submitted to the CAQA:

- request for external quality assurance, and
- report of self-evaluation

the HEIs are obliged to submit also the following documents:

1. The plan of work at least for the current and next year and report of work in the last year
 - Work plan for 2011 (Attachment 1)
 - Work plan for 2012 (Attachment 2)
 - Work report for 2010 (Attachment 3)
2. Student data
 - student structure, by study programs and years of study (Attachment 4)
3. Admission policy data
 - Regulations of admission to basic vocational and specialist studies (Attachment 5)
 - public call for student admission to basic studies (Attachment 6)
 - public call for student admission to specialist vocational studies (Attachment 7)
4. Data related to teachers
 - Regulations of election of teachers and associates (Attachment 8)
 - Structure of teachers (Attachment 9) (minimum 20 fully employed teachers)
 - Filled electronic form for the HEI (Attachment 10) (filled-in in May 2011 at the earliest)
5. Library and IT equipment data
 - summary of the library units (Attachment 11)
 - IT equipment data (Attachment 12)
6. Space and equipment data
 - proof of ownership of space/facilities and equipment (Attachment 13)
 - space structure (Attachment 14)
 - equipment structure (Attachment 15)
 - list of educational-research and vocational teaching bases, with appropriate usage agreements/contracts (Attachment 16)
7. Financial balance sheet for the last year
 - financial plan for 2011 (Attachment 17)
 - financial plan for 2012 (Attachment 18)
 - financial report, with financial resources, for 2010 (Attachment 19)
8. Scientific-research activity
 - list of projects, list of researchers, and summary of the results (Attachment 20).

Napomena: The documents should be prepared in writing, in two copies, for the day of the visit

CONTENTS

Item 1.

Attachment 1 existing documents
Attachment 2 existing documents
Attachment 3 existing documents

Item 2.

Attachment 4 new documents

Item 3.

Attachment 5 existing documents
Attachment 6 existing documents
Attachment 7 existing documents

Item 4.

Attachment 8 existing documents
Attachment 9 new documents
Attachment 10 existing documents

Item 5.

Attachment 11 new documents
Attachment 12 new documents

Item 6.

Attachment 13 existing documents
Attachment 14 new documents
Attachment 15 new documents
Attachment 16 new documents

Item 7.

Attachment 17 existing documents
Attachment 18 existing documents
Attachment 19 existing documents

Item 8.

Attachment 20 new documents

Attachment 4: STUDENT DATA (2010/2011)

Nr.	Study program name	Accredited number <i>first year</i>	Total accredited number of students	Actually admitted to study year (BVS)			
				I year	II year	III year	Total
A	BVS – basic vocational studies - 3 years						
1.							
2.							
n.							
	Total number of students (BVS)						

NB: The subcommission will check the data during the visit

R. b.	Study program name	Accredited number	Actually admitted (2010/2011)
B.	SVS – specialist vocational studies – 1 year		
1.			
2.			
n.			
	Total number of students (SVS)		

NB: The subcommission will check the data during the visit

Total number of students (BVS) + (SVS)	Accredited:		Admitted to all study years:	
---	--------------------	--	-------------------------------------	--

NB: The copies of the accreditation certificates should be attached

Signature and stamp

Place, date

Director

Attachment 9: STRUCTURE OF THE TEACHERS AND NON-TEACHING STAFF

A. Fully employed teachers

Nr.	Unique master citizen number	Name, middle initial, surname	Title	Election date	Election field
1.					
2.					
n.					

NB: The subcommission will randomly check the employment booklet(s)

B. Contracted teachers

Nr.	Unique master citizen number	Name, middle initial, surname	Title	Election date	Contract number	HEI's approval nr.	Election field
1.							
2.							
n.							

NB: The subcommission will randomly check the employment contracts and approvals

V. Fully employed associates

R. b.	Unique master citizen number	Name, middle initial, surname	Title	Election date	Election field
--------------	-------------------------------------	--------------------------------------	--------------	----------------------	-----------------------

1.					
2.					
n.					
NB: The subcommission will randomly check the employment booklet(s)					

G. Contracted associates

R. b.	Unique master citizen number	Name, middle initial, surname	Title	Election date	Contract number	Approval number	Election field
1.							
2.							
n.							
NB: The subcommission will randomly check the employment contracts and approvals							

D. Non-teaching staff - summary

R. b.	Title, duty	Unique master citizen number	Name, middle initial, surname	Qualification
1.	Secretary			
2.	Librarian - head			
3.	Librarian			
4.	Student affairs			
5.	IT system			
6.	Other jobs			
NB: The subcommission will randomly check the employment booklet(s)				

Signature and stamp

Place, date

Director

Attachment 11: SUMMARY OF THE LIBRARY UNITS

Nr.	Library units	Nr.
1.	Books in Serbian language	
2.	Books in foreign languages	
3.	Books in the languages of national minorities	
	TOTAL	
1.	Monographs in Serbian language	
2.	Monographs in foreign languages	
3.	Monographs in the languages of national minorities	
	TOTAL	
1.	Journals in Serbian language	
2.	Journals in foreign languages	
3.	Journals in the languages of national minorities	
	TOTAL	
1.	Textbooks in Serbian language	
2.	Textbooks in foreign languages	
3.	Textbooks in the languages of national minorities	
	TOTAL	
TOTAL		

NB: The subcommission will check during the visit the data related to library and reading room

Signature and stamp

Place, date

Director

Attachment 12: IT EQUIPMENT DATA

Nr.	Equipment item	Nr.	Nr. of seats
1.	Internet labs		
2.	IT labs		
3.	Other equipment		
4.			
5.			
6.	Equipment for distance studies		

NB: The subcommission will randomly check during the visit the data related to IT equipment
Signature and stamp

Place, date

Director

Attachment 14: SPACE STRUCTURE
TOTAL NUMBER OF STUDENTS: _____

Nr.	Room	Nr.	Nr. of seats	Surface in m ²
1.	Amphitheater			
2.	Classrooms			
3.	Practice rooms			
4.	Laboratories			
5.	Computer labs			
6.	Workshops			
7.	Libraries			
8.	Reading rooms			
9.	Halls			
Total				
	Teacher rooms			
	Labs for the activity of teachers			
	Student affairs dept.			
	Secretariat			
	Student parliament			
TOTAL		_____	_____	_____
				m²/student

NB: The subcommission will check the space

Signature and stamp

Place, date

Director

Attachment 15: EQUIPMENT STRUCTURE

Nr.	Item and type	Purpose	Nr.
1.			
2.			
n.			
Total			
<i>NB:</i> The subcommission will check the equipment structure			

Signature and stamp

Place, date

Director

Attachment 16: INSTITUTIONS PROVIDING PRACTICAL WORK

Nr	Name of HEI	Contract Nr	Address	Phone of the contact person
1.				
2.				
n.				
The subcommission will randomly check the data				

Signature and stamp

Place, date

Director

Attachment 20: SCIENTIFIC AND RESEARCH ACTIVITY OF THE HEI

List of ongoing research projects

Nr.	Project title	National (N) & international (I)	Contract Nr. and duration	Nr. of participants
1.				
2.				
3.				
n.				
<i>NB:</i> The subcommission will randomly sample and check the contracts				

List of participants in ongoing projects at the HEI

Nr.	Name and surname	Title	National (N) & international (I)
1.			
2.			
n			
<i>NB:</i> The subcommission will randomly check the data			

Summary of research results in the previous calendar year

Nr.	Result (title)	Grade according to the Ministry grading scale M10, M20, M30, M40, M60, M70, M80	Nr. of results
1.			

2.			
n			

NB: The subcommission will randomly check the data

List of ongoing professional/vocational projects (professional cooperation)

Nr.	Project title (professional cooperation)	Nr. of contract	Contract duration	Nr. of participants from the HEI
1.				
2.				
n.				

NB: The subcommission will randomly check the contracts

Signature and stamp

Place, date

Director

ANNEX 15

ANNEX 15.

INSTRUCTIONS FOR REVIEWERS

Reviewers must base their work on the following: The Law on Higher Education, and all accompanying information contained in the following publication: *Accreditation in Higher Education* (electronic and paper versions), as well as documentation submitted by the higher education institution with its application for accreditation. Documentation is supplied to the reviewer on paper, with some additional documentation in electronic format. In reviewing the documentation, the reviewer must follow the guidelines provided and use the designated report form to record scores and comments. The reviewer's report must be entered in the form provided both electronically and on paper. The reviewer form is formatted in Excel, which automatically calculates averages for the scores entered and adjusts data field size to text length. If the reviewer is unable to use Excel, the report may be submitted in another format that follows the same arrangement. Upon concluding the review, the reviewer must provide a report in both electronic and paper formats, with the reviewer's signature on each page. Within thirty days of receiving the documentation, the reviewer must submit both report formats and the applicant institution's documentation to the Commission for Accreditation and Quality Assurance, located at the Ministry for Education and Sport, Nemanjina 26, Belgrade.

Per the submission guidelines for accreditation documents, fulfilment of standards is to be demonstrated by means of descriptions, attachments and tables containing the relevant data. Please be aware that some tables and attachments are inapplicable to some institutions, as explained by footnotes to the tables and attachments. Please be aware that some attachments repeat throughout several standards, and are always labelled according to the standard in which they appear. The applicant institution may demonstrate fulfilment of a standard by alternative means if such means provide sufficient data for assessment.

The reviewer must follow the guidelines and, based on the documentation provided by the applicant institution, critically assess each standard individually, recording scores, explanations and comments on the designated form.

The reviewer may also critically assess the form in which applicant documentation is provided. It is particularly important to point out any inability to form an objective assessment due to missing or unclear information. If information is supplied in a format that differs from the guidelines, the reviewer's comments must specify how fulfilment of the applicable standard was scored.

Please note that the extent and quality of the documentation provided are the responsibility of the applicant institution. In some cases, submitted documentation may be surplus to requirements.

GUIDELINES FOR REVIEWERS FIRST AND SECOND CYCLE HIGHER EDUCATION STUDY PROGRAMMES

Documentation submitted by the higher education institution must adhere to the following two publications: *Standards for Accreditation of First and Second Cycle Higher Education Programmes*; and *Guidelines for Preparing Documentation for Accreditation of First and Second Cycle Higher Education Programmes*.

The reviewer's report must specify the name of the study programme and the institution which offers it; this information belongs in the table labelled INTRODUCTION/*UVOD*. This table contains basic information about the applicant study programme; please check whether:

- the science or arts field of study is specified as provided by law
- the scientific, professional or artistic discipline is specified in accordance with the list issued by the National Employment Council [NSZ]
- the diploma title is specified in accordance with the list of academic and professional titles issued by the National Council

Please ensure that credit load, type and length of studies are in accordance with the law.

If the foregoing is not in accordance with the law and decisions of the National Council, the reviewer must so indicate in the closing comments and in the comments at Standard 1. Special attention must be paid to the number of students (**S**) or the planned number of students (**PS**) on the study programme.

UVOD/INTRODUCTION

Name of study programme	
Independent HEI offering the study programme.	
Institutional HEI offering the study programme.	
Educational field in science/arts	
Scientific, professional or artistic discipline	
Type of studies	
ECTS study load	
Diploma title	
Length of studies	
Starting year of already existing study programme	
Starting year of planned study programme	
Number of students already enrolled in existing study programme	S
Number of students planned to enrol in new study programme	PS
Date programme approved and name of approving agency	
Language of instruction for study programme	
Year programme accredited	
Web address of programme information	

Standard 1. Structure of study programme

Description must show fulfilment of standard with reference to clearly defined structure of study programme.

Attachment 1.1 - Institutional publications (printed or electronic, including institution website). Reviewer to score fulfilment of standard and provide short explanation.

Standard 2. Purpose of study programme

Description must show fulfilment of standard with reference to professional learning outcomes and compatibility with other programmes offered at the HEI.

Attachment 2.1 - Institutional publications (printed or electronic, including institution website). Reviewer to score fulfilment of standard and provide short explanation.

Standard 3. Goals of study programme

Description must show fulfilment of standard with reference to clearly defined goals.

Attachment 3.1 - Institutional publications (printed or electronic, including institution website).

In addition to reviewer descriptions, attachments are important for determining fulfilment of standards.

Reviewer to score fulfilment of standard and provide short explanation.

Standard 4. Competencies of graduating students

Description must show fulfilment of standard with reference to precisely defined general and specific competencies of graduating students. For second cycle studies, it is important to note whether the competencies described reflect higher levels of knowledge and skills.

Attachment 4.1 – Diploma supplement

The diploma supplement is a mandatory component of all study programmes, and must adhere to relevant regulations.

Reviewer to score fulfilment of standard and provide short explanation.

Standard 5. Curriculum

Description to evaluate structure of study programme per requirements contained in the guidelines.

Fulfilment of this standard to be shown by data contained in Tables 5.1 to 5.6 and by Attachments 5.1 and 5.2.

Attachment 5.1 – Class schedule

Attachment 5.2 – Course catalogue (printed and electronic from institution website).

The number of classes with active instruction offered to students by the HEI is to be determined according to class information included in Attachment 5.1. The schedule includes lecture and practice contact hours unless otherwise specified. The class schedule is to be used in determining group numbers [indicated in Serbian as *BG*] for lecture contact hours [*P*] and practice contact hours [*V*] throughout each year of the study programme:

BGP1, BGP2, BGP3, BGP4,
BGV1, BGV2, BGV3, BGV4.

Using Table 5, the reviewer must determine whether all legal requirements have been met for ECTS credits and hours of active instruction, which may not be less than 600 hours per year or 20 hours per week. Using Table 5.1, the reviewer must check the number of lecture contact hours [*P*] and practice contact hours [*V*] per the study programme:

P1, P2, P3, P4,
V1, V2, V3, V4.

Using Table 5.1: P1, P2, P3, P4, V1, V2, V3, V4.

Calculate totals for lecture and practice hours:

$$P = BGP1 \times P1 + BGP2 \times P2 + BGP3 \times P3 + BGP4 \times P4$$

$$V = BGV1 \times V1 + BGV2 \times V2 + BGV3 \times V3 + BGV4 \times V4$$

Based on totals for lecture [*P*] and practice hours [*V*], the reviewer must determine the following numbers:

required numbers of *nastavnici*/senior instructors - [*PBN*]

required numbers of *saradnici*/junior instructors - [*PBS*]

$PBN = P/180$, $PBS = V/300$ (if totals for lecture and practice hours expressed per year)

$PBN = P/6$, $PBS = V/10$ (if totals for lecture and practice hours expressed per week)

The reviewer must use the resulting data in assessing Standard 9.

Table 5.1 Subject schedule by semester and year of study

No.	Instruct or code.	Subject name	Sem.	Number of class hours	ECTS
FIRST YEAR					
1.					
Total hours active instruction				P1+V1 [where <i>P</i> = lectures and <i>V</i> = practice hours]	
				Total ECTS	
SECOND YEAR					
Total hours active instruction				P2+V2	
				Total ECTS	
THIRD YEAR					
Total hours active instruction				P3+V3	
				Total ECTS	
FOURTH YEAR					

Total hours active instruction			P4+V4	
			Total ECTS	
Adjust table to the number of subjects entered. Use 'insert' to enter other information relevant to study programme.				

Table 5.2 Subject specifications

To be provided for each subject within the study programme. To avoid repetition, may be given as part of course catalogue information. In such cases, the course catalogue may be used as a joint attachment for all study programmes, and the reviewer will review only those subjects which form part of the programme undergoing accreditation.

The reviewer must ensure that specifications for all subjects within the study programme are provided in Table 5.2. The reviewer must analyse the content and outcomes of each subject and assess whether they meet general and specific student competencies.

Table 5.3 Study programme:.....

List of electives

Using Table 5.1 and 5.3, the reviewer must ensure that choice of elective subjects meets Standard 5.

Table 5.4. Study programme:

Subjects classified as General Academic

Table 5.5. Study programme:

Subjects classified as Theory-Method

Table 5.6. Study programme:

Subjects classified as Professional Scientific and Professional Artistic, etc.

In accordance with Standard 5, the HEI is required to classify academic subjects as follows: General Academic, Theory-Method, Professional Scientific, Professional Artistic, and Applied Professional; the HEI must further classify professional subjects as follows: General Academic, Professional, Professional Artistic, and Applied Professional. **Using Tables 5.4-5.7, the reviewer must ensure that such subject classifications meet the proportions set in Standard 5.**

The reviewer must provide a detailed explanation of assessment for this standard, drawing on all items contained in tables and attachments. Reviewer explanation must include required numbers of *nastavnici*/senior teaching staff [PBN] and *saradnici*/junior teaching staff [PBS], as well as an assessment of coverage by subject type and of learning outcomes.

Standard 6. Quality, modernity and international compatibility of study programme

Fulfilment of standard to be assessed by description and attachments.

Attachment 6.1,2,3 - Documentation of at least three accredited foreign programmes which are compatible with candidate programme.

Attachment 6.4 - Recommendations or statements of compatibility with applicable best practice in European institutions.

Attachment 6.1,2,3 is particularly important for new study programmes.

Attachments need not demonstrate that programmes are identical; rather, that they share subjects and disciplines important for graduating student competencies. The reviewer must check the information supplied, such as websites, and provide brief comments on fulfilment of the standard.

Attachment 6.4 is recommended for allowing insight into whether the HEI follows European recommendations, and may serve as a comparative advantage which the reviewer should stress in comments.

The reviewer must assess fulfilment of the standard and provide a brief explanation.

Standard 7. Student enrolment

Description, with supporting attachments.

Attachment 7.1 - Call for student enrolment

Attachment 7.2 - Decision on committee for student enrolment

Attachment 7.3 - Requirements for student enrolment (cited from the HEI Statute or other relevant document)

Comments on attachments. For new study programmes, it is sufficient for the HEI to state the planned number of students [PS], requirements for enrolment and ranking system for candidates, in addition to Table 7.1.

Compare Table 7.1 and 7.2 [S and PS]. Comment as necessary.

Table 7.1 Breakdown of student enrolment in study programme

	school year 2004/5	school year 2005/6	school year 2006/7	planned enrolment for 2007/2008
year				PS
GPA of enrolled students				

Table 7.2 Breakdown of student enrolment in study programme by year of study in current academic year

Year I	Year II	Year III	Year IV	Year V	Year VI
S1	S2	S3	S4	S5	S6
Number of students in current academic year			S		

In Table 7.2 check number of students per year in study programme: S1-S6.

Based on class schedule, determine group numbers for lecture [P] and practice [V] contact hours per year of study programme: BGP1-BGP6 i BGV1-BGV6.

Results of S1/BGP1, S2/BGP2, S3/BGP3, S4/BGP4, S5/BGP5, S6/BGP6 must meet Amended Standards for accreditation of study programmes by field, group size for lectures.

Results of S1/BGV1, S2/BGV2, S3/BGV3, S4/BGV4, S5/BGV5, S6/BGV6 must meet Amended Standards for accreditation of study programmes by field, group size for practice.

In assessing fulfilment of standard, ensure that both types of group size are within specified limits.

The reviewer must assess fulfilment of the standard and provide a brief explanation.

Standard 8. Assessment and progress to graduation

Attachment 8.1 - Course catalogue, other publications or website.

Table 8.1 Points earned by student during instruction, pre-exam requirements and exam.

Reviewer must comment on attachments, description and Tables 8.1 and 8.2. Special attention must be paid to proportions set by HEI between points earned during pre-exam requirements and on exam itself. Include brief comment on reviewer form.

Table 8.2 Statistics regarding student progress on study programme.

Using statistics from table 8.2, reviewer must comment on study programme passing rates.

The reviewer must assess fulfilment of the standard and provide a brief explanation.

Standard 9. Teaching staff

Reviewer description must assess breakdown of instructor numbers and competencies, while using attachments to evaluate fulfilment of standard.

Attachment 9.1 - Photocopies of employment records, whether *radna knjižica* for permanent staff, or *ugovor o delu* for contract staff (if accreditation is sought only for a programme).

Check number of permanent teaching staff [NS]. Special attention must be paid throughout assessment to this documentation, and numbers compared against tables provided.

Comments to be included on reviewer form.

Attachment 9.2 - Regulations for appointment of teaching staff (if accreditation is sought solely for

a programme).

Reviewer must ensure that this attachment is included, and provide brief commentary.

Attachment 9.3 - Registry of instructors (must contain same data as tables for standards if tables are not attached: 9.1).

Table 9.1. Scientific/scholarly, artistic, professional qualifications of instructors, with breakdown of assigned teaching duties.

For each instructor, check whether:

- date of appointment is in accordance with law
- subjects taught in current academic year correspond to academic discipline for which instructor was appointed
- supplied credentials qualify instructor to teach the subject

Reviewer report must assess overall competence of study programme instructors.

The registry must contain all instructors who participate in the study programme, including anticipated hires for future study programmes. .

Attachment 9.4. - Proof of public accessibility of all information regarding senior and junior teaching staff (publications or institution website).

Reviewer must ensure that instructor information is publicly accessible and that website information agrees with attachments submitted in fulfilment of this standard.

Table 9.2. List of senior instructors employed on study programme.

Using Table 9.2, establish total number of permanent senior instructors [NS] and adjunct senior instructors [ND] employed on the study programme. For professional studies, establish number of permanent professors of professional studies [NS2] employed on the programme.

Compare results to “required numbers of senior instructors” [PBN] at Standard 5. Per Standard 9, calculate as follows:

$$NS+ND \geq PBN$$

$$NS/PBN \geq 0.7 \text{ (excluding arts field of studies), } NS/PBN \geq 0.5 \text{ (arts field)}$$

$$NS2/PBN \geq 0.5 \text{ (professional studies)}$$

Reviewer report must include these figures.

Check numbers of instructors who qualify for age-based retirement. Include in comments.

Table 9.3 Breakdown by discipline and subdiscipline of instructors employed on study programme.

Check whether coverage by discipline is compatible with study programme. For new study programmes, evaluate whether required coverage of disciplines and subdisciplines is realistically achievable and ensures that study programme can be implemented.

Table 9.4. List of junior and adjunct instructors employed on study programme.

Per Table 9.4, establish numbers of permanent [SS] junior instructors and adjunct [SD] junior instructors, using formula [SS+SD]. Compare results to “required numbers of junior instructors” [PBS] at Standard 5.

Per Standard 9, calculate as follows:

$$SS+SD \geq PBS$$

Include results in reviewer report. Indicate whether group size requirements for lectures and practice sessions have been met, as provided by Standard 9.

Reviewer must assess fulfilment of this standard and provide a detailed explanation, drawing on all items from tables and attachments. Total score for this standard must include assessment of teaching staff competencies and numbers.

Standard 10. Facilities and resources

Per Table 10.1-10.4, evaluate fulfilment of Standard 10. Special attention must be paid to ratio between total square metres [K] of instructional space for study programme and total number of students [S], as stipulated by Standard 10.

$$K/S \geq 2 \text{ (academic and professional studies, excluding arts field)}$$

- total adjunct senior instructors (**ND**), $ND=ND1+ND2+ND3+ND4+ND5$
- total permanent junior instructors (**SS**), $SS=SS1+SS2+SS3$
- total adjunct junior instructors (**SD**), $SD=SD1+SD2+SD3$
- total lecture hours (**P**)
- total practice hours (**V**)
- total square metres (**K**)

Using lecture [P] and practice [V] hours of instruction, establish "required number senior instructors" [PBN] and "required number junior instructors" [PBS].

$PBN=P/180$, $PBS=V/300$ (if lecture and practice totals expressed per year)

$PBN=P/6$, $PBS=V/10$ (if lecture and practice totals expressed per week)

Per Standard 6, calculate as follows:

$NS+ND \geq PBN$, $SS+SD \geq PBS$

$NS/PBN \geq 0.7$ (excluding arts field), $NS/PBN \geq 0.5$ (arts field)

$NS2/PBN \geq 0.5$ (professional studies)

Include result and explanation at Standard 6.

Per Standard 9, calculate as follows:

$K/S \geq 2$ (academic and professional studies, excluding arts field)

$K/S \geq 5$ (academic and professional studies, arts field)

Include result and explanation at Standard 9.

Name of HEI:				
University	Faculty	Academy of professional studies	College	Professional college

Address:
Website:

Field of study, arts/science:				
science and mathematics	social sciences and humanities	medical science	technical sciences and technology	arts

Number of students	
undergraduate academic studies	
graduate academic studies	
specialist academic studies	
doctoral studies	
undergraduate professional studies	
specialist professional studies	
Total students	S

Number of senior instructors	<i>Predavači/</i>	Professors of professional studies	<i>Docenti</i> [≈associate professors]	<i>Vanredni</i> [≈assistant professors]	<i>Redovni</i> [≈full professors]
permanent employees	NS1	NS2	NS3	NS4	NS5
adjunct employees	ND1	ND2	ND3	ND4	ND5
Totals					
Total senior instructors					
Number of junior instructors	<i>Saradnici u nastavi</i>	Assistants		<i>Lektori and viši lektori</i>	

permanent employees	SS1	SS2	SS3
adjunct employees	SD1	SD2	SD3
Total junior instructors			
*Other titles may be entered, provided they adhere to applicable law on HEIs. [Translator's note: titles without equivalents in Anglo-American system left in original Serbian]			

Class hours of scheduled active instruction	Lecture	Practice
undergraduate academic studies		
graduate academic studies		
specialist academic studies		
doctoral studies		
undergraduate professional studies		
specialist professional studies		
Total classes	P	V
*Information to be supplied by all HEIs except for universities and professional academies.		

Area, Library	
Area, total m2	K
Total library items for discipline	
Total computers in computer labs	
*Information not required from universities containing incorporated faculties	

Standard 1. Mission and goals of HEI

Description to assess fulfilment of standard via clearly defined HEI goals and mission.

Attachment 1.1 - Institutional publications (printed or electronic, including institution website). Reviewer to establish existence of materials, score fulfilment of standard and provide short explanation.

Standard 2. Planning and oversight

Attachment 2.1 - operating plan adopted by HEI

Attachment 2.2 - annual report or similar document issued by HEI

Reviewer to establish existence of materials, score fulfilment of standard and provide short explanation.

Standard 3. Organisation and management

Attachment 3.1 - applicable HEI charter/articles of incorporation/by-laws

Attachment 3.2 - list of members of HEI governing council

Table 3.1. List of organizational units within HEI.

Reviewer to establish existence of materials, score fulfilment of standard, provide organizational description of HEI units and management, and include short explanation.

Standard 4. Studies

HEI must provide description of qualification awarded upon completion of all studies submitted for accreditation. Reviewer to assess HEI description in comparison with type and cycles of study undergoing accreditation.

Attachment 4.1 - Class schedule for current school year and programmes offered at HEI.

Schedule to contain actual contact hours of active instruction offered by HEI, and to include both lecture and practice hours unless otherwise stated. Schedule to specify number and size of lecture/practice groups in accordance with study field requirements (see Amended Standards). Schedule to specify joint instruction across multiple study programmes and available electives, and whether instruction is organized in one or two shifts. Reviewer to check lecture/practice totals from Attachment against Tables.

Attachment 4.1 - Diploma supplement for study programmes implemented at HEI.

Reviewer to indicate whether diploma supplement conforms to all attachments submitted in fulfilment of standard.

Table 4.1. Overview of study programmes implemented at university or academy of professional studies.

Check whether “qualifications earned” per Table 4.1 adhere to relevant list of academic and professional titles and abbreviations issued by National Employment Council *NSZ*.

Table 4.2. List of study programmes implemented at HEI.

Check whether “qualifications earned” per Table 4.2 adhere to relevant list of academic and professional titles issued by National Council **and whether indicated disciplines conform to list issued by National Council.**

Reviewer to indicate whether each study programme meets these conditions, highlighting any programme which lacks an approved name or abbreviation.

Reviewer to establish the arts or science field in which HEI performs its educational function, indicating in report.

Reviewer to score fulfilment of standard and provide detailed explanation of all points mentioned above.

Standard 5. Scholarship, research, artistic activity

Using provided descriptions, reviewer to establish disciplines in which HEI functions.

This standard applies only to HEIs offering academic studies. If HEI offers only professional studies and has submitted evidence of fulfilment of this standard, reviewer to evaluate whether standard has been satisfied and indicate findings in final report.

Attachment 5.1 - HEI research plan or arts plan

Attachment 5.2 - Document accrediting institution as NIO, an organization for scientific research

Attachment 5.3 - HEI annual report or similar document

Attachment 5.4 - List of HEI's most significant published results for previous calendar year (following format stipulated by Ministry, not to exceed 50 references)

Reviewer to check whether HEI has provided required Attachments, and provide analysis and comments in report. It is particularly important for the reviewer to indicate HEI fields and disciplines of research and artistic activity. Indications and comments required in report

Table 5.1. Overview of scholarly and research projects currently underway at university.

Comments required on Table 5 regarding structure and number of research projects in progress at university.

Table 5. 2. List of scholarly and research projects currently underway at university. Comments required on Table 5.2 regarding structure and number of research projects in progress at university. Correlate number of junior instructor project participants with total number of teaching staff.

Cross-check Table 5.3 and Table 5.2.

Table 5.3 List of junior instructor participants in scholarly/scientific or artistic research projects currently underway at HEI.

Comments required on Table 5.4 regarding number of junior instructor participants in such projects in relation to total number of teaching staff.

Table 5.4 Overview of scholarly/scientific results obtained by HEI in preceding calendar year.

Using Tables 5.1-5.3 and Attachments, score scholarly/scientific and artistic research activity by HEI, and provide detailed explanation.

Standard 6. Teaching staff

Using description submitted in fulfilment of this standard and application for accreditation submitted by HEI, analyse attached data regarding teaching staff numbers and status.

SENIOR INSTRUCTORS:

Attachment 6.1 - Photocopies of employment records, whether *radna knjižica* for permanent staff, or *ugovor o delu* for contract staff. Establish number of permanent senior instructors (**NS**).

Check number of permanent teaching staff [*NS*]. Special attention must be paid throughout assessment to this documentation, and numbers compared against tables provided. Comments to be included on reviewer form.

Attachment 6.2 - Regulations for appointment of senior instructors.

Reviewer must ensure that this attachment is included, and provide brief commentary.

Attachment 6.3 - Contracts for part-time senior instructors.

Attachment 6.4 - HEI permission for instructor employment at other HEI.

Reviewer must ensure that this attachment is included, and provide brief commentary.

Attachment 6.5 - Class schedule (as explained above).

Table 6.1. Overview of instructor numbers by title.

Table 6.1A Overview of instructor numbers by title, academy of professional studies.

Table 6.3. List of full-time senior instructors.

Table 6.4. List of part-time senior instructors.

Reviewer must carefully examine Attachments and compare with data in Tables. When assessing fulfilment of this standard, bear in mind different requirements for each type of HEI. Ensure that Table in introduction agrees with Tables 6.1, 6.2, 6.1A, 6.2A, 6.3, 6.4.

Per Standard 6, calculate as follows:

$NS+ND \geq PBN$, $SS+SD \geq PBS$

$NS/PBN \geq 0.7$ (excluding arts field), $NS/PBN \geq 0.5$ (arts field)

$NS2/PBN \geq 0.5$ (professional studies)

Include results of NS/PBN and NS/PBN or of NS2/PBN as applicable in report, with conclusions from examination of documents.

Check whether age and date of appointment in Tables 6.3 and 6.4 are in accordance with law. Check whether number of classes of active instruction in Tables 6.3 and 6.4 equals maximum 12. It is important to indicate whether and to what extent senior instructors are assigned **more than 12 hours** of active instruction.

Table 6.7. Overview of junior instructors by discipline and subdiscipline.

Reviewer to compare this table with Table 4.2 and conclude whether HEI has enough senior instructors to cover disciplines constituting the study programme under accreditation.

Include comments with score for this standard.

JUNIOR INSTRUCTORS:

Table 6.2. Overview of junior instructors by title employed at university.

Table 6.2A Overview of junior instructors by title employed at academy of professional studies.

Table 6.5. List of full-time junior instructors.

Table 6.6. List of part-time junior instructors.

Cross-check Tables 6.5 and 6.6 with Table in introduction. State percentage of junior instructors with more than 10 classes weekly or 300 classes yearly.

Table 6.8 Organisation of instruction

Year of study	Number of students	Number of groups, lectures	Number of groups, practice
I	S1	BGP1	BGV1
II	S2	BGP2	BGV2
III	S3	BGP3	BGV3
IV	S4	BGP4	BGV4
V	S5	BGP5	BGV5
VI	S6	BGP6	BGV6

In Table 6.8, check the following data:

number of students per year (S1-S6)

number of lecture groups per year (BGP1-BGP6)

number of practice groups per year(BGV1-BGV6)
Results of S1/BGP1, S2/BGP2, S3/BGP3, S4/BGP4, S5/BGP5, S6/BGP6 must meet Amended Standards for HEI accreditation, lecture group size by field.
Results of S1/BGV1, S2/BGV2, S3/BGV3, S4/BGV4, S5/BGV5, S6/BGV6 must meet Amended Standards for HEI accreditation, practice group size by field.
Cross-check Table 6.8 with class schedule (Attachment 6.5).
All results to be included in reviewer report.

Reviewer to assess fulfilment of standard with detailed explanation covering numbers and competencies of senior and junior instructors.

Standard 7. Non-teaching staff

Attachment 7.1 - Employment records of permanent and contract non-teaching staff.

Table 7.1. Overview of non-teaching staff by title and position at HEI.

Table 7.1A. (For following fields: Mathematics and Natural Sciences, and Technical Sciences and Technology) List of professional staff who participate in laboratory and experimental practice sessions with students.

Cross-check Attachment 7.1 and Table 7.1 with Standard 7.

Reviewer to score fulfilment of standard and provide detailed explanation.

Standard 8. Students

Attachment 8.1 - Call for student enrolment in current school year.

Attachment 8.2 - Decision naming student admissions committee.

Attachment 8.3 - Ranking of students enrolled at HEI in previous school year.

Attachment 8.4 - Passing rates by subject and year.

Attachment 8.5 - Information on student parliament.

Reviewer to check whether information exists and provide score with comments. If possible, include graduation and passing rates, and indicate whether HEI keeps track of this information.

Table 8.1. Overview of current school year student numbers by field at university or academy of professional studies.

Table 8.2. Overview of all student numbers by field at university or academy of professional studies.

Table 8.3. Overview of student numbers by study programme and study year at HEI.

Table 8.4. Overview of number of students by field who have received a diploma from the university or academy of professional studies.

Table 8.5. Overview of number of students who have received a diploma from the HEI in the previous three school years.

Using Table 8.1, check whether students are enrolled in all three cycles in at least three fields (mandatory for universities). Provide comments on Tables 8.1-8.5.

Standard 9. Facilities and equipment

Reviewer to assess fulfilment of standard using general description and all Tables and Attachments provided by HEI.

Attachment 9.1 - Proof of ownership or rental agreements.

Table 9. 1. List of buildings with square metres in independent HEI, whether university or academy of professional studies.

Table 9. 1A (Field: Mathematics and Natural Sciences) Specifications of lab space provided by HEI for experimental instruction.

Table 9.2 List of buildings with square metres in college.

Comments required for Attachment 9.1. Cross-check Attachment 9.1 and Tables 9.1 and 9.2..

Cross-check Tables 9.1 and 9.2 with Introduction and result of K/S [square metres to students]. Reviewer report must include K/S [square metres to students] and comments on fulfilment of standard as follows:

K/S ≥ 2 (academic and professional studies, excluding arts field)

K/S ≥ 5 (academic and professional studies, arts field)

Using Table 9.2 and totals for senior and junior instructors, comment on work space provided for teaching staff and other facilities necessary for HEI functioning.

Report to include K/S [square metres to students] and explanation of score for this standard regarding available space and facilities.

Table 9.3. List of valuable equipment used in instruction.

Table 9.4. List of capital equipment used in instruction (equipment worth more than 100,000 euro).

Attachment 9.2 - Izvod iz knjige inventara

Report to include comments on equipment available to institution.

Report must include detailed scoring for this standard based on number of students, available space, and number and type of study programmes requesting accreditation.

Standard 10. Library, textbooks, information systems support

This standard to be scored via Attachments and Tables or other information supplied by HEI.

Attachment 10.1 - Library inventory.

Attachment 10.2 - List of computer labs and number of workstations with computer.

Table 10.1 List of libraries within independent HEI, whether university or academy of professional studies.

Table 10.2 Overview of library items at HEI.

Table 10.3. Overview of textbooks by discipline (in Serbian and other languages) which are available for students.

Include comments on Attachment 10.1 and Tables 10.1-10.4, and specify number of library items relevant to scoring this standard.

Attachment 10.2 - Statement of computer labs and number of computers.

Include number of available computers in report.

Reviewer report must include detailed explanation of scoring for this standard in regard to libraries, textbooks and information systems support, with reference to number of students and number and type of study programmes requesting accreditation.

Standard 11. Financing

Reviewer to score this standard based on description and Attachments.

Attachment 11.1 - Financial report for previous three years.

Attachment 11.2 - Financial plan for current year.

Provide detailed explanation of scoring for this standard.

Standard 12. Internal Quality Control

Reviewer to score this standard based on description and Attachments.

Attachment 12.1 - Results of self-evaluation by HEI.

Attachment 12.2 - Published document: *Quality Assurance Policies*.

Attachment 12.3 - Regulations regarding textbooks.

Attachment 12.4 - Excerpt from HEI by-laws governing establishment and operation of commission for quality assurance.

Table 12.1 List of members, commission for quality assurance.

Reviewer must analyse HEI Report on Self-Evaluation and include detailed explanation with scoring.

Standard 13. Transparency

Reviewer must carefully examine all documentation, cross-checking with information provided in tables, and include concise comments in report.

The reviewer's report must include at least ten strengths and weaknesses, with comments. The report may also be expanded as needed using the section entitled Special Considerations.

ANNEX 16.1

ANNEX 16.1. Protocol for the site visit

Timetable	Activity
10:30-11:00	Talk to the HEI management about the reached level of the teaching and research process; <ul style="list-style-type: none">– receipt of additional materials– filling of the initial page of the Subcommission report.
11:00-11:30	Talk to the team which composed the Self-Evaluation Report, and with the vice-deans/deputies, president, and members of the Commission for Quality Assurance; <ul style="list-style-type: none">– receipt of additional materials– receipt of the list of the meeting participants
11:30-12:00	Talk to the heads of study programs, chiefs of catedras, representatives of the Assembly for Education and Science <ul style="list-style-type: none">– receipt of additional materials– receipt of the list of the meeting participants
12:00-12:30	Talk to the representatives of the Student Parliament and student organizations on the topic of realization of the teaching and research processes and student activities <ul style="list-style-type: none">– receipt of the list of students
12:30-13:00	Talk to the Secretary of the HEI, accountancy chief, chief of the student affairs department, chief of the library, chief of the IT system, etc. <ul style="list-style-type: none">– receipt of additional materials– receipt of the list of the meeting participants
13:00-13:30	Inspection of the facilities, to get an immediate insight into the quality of prerequisites for realization of the teaching & research process: lectures, practical instruction, activity of teachers and researchers (amphitheaters, classrooms, practice classrooms, student affairs department, library, reading room for students, archive, space for Student Parliament, etc. and control of the conditions for professional practice.
13:30-14:00	Closing talks to the team which made the Report of Self-Evaluation and HEI management – director, assistants, secretary, president of the Commission for quality assurance, and student vice-dean

ANNEX 16.2

ANNEX 16.2. QUESTIONS FOR INTERVIEWS DURING THE SITE VISIT

1. Study programs

- Does the HEI admit students only into the accredited study programs?
- Does the HEI admit the accredited numbers students to individual study programs (as approved in the Certificate of accreditation)?
- Does the HEI admit students into its unaccredited dislocated departments?

2. Curriculum

- Does the HEI realize the study program using the curriculum reported and approved in the process of accreditation?
- Are the knowledge & skills acquired in a study program documented in a transparent way and adequately for a given qualification?
- Do the curriculum contents and the teaching methods match the intended learning outcomes? Is the proportion of various types of teaching (lectures, seminars, practice, projects, etc.) well balanced in view of the education goals? In what way the HEI stimulates acquisition of active competences typical for a given level of education?
- Do the plans of work of individual courses and the forms of teaching match those reported and approved in the accreditation process?
- Is the literature reported in the accreditation documents used in individual courses, and is it available to students?
- Are the lectures and practical instruction performed with student groups the size of which matches that in the accreditation standards?
- Is the teaching realized abiding by the adopted schedule of classes?
- Does the HEI provide involvement of students in the assessment of conditions and organization of study programs?

3. Surveillance of progress and assessment of students

- Is the student progress continually monitored and assessed during the process of teaching? Is the student attendance at classes regularly registered?
- Do the student assessment take place in an organized manner, abiding by the adopted schedules?
- Are the students well acknowledged with the regulations and modalities of assessment, in a clear and unambiguous way?
- Are the requirements for graduation papers clearly defined and are all the relevant participants acknowledged with them?
- What is the student success like and are there any anomalies? What measures the HEI undertakes in case of anomalies in student success rates?

4. Teachers and students

- Are all the teachers involved in the realization of study program who have been reported and approved in the process of accreditation? Is the number of teachers higher or lower compared to the number from the certificate of accreditation?
- If the number of teachers has changed, how would that influence realization of the teaching process and average teacher workload? Is the average teacher workload in the HEI within the limits of the standard?
- Does the HEI believe that the present relationship teacher/student is able to assure the realization of educational goals?
- Do the newly engaged teachers have the sufficient competence to realize their teaching tasks?
- Does the composition of teaching staff and their competence match the planned development of the study program, and is it critically evaluated in view of the realization of planned goals?
- Is the teacher/associate employment documentation complete and in order?
- Did the HEI allow their teachers, after accreditation, to be engaged in other HEIs up to their total weekly workload of 12 classes?
- Is there a balance between the teaching activities and teacher engagement in research, artistic, and/or professional work?

5. Non-teaching support

- Is the teaching process practically supported by non-teaching staff, as planned by the accreditation standards?
- Are the student affairs files kept in order?

6. Material and human resources

- Does the HEI realizes its study programs at the address and in space with the surface that has been reported and approved in the process of accreditation?
- If there were changes in the teaching space, what impact could that have?
- Are the library and IT resources accessible by students, as reported and approved in the process of accreditation?
- Do the size, availability, equipment, and quality of the rooms and library match the requirements set in the standards for HEIs?
- Has the HEI adopted the plan of development of human resources for academic, technical, and administration staff? Have the prerequisites and opportunities been provided for continued education?
- Are the processes of appointment and election to teacher positions regulated, documented, and transparent?

- Has the HEI formulated a long-term (several years) financing plan for its own operation? Within the plan, are the budgeted and real expenses of individual study programs (or the HEI as a whole) periodically structured and documented? Does the HEI analyze possible deviations and does it draw appropriate conclusions for the future?

7. Quality control and self-evaluation

- Does the HEI continually monitor and assess the quality of all the elements of the teaching process; does it perform self-evaluation (student polls); does the HEI undertake measures to improve the quality in practice? Are the activities in the process of control and improvement of quality appropriately documented; are there records of the activity of the Commission for quality improvement?
- Is the student success evaluated via the analysis of study program (e.g., using drop-out rates, remediation rates, and similar) and in what way the results of the analysis are integrated into the measures for program improvement?
- Does the organizational structure and procedure provide the inclusion of teachers in the processes of decision-making related to both teaching and research; are the students involved in the processes of decision-making related to teaching?
- Are the quality-related data regularly collected and evaluated; are they incorporated into the measures of quality assurance?

8. Internationalization, cooperation, and communication

- Is the HEI actively involved in the implementation of Bologna process goals?
- Does the HEI attempt to effectuate national and international contacts, to promote cooperation with other HEIs, business world, and relevant social factors?
- Is the international student mobility possible? is it stimulated by appropriate measures?
- Is the international teacher mobility stimulated by appropriate measures?

9. Transparency of work

- Can the students and general public access all relevant information related to the curriculum, teachers, and other essential elements of work of the HEI?
- Are the dates of the exams etc., published timely; are the relevant factors informed about them?
- Are the HEI-related information regularly updated?

ANNEX 16.3

ANNEX 16.3. FORM OF SITE VISIT REPORT

1. Title

--

Address, seat

--

Chancellor/Dean/Director, name and surname

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Date of visit :

--	--

Appointed members of the Sub-Commission

Name and surname, title	Educational-scientific Educational-artistic field	Signature

Appointed representatives of the institution of higher education

Name and surname	Title	Signature

Students

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REPORT on the facts of relevance for the decision about the request for accreditation:

Does the Request for accreditation contain all the study programs to be accredited, with their duration, number of students, educational-scientific i.e. educational-artistic field, professional titles to be earned by the students? If it does not, correct information should be entered.

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The presence of all the above data should be confirmed, since they are entered into the Decision on accreditation.

	Yes/No	Comment
Fundamental tasks and objectives of the institution of higher education		
Are the fundamental tasks of the institution of higher education, as established by the management organs, publicly available?		
Planning and control		
1) Does the institution have its own plan of work?		
2) Does the institution have its Yearly Report or a similar document?		
Organization and management		
1) Does the institution have its established organizational structure and system of management?		
Studies		
Are the study programs of the institution of higher education in accordance with its fundamental tasks and objectives?		
Scientific-research and artistic work		
1) Does the institution of higher education prepare and realize scientific-research, artistic, professional, national, and international projects?		
2) Does the institution of higher education instigate and create conditions for the teachers to be actively engaged in the scientific-research, artistic, and professional work and to publish the results of this work as often as possible?		
Teachers		
1) Check, based on random sampling, the status, qualifications, procedure of election of the teachers, via the inspection of personal employment files. Are the teachers engaged in the courses stated in the documentation?		

4) Check, based on random sampling, whether the scientific, artistic, and professional qualifications of the teachers match the educational-scientific, i.e. educational-artistic field and the levels of their commitments?		
Non-teaching staff		
1) Is there a sufficient number of qualified staff for library work and management of IT systems?		
2) Is there a sufficient number of qualified staff for secretarial duties and student department activities?		
Students		
1) By way of inspection of the admission call (offer), check whether the offer contains: numbers of students to be admitted to particular study programs, admission requirements, precise tuition fees?		
2) By way of inspection of admission exam documentation, check if the admission candidates take the admission exam in accordance with the statute of the institution of higher education?		
3) Is the progress of the students continually and systematically monitored?		
4) Based on random insight into the documentation, check if the success of the students in individual courses is monitored and validated during the course? Do the students get minimum 30% and maximum 70% of the points for their pre-exam obligations?		
5) Does the Student Parliament elect and let off student representatives in the organs and bodies of the institution of higher education, and is the number of student representatives in accordance for the Law on Higher Education?		
6) Are the results of student questionnaires included in the general assessment of self-evaluation and quality of studies and does this produce practical effects, in the students' opinion?		
7) Are the criteria of knowledge assessment publicly known/available and strictly abided by?		
8) Are the textbooks and professional reference literature adjusted to the aims, contents, and scope of the study programs?		

Falicityies and equipment		
1) By way of insight into the relevant documentation (proofs of ownership, contracts of lease etc.) check if the appropriate space is provided for teaching, i.e. facilities with at least 4 m2 gross space per student, or 2 m2 per student for teaching in shifts, except for the field of art.		
2) Has the institution provided amphitheatres, classrooms, labs and other facilities for teaching, as well as the library and reading room, in accordance with the requirements of the educational process in a given educational-scientific i.e. educational-artistic field?		
3) Has the institution provided adequate working space for teachers and associates?		
4) Has the institution provided space for administrative and management activities, with at least two offices for student department and secretariat? Has the institution provided appropriate space for the activities of the Student Parliament?		
5) Do the space and equipment satisfy appropriate architectural, technical-technologic, hygienic, and health safety requirements?		
6) Is there modern technical equipment to support the teaching and management processes?		
Library, textbooks, and information technology (IT) support		
1) Is there a library with an appropriate number of library units to support the teaching process, research, and artistic work?		
2) Has the institution of higher education provided coverage of all the courses with appropriate textbooks, teaching aids, and support devices in a way that these are available in time and in sufficient numbers for a normal teaching process to take place?		
3) Is there IT equipment and an appropriate IT classroom?		
Funding resources		
1) Have the financial results of the institution been positive/sound in the period of at least three years?		
2) Is there a publicly available financial plan for the period of duration of study programs as determined by law?		

Internal mechanisms of quality assurance		
1) Is there a clear and public strategy of quality assurance of the teaching process, management, extracurricular activities, and the conditions for work and studying?		
2) Is there a special commission for quality assurance, composed of teachers, associates, non-teaching staff, and students?		
3) Does the institution practically implement the adopted strategy of quality assurance? Does the institution establish and effectuate quality improvement measures based on the analysis of exam passing and success in studies, and student questionnaire?		
4) Is there a Report on Self-Evaluation of the institution attached?		
Public openness/transparency		
1) Are the fundamental tasks, aims, expected educational outcomes, descriptions of study programs, and other relevant data available to the public? Check the web site.		
2) Has the list of teachers and associates been made public (on the web site), with information on their qualifications and engagement in the institution of higher learning?		

Conclusions:

Date:	President of the Sub-Commission
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ANNEX 17.1

ANNEX 17.1.

REVIEWER FORM FOR THE ASSESSMENT OF FULFILLMENT OF STANDARDS FOR ACCREDITATION OF STUDY PROGRAMS

HEI name:	
Program name:	
Data from the introductory table: educational-scientific or artistic field, professional title, Number of students	

Guidelines for reviewer work:

1. Reviewers should be instructed in detail withing an organized training with the standards for accreditation and instructed to use this form and system of quality assurance
2. Reviewers assess the fulfillment of standards, following in detail the guidelines for particular standards
3. Reviewers write down their findings in the attached form, assigning grades and writing their assessment, comments, and recommendations
4. During the whole process of accreditation and quality assurance, reviewers have to abided by the code of behavior of the members of accreditation commission

	Standards	Grade
1	Study program structure	
2	Study program purpose	
3	Study program aims	
4	Competences of graduates	
5	Curriculum	
6	Quality, relevance, and international recognizability of the program	
7	Student admission	
8	Student assessment and progress	
9	Teachers	
10	Organization and material support	
11	Quality control	
12	Distance studies	

EVALUATION FORM		Poor (1 – 4)	Sufficient (5 – 6)	Good (7 – 8)	Excellent (9 - 10)	Descriptive grade, comments, recommendations
1	Study program structure					
	Does the program contain all the elements required by the law and do they have an appropriate number of ECTS credits					
2	Study program purpose					
	Does the study program provide the acquisition of competences for recognizable and clear professions					
	Is the purpose clearly formulated, harmonized with the HEI basic tasks and aims					
3	Study program aims					
	Are the aims clearly formulated, harmonized with the HEI tasks, and do they involve the acquisition of competences and skills					
4	Competences of graduate students					
	Is it clearly stated which general and course-specific abilities the students acquire by program completion					
5	Curriculum					
	Does the structure of the curriculum involve the distribution of courses by semesters, funds of classes, ECTS credits					

	Does the curriculum structure involve course description, with course name, type, year, semester, number of ECTS, teacher names, aim with expected competences, pre-requisites for attending the course, course contents, recommended literature, teaching methods, knowledge assessment and grading methods						
	Does the structure of study programs involve the proper proportions of various groups of courses, according to the recommended percentages)						
6	Quality, relevance, and international harmoniyation of the study program						
	Is the program comprehensive, and does it offer up-to-date professional knowledge						
	Is the program harmonized with other programs in the same HEI						
	Is the program harmonized with at least 3 accredited programs of foreign HEIs, out of which at least 2 from the European higher education area.						
7	Student admission						
	Does the HAI admit students in appropriate numbers according to its capacities						
	Are the abilities of prospective students (relevant for particular study programs) checked on admission						
8	Student assessment and progress						
	Do the students get a proper number of ECTS credits upon a successful exam						
	Is the number of ECTS credits established per each course in accordance with student workload and using a common methodology						
	Is student progress continually monitored per each course and expressed in points. Is it planned that students earn points through their active involvement in teaching, fulfillment of pre-exam obligations, and sitting exams, with the minimum of points for pre-exam obligations being 30, and maximum 70.						
	Does each course in the program have a clear and transparent mechanism of point acquisition per each student activity during teaching, or by fulfilling pre-exam obligations and passing the exam						
9	Teachers						
	Is the total number of teachers sufficient to cover the total number of classes in a study program, so that a teacher has 180 classes of active teaching a year (lectures, consultations, practice, training, field work), i.e. 6 classes a week, not exceeding 12 classes of active teaching a week.						
	Is the requirement fulfilled that 70% of active teaching classes are held by full time teachers. For the programs in art, the percentage cannot drop below 50%.						
	Is the requirement fulfilled that out of the total number of teachers in a study program, except for the field of art, 50% of them have to be PhD holders.						
	Is the number of associates sufficient to cover the total number of classes in the program, with each associate having on the average 300 classes of active teaching a year, i.e. 10 classes a week, except in the field of art.						
	Do the qualifications of teachers correspond to the level of their duties, and are these documented by references and transparent						

	Does the size of student groups for lectures and practical instruction correspond to the Annex to the standards for accreditation of study programs in a given field of science or art						
10	Organization and material resources						
	Does the HEI provide appropriate space for teaching, with at least 4 m2 gross space per student, i.e. 2 m2 per student for work in shifts, except in the field of art						
	Does the HEI provide amphitheatres, classrooms, labs, etc., as well as the library and reading room in accordance with the requirements of the teaching process in an educational-research or artistic field;						
	Does the HEI provide adequate working space for teachers and associates						
	Is all the equipment provided for up-to-date teaching process						
	Are there library resources relevant for the study program						
	Does the HEI provide coverage of all courses with appropriate textbooks, teaching/learning aids, available in a timely manner and in a number sufficient for normal teaching.						
11	Control of quality						
	Is the quality of the program regularly monitored through periodic external and internal control, and are the measures undertaken to improve the quality of curriculum, teaching, teachers, student assessment, textbooks, and literature.						
	Are the students actively involved in quality control and assurance						
12	Distance studies						Уколико не постоје студије на даљину изоставити оцењивање
	Is the program adjusted to distance studying, and is there the teaching material adjusted to the educational aims						
	Is the system of student assessment integrated into the system of knowledge assessment and does it take place in the HEI						
	Are the teachers competent and with workload according to the standards						
	Are there the necessary resources of communication and IT to support the program						
		Poor (1 - 4)	Sufficient (5 - 6)	Good (7 - 8)	Excellent (9 - 10)		

THE GRADES ENTERED HAVE TO BE ONLY WHOLE NUMBERS

Descriptive grade, comments, and recommendations

At least 10 assessment points should be entered, with comments and recommendations for the improvement of situation.

Strong points:

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Weak points:

If you think there are some special aspects influencing the evaluation of these standards, please write them down

Special aspects:

Reviewer:

Signature:

Date and place:

ANNEX 17.2

ANNEX 17.2. REVIEWER FORM FOR THE ASSESSMENT OF FULFILLMENT OF STANDARDS FOR ACCREDITATION OF HEIS

HEI name:
Program name: BVS:
No. of accreditation request:
Guidelines for reviewer work:
1. Reviewers should be instructed in detail withing an organized training with the standards for accreditation and instructed to use this form and system of quality assurance
2. Reviewers assess the fulfillment of standards, following in detail the guidelines for particular standards
3. Reviewers write down their findings in the attached form, assigning grades and writing their assessment, comments, and recommendations
4. During the whole process of accreditation and quality assurance, reviewers have to abided by the code of behavior of the members of accreditation commission

	Standards	Grade
1	Basic tasks and aims of the HEI	
2	Planning and control	
3	Organization and governance	
4	Studies	
5	Research	
6	Teachers and associates	
7	Non-teaching staff	
8	Students	
9	Space and equipment	
10	Library, textbooksd, and IT support	
11	Financing sources	
12	Internal mechanisms of quality assurance	
13	Transparency	

	Validation form	Poor (1- 4)	Sufficient (5 - 6)	Good (7 - 8)	Excellent (9 - 10)		Descriptive grade, comments, recommendations
1	Basic tasks and aims of the HEI						
	Do the basic tasks reflect the purpose of the HEI, aims, whether they are formulated and formally adopted?						
	Are the aims concrete and do they originate from the basic tasks						
	Are the activities in accordance with the basic tasks and aims, and are they periodically checked and improved						
2	Planning and control						
	Is planning based on systematic and continual collection of data and their expert analysis, and whether the planning docs are available to the general public and applied in practice						

	Is the fulfillment of basic tasks continually controlled and the report made (publicly available)						
3	Organization and governance						
	Is there a statutory organizational structure and system of governance, management						
4	Studies						
	Do the student acquire qualifications appropriate for the given level of study						
	Do the study programs have an adjusted structure with appropriate scope and depth, and adequate learning methods.						
	Is the study program an interconnected and adjusted whole, involving the objectives, structure, and contents, policy, and procedure of student admission, learning methods, knowledge assessment methods, learning outcomes and student competences, with each course expressed with a number of ECTS credits						
5	Research work						
	Is the research work realized and monitored in the national and international environment						
	Are the results adjusted to the program aims, and are they included in the teaching process						
6	Teachers						
	Are the number of teachers and their engagement harmonized with the numerical standards						
	Are the teachers' qualifications well documented and do they correspond to the fields and levels of their engagement						
	Are the provisions made for their work, advancement, and development						
	Does the size of student groups for lectures and practical instruction correspond to the Annex to the standards for accreditation of study programs in a given field of science or art						
7	Non-teaching staff						
	Is there qualified personnel for library and IT support						
	Is there qualified personnel for secretary and student affairs duties						
8	Students						
	Is there a defined number and clear criteria for admission of students						
	Is the student success continually and systematically monitored in each of the study programs						
	Is the student success in each course continually monitored and validated and is it an integral part of the final exam grade						
9	Space and equipment						

	Does the HEI provide appropriate space for teaching and administration and management tasks						
	Do the space and equipment satisfy appropriate architectural, technical, and hygiene and health & safety-related criteria						
	Does the HEI provide modern technologic equipment for the processes of teaching and management of the HEI						
10	Library, textbooks, and IT support						
	Is there a library equipped with appropriate (both in number and quality) library units, covering all organized courses						
	Is there an IT system? Is there an appropriate IT classroom?						
11	Financing sources						
	Does the HEI have positive financial balance sheets						
	Is there a transparent financial plan						
12	Internal mechanisms of quality assurance						
	Is there a clear and transparent strategy of quality assurance, practically executed through the activity of appropriate commission, and which specifically focuses on the quality of teaching						
	Is there a self-evaluation system, executed periodically, with active student involvement, considering student assessment of the quality of teaching process						
13	Transparency						
	Are the basic tasks, aims, expected educational outcomes, descriptions of study programs and other relevant data publicly available, enabling students and potential students to make informed decisions about their own education						
	Is the list of teachers and associates publicly available, with the data describing their qualifications and engagement in the HEI						

THE GRADES ENTERED HAVE TO BE ONLY WHOLE NUMBERS

DESCRIPTIVE GRADE, COMMENTS, AND RECOMMENDATIONS

At least 10 assessment points should be entered, with comments and recommendations for the improvement of situation.

Strong points:

--

Weak points:

If you think there are some special aspects influencing the evaluation of these standards, please write them down

Special aspects:

Reviewer:

Signature:

Date and place:

ANNEX 17.3

ANNEX 17.3. Form for the reviewers Report for External Quality control of HEIs

- Institution name: College of vocational studies of nursing, Belgrade
- Address: Cara Dušana 254
- Director: Prof. dr Anđelka Lazarević
- Web page: www.vzsbeograd.edu.rs
- Phone: 011-2618120
- The reviewer finds that the HEI submitted all the required documents and attachments.

The HEI of vocational studies has submitted the minimum of requested documentation. Standard descriptions are concise, but the attachments and tables I was unable to find on the HEI web page, which made the review very difficult.

- **Assessment of fulfillment of the standards for external quality control of the HEIs**

Standard 1: Strategy of quality assurance

According to the submitted documentation, the College is strategically determined to improve its quality in a continual and systematic way by way of the implementation of standards and procedures of quality assurance, established based on the standards for self-evaluation and assessment of quality of HEIs, as adopted by the National Council for HE of the Republic of Serbia. Strategy of quality assurance is intended to improve all processes related to the quality of basic and specialist vocational study programs. The School systematically works on the improvement of quality of all educational processes and the procedures of provision of necessary resources.

Strategy of quality assurance was elaborated by the governance organ, after the Director's suggestion, and in cooperation with the Commission for Quality. On the other hand, the Assembly for Education adopted the standards and procedures of quality assurance, after the Commission's suggestion, which was made available to the general public, teachers, and students through the College web page. The College creates the system of quality assurance by the development of organizational structure of culture of quality for the implementation and review of this strategy, and the review is planned at least every three school years. The person responsible for quality, based on the results of quality assessment using these standards and results of the undertaken corrective measures, writes the report on self-evaluation every three years; the report is then reviewed by the Commission for Quality Assurance, and adopted by the Assembly for Education of the HEI. In case that the grade is below the desired level, the person in charge for quality is responsible for the creation of corrective measures and their implementation. The Commission for Quality adopts the suggested measures.

The HEI has submitted the relevant publication, which can also be found on the HEI web page. Moreover, the action plan related to the implementation of strategy and the document of its adoption were also submitted.

The HEI has got a good strategy of quality assurance; however, the HEI itself reported potential weak points related to insufficient motivation of the teaching staff and students to improve quality assurance continually and in an interactive way. The HEI believes that the adopted strategy should be further promoted, and periodically improved and refined.

Implementation of the strategy provides a high level of quality of the whole process of teaching/learning. The strategy of quality assurance should be flexible enough to allow for better and wider implementation in a proactive way.

Standard 2: Standards and procedures of quality assurance

The submitted documentation shows that the HEI had adopted in 2007 the Standards and procedures of quality assurance, which relied on the Law on HE, Bologna Declaration, Lisbon Convention on the Recognition of Qualification, Regulations of the standards for self-evaluation and quality assessment, Regulations of the standards and procedures of external quality control of the HEIs, Regulations of the standards and procedures of the accreditation of HEIs, and the HEI Statute. The standards defined the minimum level of quality of the HEI. Work plan and procedures for the surveillance and improvement of quality of the HEI are adopted for each school year.

The defined standards and procedures describe the quality of study programs, teaching process, teachers & associates, students, textbooks, but also other elements, such as library resources, IT resources, non-teaching support, facilities and equipment, management of the HEI. The person responsible for quality is commissioned to implement the corrective measures, based on the results obtained by the assessment of quality (aided by the standards). In a three year period, the HEI should write its self-evaluation report, to be reviewed by the Commission for Quality Assurance and adopted by the Assembly for Education of the HEI.

Quality control is performed through the polls for the students, teachers, and non-teaching staff of the HEI.

The HEI defined in its SWOT analysis the advantages/potentials and weak points of the standards and procedures of quality assurance. The most prominent weak point lies in the fact that some teachers/associates are not sufficiently motivated for continued quality control; however, students are not motivated either to actively participate in the control and improvement of quality of the HEI.

The HEI has submitted all the required documents and attachments for standard 2.

Further efforts in the improvement of standards and procedures of quality assurance are warranted.

Standard 3: System of quality assurance

The procedures of quality assurance allocate individual responsibilities for concrete activities related to the quality of teaching process, necessary resources, and quality of governance.

The Commission for Quality of the HEI have been appointed by the Assembly for Education of the HEI. The Commission is composed of six members: 4 teachers, 1 person from non-teaching staff, and 1 student. The activity of the Commission is

defined by the Regulations of self-evaluation and quality assessment. These regulations define also the methods of data collection.

From the submitted documentation it was not possible to get an insight into a direct impact of evaluation on the improvement of quality in the period to follow, and the corrective activities that followed earlier evaluations. In fact, quality assurance is still done only formally and is still awaiting real implementation. Insufficient initiative of students in the suggestion of corrective measures was mentioned also as a weak point, but also the opposition of some of the teachers regarding any regular assessment and evaluation of their work by the students.

In the future, student awareness should be raised as to the importance of their activity in the assurance and improvement of quality and their perception of the improvement of quality of study programs.

Moreover, all the potentials of the HEI should be used in the improvement of quality of study programs, but also the cooperation should be intensified with other HEIs in order to exchange valuable experience and improve quality.

Standard 4: Quality of study programs

According to the submitted documentation, the quality of study programs is provided through the review and control of the objectives, structure, student workload, and modernization of contents and permanent collection of the data about program quality from appropriate organizations. The following accredited study programs are organized at the HEI: Vocational nurse, Vocational nurse-midwife, Vocational sanitary-ecologic engineer, Vocational medical radiologist, Vocational physiotherapist, Vocational work therapist, Vocational medical-laboratory technologist, Vocational nutritionist-dietitian. The information about study programs, learning outcomes, graduation papers are publicly available through the HEI web page.

All the study programs last 3 years and carry 180 ECTS, except for the Vocational nutritionist-dietitian, lasting 4 years. After completed study program, a student can continue with specialist vocational studies. In addition to formal external program evaluation by the CAQA, study program quality is being permanently monitored in the HEI through systematic and continued control of program objectives and their harmonization with fundamental tasks and aims of the HEI, as well as the structure and contents of study programs and the ratio of general academic, scientific-professional, and professional-applicative disciplines. Student workload, measured in ECTS, is also monitored, as well as the competence of graduates, their employment, and further education. Study program curricula are adjusted to the requirements from the description of graduate competences and the scope of work of appropriate health care professionals defined by the Chamber of nurses and health care technicians of the Republic of Serbia. The assessment of study program quality is planned, as well as quality of teaching, quality of teachers, adequacy of facilities, equipment, etc. The attachments contain the necessary documents confirming the readiness of the HEI to continually assure quality. Although the HEI did not submit the Book of courses, from the HEI web page we were able to see that all the planned courses were divided into the compulsory and elective ones. Each course was validated with a certain number of ECTS credits, and the sum of ECTS credits validated the whole program. The sum of 60

ECTS credits expressed the average student engagement in a 40 working hours' week in a school year.

The HEI also uses the information from the employers to assess and validate its study programs, i.e. the practical use of acquired competences. Feedback information from the employers and professional associations are very important in the assessment of quality of study programs and acquired competences.

Standard 5: Quality of teaching process

The HEI has not submitted all the relevant documentation for the assessment of this standard – we had to use the HEI web page instead.

The basic document for the assessment of quality of the teaching process is the Teaching plan and program of the HEI, adopted by the Assembly for Education. All the students are well acquainted with the plan and program. The notice board of the HEI contains the schedule of lectures, practice, and exams for each course.

Teachers make efforts to stimulate critical thinking of their students, to maintain their attention, and prepare well for their classes. Various interactive forms of works are being used (discussion, stimulation, analysis of practical cases, problem solving, group/team work, and similar).

Active student involvement is provided, as well as two way communication with the students.

The College regularly and in a systematic way exercises quality control, and undertakes measures to improve teaching process quality. Quality of teaching is provided through the interactive nature of teaching, involving practical examples, professional work of teachers and associates, adoption and abiding by the plans of work per each course, surveillance of quality of teaching and undertaking of corrective measures, if needed. The HEI issues warnings to teachers who do not adhere to the course work plans, or those who do not achieve the required level of quality of their lectures and practical instruction, and stimulates them to improve their own work and advance their careers.

Teaching quality control involves the control of regularity of classes, according to the adopted schedules, control of quality of teaching contents and methods, and student polls.

The control of regularity of classes, according to the adopted plans of work and calendar of teaching, is effectuated through the control of daily log books, and student polls.

Teachers and associated are obliged to write down after each class in his log book the type of teaching, number of classes, topic of the lecture or practical instruction, and the number of attending students.

Student polls have shown a high degree of satisfaction of students with the teaching process.

The HEI insists upon regular professional education and training of its teachers and associates.

The HEI has presented remarks about insufficient balance of theoretical knowledge and practical skills related to the learning outcomes, as well as the problem of employment after completed education.

Standard 6: Quality of research, artistic, and professional work

The HEI has not submitted all the required documentation, attachments, and tables for the assessment of quality of research, artistic, and professional work.

The school has 84 full time teachers: 26 professors, 31 lecturers, and 27 teachers for practical instruction. The school also engages 44 contracted teachers and associates. The HEI employs regular surveillance and evaluation of quality and professional and pedagogical competence of teachers in the selection and employment process.

The HEI has not submitted the list of employed teachers but only the list of publications, with 646 references in total. Some of the teachers had references pointing out their research activity, but the concrete analysis of the HEI's research competence was very difficult to accomplish. The HEI is not registered with the Ministry of Science as a research institution. However, some teachers are involved in professional and research projects realized in other HEIs (such as the University of Belgrade Faculty of Medicine).

The list of equipment contains some basic equipment necessary for the teaching process, but there is no equipment for research work in the field of biomedicine; more intense cooperation with other research institutions is therefore necessary.

The HEI provides permanent education/training for its teachers and associates, through study visits and attendances at scientific and professional meetings in the country and abroad.

Standard 7: Quality of teachers and associates

The HEI has not submitted all the required documentation, attachments, and tables for the assessment of quality of teachers and associates (attachment 7.1 could not be opened). The school has 84 full time teachers: 26 professors, 31 lecturers, and 27 teachers for practical instruction. The school also engages 44 contracted teachers and associates. The ratio of the total number of students and total number of employed teachers is 5.1 (233/45) students per a teacher.

Although the table describing teacher engagement has not been attached, it is evident mathematically that the total number of teachers is sufficient to cover the total number of classes; none of the teachers has more than 12 classes of active teaching a week (lectures, training, vocational practice). At the HEI level, average teacher workload does not exceed 6 classes of active teaching a week.

The HEI stated that the provisions were made for the teachers and associates to be continually educated/trained in both scientific and professional domain; the same referred to the conditions for research work, attendance at national and international scientific meetings, and procurement of the necessary literature.

Through a transparent, public procedure, the HEI selects and employs its teachers and associates. The election procedure is in accordance with the criteria suggested by the National council for HE. In addition to realized results and competence, pedagogical

and research activity and ability of teachers and associates are validated, as well as the relationship of their educational and research work. Teachers have been selected to represent the amalgam of teachers and scientists, acquiring their qualifications not only through academic education and teaching career, but also through their work in research institutions, state administration, and faculties. The opinions of students about their teachers are considered during the election, constitution an essential election criterion.

The HEI systematically monitors and stimulates research and professional activities of its teachers and associates, and provides permanent education and training, alone or in cooperation with other institutions. Pedagogical abilities are validated in every teacher election/re-election. However, in spite of the efforts of the HEI, as the consequence of limitations of vocational schools defined by the Law on HE, the HEI depends on the teaching staff educated in other HEIs.

Insufficient connectedness of educational and research work with the work the real economy/industry is evident.

The HEI itself believes that regional HEI network should be created for the purpose of teacher exchange and creation of high quality teachers and higher quality of teaching.

Standard 8: Quality of students

The HEI has not submitted all the required documentation, attachments, and tables for the assessment of quality of students.

Quality of students is provided through student selection on admission, and by permanent surveillance and assessment of student success and exam/year pass/failure rates and corrective measures if irregularities/faults are spotted.

On admission, the equality and impartial approach are guaranteed to student-candidates in all areas (race, skin color, gender, sexual orientation, ethnic, national, or social background, language, religion, political or other affiliations, birth-acquired status, sensory or motor disability, and socioeconomic status), as well as the studying conditions for students with special needs. On admission, the HEI validates candidate success in previous education as well as the results achieved at admission exam, following the procedure described in the Law on HE and criteria of student admission call.

Student success in particular courses is continually monitored, validated, and expressed in points. The maximum number of points to be earned per course is 100. A student earns points by fulfilling pre-exam obligations and sitting the exam. The minimum number of points for pre-exam obligations is 30 and maximum 70. Each course has clearly described the way a student may earn points. Each individual activity during classes/teaching, for pre-exam obligations and exam is validated in points. The total student grade is determined based on the number of points earned during teaching and at final exam.

The HEI provides conditions for the students to organize themselves and act via their Student parliament. The students are involved in the process of teaching/learning and decision-making in various governance and professional school organs and bodies (Council, Assembly for education, Self-evaluation commission).

Standard 9: Quality of textbooks, literature, library, and IT resources

The HEI has submitted all the documents, attachments, and tables required for the analysis of quality of textbooks, literature, library, and IT resources. The HEI has its own library with the literature providing with its level and scope a relatively good support to the process of teaching, partly to professional work, but not to research work. The library has enough library units in the fields covered by the teaching process. Lots of literature units are obsolete, so that the procurement of new editions is necessary. Professional literature should be continually updated with new publications.

The HEI has adopted the Regulations of the quality of textbooks and Regulations of the publishing activity; the coverage of courses taught is thus provided with appropriate authorized textbooks, teaching aids, etc. from its own resources. Teaching tools and aids available at the present, provide normal teaching.

The library has 9903 monographs, 4695 serial publication units, 166 units of non-book contents, which is in total 14764 units.

The library has 120 titles of national and 69 international professional journals. Library users have access to electronic full-text journals (KoBSON), and other national and foreign electronic data bases (COBISS/OPAC, etc.). The library has alphabetic and professional catalogues for monograph publications, and alphabetic catalogue of serial publications. From March 2010, the library has been involved in cooperative online bibliography systems and services of the Republic of Serbia (KOBISS RS), since when electronic catalogues have been introduced. Electronic catalogues are open for Internet searches. The publications have been processed using the unique international standard bibliographic description (ISBD) and universal decimal classification (UDC).

Standard 10: Quality of governance of the HEI and quality of non-teaching support

The HEI has submitted the documentation, individual attachments, and tables requested for the assessment of quality of governance.

The authority of governance of the HEI (Council), management (Director), and professional organs (Assembly for education) has been clearly defined by the school Statute, as well as the organizational structure of the HEI. Non-teaching support departments are as follows: Secretariat, Legal affairs, Accountancy, Student affairs, Library, IT center. There are two officers in the Student affairs department, and one in the IT center and in the Library.

Management affairs take place in accordance with the law, timely, and in the function of realization of the mission, vision, aims, and objectives of the HEI, and the strategy of quality assurance.

Quality of the school management is provided through systematic surveillance and polling of the teachers, non-teaching staff, and students, and assessment of the school management, their relationship with students, all of which is entered in the work report accessible by the general public.

Standard 11: Quality of space and equipment

The HEI has submitted all the relevant documents, attachments, and tables requested, necessary for the assessment of quality of space and equipment. In addition to the HEI's own space, the HEI also uses the space of the institutions with whom it has relevant agreements. There are over 40 such health care institutions, out of which the most

important are the Clinical Center of Serbia, Clinic of Gynecology and Obstetrics „People’s Front“, „Višegradska“, Institute for Mother and Children Care, Institute of Neonatology, and others.

The school has the space of over 4000 m². Practical teaching and part of the practical training classes are held in the appropriate health care and educational institutions of the city of Belgrade and the rented space of 250 m² at the Clinic for Rehabilitation „Dr Miroslav Zotović“, Sokobanjska 13 street. In addition to teaching-dedicated space, the HEI provides space for non-teaching support: student affairs, secretariat, student parliament, teacher hall, consultation teacher rooms in the building in Cara Dušana 254 street in Zemun.

The HEI is equipped with the necessary teaching tools and aids (video beams, PCs, printers, scanners, overhead projectors, etc.), presented in detail in the inventory book.

The HEI has provided free access to various types of information and ITs to its employees and students, to be used for educational-research purposes. The HEI has a room well equipped with modern technical and IT devices.

Standard 12: Finances

The HEI has submitted all the necessary documents, attachments, and tables related to the quality in finance. The school is financed from the budget provided by the founder – state budget (50%), scholarships (49%), from projects, continued education of health care professionals (1%). Students’ financial obligations and rights are clearly defined in the Agreement on conditions of education.

The HEI regularly adopts financial plans, encompassing all financial aspects of its work. From the yearly financial reports and balance sheets, it is clearly visible that the HEI takes good care of its financial resources, being very rational in their expenditure.

Out of the income realized in 2010, amounting to 294.358.179,21 RSD, the expenditure was 290.299.648,38 RSD. The financial surplus in 2010 was 9.531.031,42 RSD.

The HEI stated that the expenditure involved the provision of adequate conditions for both theoretical and practical teaching/learning, procurement of equipment (teaching tools and aids), lab equipment, professional and research training of the teachers, associates, and other employees, work with gifted students, current expenses, salaries (in accordance with the law), investments, other legal expenses.

Standard 13: Student role in self-evaluation and quality control

The HEI has submitted the documentation, attachments, and tables necessary for the assessment of student role in self-evaluation and quality control of the HEI. The students are involved in quality assessment in all aspects of the standard of quality and procedures of quality assurance, through their work in the Commission for quality, assessment of all the processes taking place in the HEI (through student polls), undertaking of corrective and improvement measures, and their work in the school organs and bodies.

Student activity is also reflected in the work of Student parliament (elected on December 23, 2010). The parliament had an active role in the school work (organization

of courses on AIDS, humanitarian activity, sports activities, cooperation with other HEIs, and similar).

The role of students is specified in detail in the Regulations of self-evaluation and assessment of quality of the HEI.

The HEI has attached a student poll text, i.e. the questionnaire for quality assessment of the teaching process, school management, and non-teaching support. The role of students can be described as a positive process, relying on an open and frank communication aimed to change things for the better.

Standard 14: Systematic surveillance and periodic control of quality

The HEI has not submitted complete documentation, but instead stated only the HEI web page, where the necessary data could be found about systematic surveillance and periodic control of quality.

The HEI continually and systematically collects the necessary data about systematic surveillance and periodic control of quality (at least once every three years). The school Director is responsible for the implementation of the Regulations of self-evaluation and assessment of quality of the HEI, as well as the standards and procedures of quality assurance.

The person responsible for quality is in charge of systematical implementation, analysis, and presentation to the Director, Commission for Quality, Assembly for education, and school Council of all standards of quality and procedures of quality assurance, depending on the type of process targeted by self-evaluation. The data are made public on the HEI web page, notice boards, etc., depending again on the type of process targeted by self-evaluation. That person is also responsible for the institution of corrective measures.

Based on the completed analyses, the continuity in realization of the processes of quality assurance & improvement can be observed. The infrastructure for systematic surveillance and quality assurance is also provided; the results of quality assessments are regularly published and adjusted to the strategy of quality improvement in other renown HEIs in the same domain of higher education.

There is no systematic feedback mechanism to obtain information about the competence and quality of school graduates.

Closing comments

- Analysis of weak points and strong points;
- Suggestion of the measures to remove the observed weak points;
- Suggestion of the measures & activities to improve the HEI quality.

1. The strategic determination of the HEI towards continued and systematic improvement of quality using the appropriate standards and procedures of quality assurance is the right path to be taken in the achievement and maintenance of quality of HEIs; despite the comprehensive strategy implemented in the HEI, there are still potential weak points related to the opposition of a part of the

teachers and associates, and students as well, regarding any continued evaluation of quality and changes defined in the Law on HE and Bologna Declaration. Additional efforts to raise the awareness of both teachers and students, and their motivation as well, are therefore warranted.

2. Although the procedures of quality assurance establish the system of responsibility for concrete activities related to the control and improvement of quality of work, quality evaluation and activities are not concrete enough. They are rather formal and abstract. High grades by the students in student polls may indicate the problem of passive, formal filling out the questionnaires. The significance of the polls should be explained to students in detail, since the future quality of teaching directly depends on their frankness and sincerity.
3. The HEI program is adjusted to the national and European standards. The functional integration of theoretical knowledge with practical requirements and problems should be insisted upon, as well as a firmer connection with acquired competences, in order to facilitate future employment of the school graduates.
4. The school describes insufficient activity and interest of the students to be involved interactively into the teaching process; they do not use enough the institution of teacher consultations; student motivation should be stimulated. Since the student parliament was formed in 2010, better cooperation of the HEI management with the parliament should be enabled.
5. The HEI has contracts with a significant number of health care and other institutions, the space and equipment of which is used for teaching; spatial capacity and equipment of the HEI are thus sufficient. The space for student affairs, professional support, library, labs, and IT lab should be expanded.
6. The HEI has 84 teachers in total; there are 26 fully engaged professors, 31 lecturers, and 27 teachers for practical instruction; there are 44 teachers and associates additionally engaged. Owing to these additionally contracted teachers the HEI has enough competent teachers. The competence of full time HEI employees should be raised, and they should be involved in research projects. The HEI cannot offer the conditions for research activity – the school has not been registered by the Ministry of Education and Science as a research institution. Only a small number of teachers have been involved in professional and research projects. The publications in the last 5 years involve over 600 references, though with a very small number of SCI indexed journals. The efforts of the HEI to be involved in continued education (through the organization of seminars) should be commended.
7. Textbook literature should be enriched; access to electronic versions of professional journals should be provided for both teachers and students.
8. The HEI's yearly balance sheets have been positive; the surplus income has been used not only to raise the standard of living of the employees, but to improve the quality of teaching, in spite of the worldwide economic crisis; further efforts are warranted to improve the general finances of the HEI, to improve financial support for the training of teachers and associates, which would be of great help in the future, possibly making the school independent of other HEIs' teachers.

Belgrade, December 14, 2011

Reviewer

Prof. dr Tanja Jovanović

ANNEX 18.1

ANNEX 18.1. REPORT OF THE SUBCOMMISSION ON THE FULFILLMENT OF STUDY PROGRAM ACCREDITATION STANDARDS AND SUGGESTION OF THE DECISION ON STUDY PROGRAM ACCREDITATION

STUDY PROGRAM TITLE

HS – GEODESY AND GEOMATICS

HEI TITLE AND SITE

Faculty of Technical Sciences 6 Dositeja Obradovića square 21000 Novi Sad
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Report on the fulfillment of standards

	Criteria for the assessment of individual standards: Poor (1 – 4); Satisfactory (5 – 6); Good (7 – 8); Excellent (9 - 10)	Reviewer 1	Reviewer 2	Total grade	Final grade by the commission
	Standards	Grade	Grade	Grade	Grade
PS	Competency of the HEI for PhD studies realization	9	10		9
1.	Study program structure	9	9		9
2.	Study program purpose	8	9		8
3.	Study program aims	10	9		10
4.	Competences of the graduates	10	9		10
5.	Curriculum	10	9		9
6.	Quality, relevance, and international recognizability of the study program	10	9		10
7.	Student admission	8,5	9		9
8.	Assessment and progress of students	10	8		9
9.	Teachers	7,8	9		6
10.	Organization and material resources	8	9		8
11.	Quality control	10	9		10

Criteria:

- **Accreditation** decision is made if the sum of the grades obtained for all standards are equal or over 6.
- **Request for accreditation is denied** if the grade for standard 9 is below 6, or the grade for standard 5 is below 5.
- **Warning letter** is issued in all cases in which the conditions for making the decision have not been met, or if the request for accreditation has been denied.

Decision:

Warning letter

Rationale:

The Faculty of Technical Sciences, University of Novi Sad, 6 Dositeja Obradovića square, 21000 Novi Sad, submitted the request for accreditation of its study program of **Doctoral academic studies „GEODESY AND GEOMATICS“** in the field of technical-technologic sciences, under the number **612-00-34/2011-04**.

The program belongs to the field of technical-technologic sciences and the domain of geodesy engineering, which is in accordance with the law and list of domains established by the National Council. The graduation title „doctor of sciences – geodesy“ is in accordance with the list of professions established by the National Council, and the length of studies of 3 years is in accordance with the law.

The program was approved on 29.12.2010. by the Assembly for Education and Science of the Faculty of Technical Sciences in Novi Sad.

A HEI proves its adequacy for the realization of PhD studies based on the indicants of the research activity.

At the Faculty of Technical Sciences 12.373 students have graduated since the date of foundation. There were 815 MSc theses and 354 successfully defended PhD dissertations.

The number of publications in international journals (from the list of the Ministry of Science) in the last 10 years has been satisfactory – 822 papers. The total number of teachers at the study program is 27, out of which 22 fully employed and 5 contracted ones. The fully employed teachers „cover“ 80.30% of teaching. Teacher workload is 0.88 classes a week. The HEI employs 399 teachers, with 5.97 classes a week per teacher. The fully employed teachers „cover“ 89.99% of teaching. The HEI is realizing at the moment a significant number of research projects (205 projects, with 785 researchers).

Research projects engage in total 298 teachers and associates.

The HEI is involved in international cooperation with an increasing number of foreign universities (with 128 in total, out of which 48 from Serbia).

The HEI has a plan of research activity. The HEI has submitted the certificate of institutional accreditation as a research institution.

Based on the indicants of research activity (number of defended theses, publications, research projects, number of teachers involved in research projects), the HEI sufficiently competent to realize PhD studies. The list of permanently employed teachers mentoring PhD theses (74) proves the ability of the HEI to organize PhD studies.

The structure of the study program fulfills the standard requirements, containing all the elements required by the law. Study program information can be found on the HEI web page (www.ftn.uns.ac.rs).

The purpose of the study program is clearly stated, being harmonized with the HEI tasks, providing acquisition of the proper competences.

The aims of the study program are clearly defined, being harmonized with the

HEI tasks, involving the acquisition of planned competences. The PhD study program is continually updated, following modern tendencies of development in the profession.

Mastering the program, the students acquire planned general and course-specific abilities. Competences are adjusted to the structure and content of the study program, precisely defined and harmonized with outcomes.

Curriculum structure involves the distribution of courses through semesters and detailed description of courses. In the last study year of PhD program, active teaching is composed solely of the study research work. The recommendations about the number and distribution of classes in the study program are observed.

The number of ECTS credits planned for the thesis and closely related courses is over 50% of the total number of ECTS.

There are 8 courses in the curriculum, out of which 2 are mandatory and 6 elective, chosen from the list of 36 courses. Study research work (62 classes) is planned in the 2nd and 3rd school year. Lectures take up only 30 classes (25%). Active teaching involves 20 classes a week, or 600 classes a year.

Based on the contents and structure of the curriculum, acquired knowledge, adopted scientific methodology, and PhD thesis requirements, PhD candidates are capable of independent research work.

The program is comprehensive, offering the latest scientific breakthroughs, being at the same time harmonized with similar programs in the HEI.

Admission requirements are well defined, as well as the number of students (adjusted to the spatial, human resources, and other capacities of the HEI). The program admits 11 students to the first study year.

The number of admitted students is adjusted to the number of teachers who can be their mentors (required 7, suggested 9 mentors):

The list of mentors and number of SCI indexed papers:

1. Prof. dr Rade Doroslovački (5)
2. Prof. dr Radomir Folić (8)
3. Prof. dr Zoran Jeličić (5)
4. Prof. dr Srđan Kolaković (8)
5. Prof. dr Filip Kulić (5)
6. Jovanka Pantović (11)
7. Dušan Petrovački (5)
8. Prof. dr Vladimir Radonjanin (5)
9. Prof. dr Mila Stojaković (14)

Successfully passing an exam the students earn a defined number of ECTS credits, established for each course according to the student workload and using the common methodology.

The HEI defined the conditions defining the procedures related to the realization of PhD thesis and assessment of its scientific value, adjusted to the field-specific requirements. The HEI has the Regulations of the assessment of PhD theses.

Scientific contributions are assessed according to the number of scientific publications, as regulated by the general act of the University of Novi Sad, being adjusted to the standards.

The number of teachers is appropriate in view of the standard program requirements. The condition is fulfilled that at least half of the total number of teachers are full time teachers. Moreover, the requirement that 50% of teachers are involved in research work is fulfilled.

Based on the number of attached references and list of courses, a conclusion may be drawn that teachers are competent for their teaching courses, and fulfill the standards characteristic for a given scientific field.

The teachers suggested for mentors have papers published in SCI indexed journals. The number of suggested mentors „covers“ completely the planned number of students in the study program. Competence of the mentors match the standards in the field.

The number of competent teachers, especially mentors, does not guarantee that the students will be competent for independent research work.

For the program realization, spatial requirements are met, appropriate lab space is provided for experimental work, as well as the equipment based on most up-to-date information-communication technologies.

The total space of the HEI is 30.162,46 m² for 9.755 students, or 3.09 m² per student.

The HEI provides the usage of its library fund (776 units) for the realization of PhD studies. PhD students have access to data bases necessary for writing their PhD theses and research work, with 506 PCs with Internet access.

The HEI has submitted the Plan and budget for the realization of research activity, Cooperation agreements with other HEIs and accredited institutes and international organizations, as well as the attachment containing the accessible data bases and library resources.

The HEI performs regular surveillance of the study program through periodic external and internal control. The HEI has the Commission for quality with 8 members.

The HEI regularly checks and improves the strategy of quality assurance. The HEI has attached the documents related to self-evaluation.

Observed weak points:

The HEI does not have the sufficient number of teachers, especially mentors with SCI indexed papers in the field of geodesy and geomatics (teachers should have at least one such paper, and mentors at least 5 such papers).

After a careful consideration of all the relevant facts, the Subcommittee found that the study program did not fulfill all the conditions and standards required by the law, and suggested to the Commission for accreditation and quality assurance to issue the **warning letter for the study program GEODESY AND GEOMATICS – doctoral academic studies** in the technical-technologic scientific field, domain of engineering geodesy, for the admission of 11 students to the first year.

Place, date:

Belgrade 24.06.2011.

Subcommission members:

- 1. Ratko Nikolić**
- 2. Ivan Milentijević**
- 3. Dragutin Debeljković**

ANNEX 18.2

ANNEX 18.2.

REPORT OF THE SUBCOMMISSION ON THE FULFILLMENT OF HEI ACCREDITATION STANDARDS AND SUGGESTION OF THE DECISION ON HEI ACCREDITATION

HEI TITLE AND SITE

Integrated University UNION „Nikola Tesla“

62-64 Cara Dušana, 11000 Belgrade

Report on the fulfillment of standards

	Criteria for the assessment of individual standards: Poor (1 – 4); Satisfactory (5 – 6); Good (7 – 8); Excellent (9 - 10)	Reviewer 1	Reviewer 2	Total grade	Final grade by the commission
	Standards	Grade	Grade	Grade	Grade
1.	Basic tasks and aims of the HEI	8.67	3.4		
2.	Planning & control	7.5	1.5		
3.	Organization & management	9	5.75		
4.	Studies	7.67	2.5		
5.	Research activity	6	1.86		
6.	Teachers & associates	8	6		
7.	Non-teaching staff	8.5	8.5		
8.	Students	7	1.33		
9.	Space & equipment	7.33	2.25		
10	Library, textbooks, IT support	7	2		
11	Financial resources	7	1		
12	Internal mechanisms of quality assurance	8	4.75		
13	Transparency	7	1.33		

Criteria:

- **Accreditation** decision is made if the sum of the grades obtained for all standards are equal or over 6.
- **Request for accreditation is denied** if the grade for standard 6 is below 6, or the grade for standards 4 and 9 is below 5.
- **Warning letter** is issued in all cases in which the conditions for making the decision have not been met, or if the request for accreditation has been denied.

Decision:**Decision of accreditation****Rationale:**

The Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade, submitted on 30.06.2011. the request for university accreditation, no. 612-00-400/2010-04, and on 09.08.2011. the University submitted the documentation after the warning letter, proving the removal of all observed faults (no. 612-00-400/2010-04). The University UNION „Nikola Tesla“ fulfilled the basic accreditation requirement, since it had accredited 3 faculties (as non-legal entities) in three fields, with study programs in all three levels. In the field of social science and humanities (HS) the University accredited 2 faculties: Faculty of real estate management in Belgrade and Faculty of management and business in Belgrade, with study programs in all three levels. In the technical-technologic (TT) field, the University accredited the Faculty of management in construction engineering, as the 100% founder of Integrated University, with study programs in all three levels. The third field is natural sciences and mathematics (NM) – Faculty of ecology and environmental protection in Belgrade, with study programs in all three levels of study. The total number of accredited programs is 17, with 1.881 students (basic academic studies – 5 programs; master studies – 9 programs; doctoral studies – 3 programs).

Basic tasks of the HEI indicate its purpose, determine the direction of its activity, they have been formally adopted by the governance organs, and publicly available. All activities, especially the development of study programs in the HEIs, legal entities, are in accordance with the fundamental tasks, being periodically updated in accordance with the adopted documents.

Planning is based on systematic and continued collection of data and their professional analysis; planning documents are publicly available and practically realized. Fulfillment of basic tasks is regularly and systematically controlled.

The HEI has the organizational structure and system of management that provide the realization of its basic tasks and aims. The authority and responsibility of management organs, professional bodies of the HEI, and Student parliament, are established by the HEI Statute. Organizational units of the Integrated University UNION „Nikola Tesla“ are as follows: rectorate, faculties as non-legal entities, administration, library, IT center, center for quality, center for student activities, and innovation center.

The following educational and research units (non-legal entities) function within the Integrated University UNION „Nikola Tesla“:

HS field:

1. Faculty of management, Belgrade
2. Faculty of entrepreneurial business, Belgrade

with 7 study programs in total.

TT field:

1. Faculty of management in construction engineering with 6 study programs.

NM field:

1. Faculty of ecology and environmental protection with 3 study programs.

The University UNION „Nikola Tesla“ has accredited doctoral studies in three fields: technical-technologic; humanities and social sciences; natural sciences and mathematics.

The titles of the PhD programs are as follows:

TT field

1. CONSTRUCTION ENGINEERING, 5 students

HS field

1. MANAGEMENT OF SUSTAINABLE DEVELOPMENT IN CONSTRUCTION ENGINEERING, 10 students

NM field

1. ENVIRONMENTAL PROTECTION, 5 students

In these three field, the HEI also organizes master studies.

Titles of the programs of basic academic studies are as follows:

TT field

1. CONSTRUCTION ENGINEERING, 90 students
2. ARCHITECTURE AND URBAN PLANNING, 80 students

HS field

1. REAL ESTATE DEVELOPMENT AND MANAGEMENT, 80 students
2. ENTREPRENEURIAL BUSINESS, 90 students

NM field

1. ENVIRONMENTAL PROTECTION WITH ECOLOGY, 75 students

Titles of the programs of master academic studies are as follows:

TT field

1. GENERAL CONSTRUCTION ENGINEERING, 32 students
2. ORGANIZATION, TECHNOLOGY OF BUILDING, AND BUILDING MANAGEMENT, 32 students
3. ARCHITECTURE AND URBAN PLANNING, 32 students

HS field

1. REAL ESTATE DEVELOPMENT AND EXPLOITATION, 20 students

2. REAL ESTATE MANAGEMENT, 20 students
3. INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP, 25 students
4. MANAGEMENT AND ENTREPRENEURSHIP, 25 students

NM field

1. ENVIRONMENTAL PROTECTION, 25 students
2. ECOLOGY, 25 students

The total number of students of the University UNION „Nikola Tesla“ is 1.881.

The total number of engaged teachers is sufficient for the total number of classes in the study programs organized by the HEI. The total number of teachers is 76, out of which 63 full-time employees and 13 contracted teachers. The total number of associates is 66, out of which 53 fully employed, and 13 contracted. From the electronic form submitted by the HEI, it can be seen that the average workload is 6.57 classes a week for teachers, and 9.73 classes a week for associates. Fully employed teachers „cover“ 89.99% of teaching, and there are no teachers with weekly workload over 12 classes, nor there are associates with weekly workload over 15 classes.

At the university level, the HEI employs the following: rector, vice-rectors, secretary general, technical secretary, administrative support staff (21 in total).

The University UNION „Nikola Tesla“ has been accredited for 1.881 students. In the last school year (2008) 1.003 students were admitted, and in the current year there were 1.168 students. In the same year, 61 students successfully graduated.

The HEI has 4.119,92 m², or 2.19 m² per student.

The HEI has provided amphitheatres, classrooms, laboratories, and other teaching facilities, as well as the library and reading room, in accordance with the requirements of the teaching process in particular fields. The HEI has provided appropriate work space for teachers and associates, for administration and management, student affairs department, secretariat, student parliament. The HEI provides modern technical teaching tools and aids.

The HEI has the library fund of 5.530 units in the teaching fields and electronic data bases, available to teachers and students. The HEI has 80 PCs.

The University UNION „Nikola Tesla“ is financed from the following resources: direct income (external services), internal income (services to its own faculties). The University and all its members have had positive yearly balance sheets from the foundation onwards.

The HEI has a public strategy of strategy assurance of the teaching process, HEI management, extracurricular activities, and conditions for working and studying, and has a commission of 7 members for quality assurance (teachers, associates, non-teaching staff, and students).

The University implements the strategy of quality assurance, monitors the realization of teaching, exams, student success (in general and by courses), quality of textbooks. The HEI has made and attached the Report of Self-Evaluation, regularly

implemented and with active student involvement; the Report always contains the student assessment of the teaching process.

The University realizes 14 national and 12 international projects.

The HEI has published its fundamental tasks, aims, description of study programs, and other relevant data, enabling students and potential students to make informed decisions about their education and training. The HEI has also published the lists of teachers and associates with information about their qualifications and engagement in the HEIs (www.fgm.edu.rs; www.fmn.edu.rs; www.fpb.edu.rs; www.enving.edu.rs).

The founder of the Integrated University is the Faculty of Management in Construction Engineering, and the principal educational-research basis is the company „Graditelj inženjering“, Belgrade.

After careful consideration of all the relevant facts, the subcommission has established that the **Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade**, has fulfilled all the requirements and standards according to the law, and hereby suggests to the Commission for Accreditation and Quality Assurance to issue the Certificate of Accreditation.

Place, date:

Belgrade, 26.08.2011.

Subcommission members:

1. Endre Pap
2. Ratko Nikolić

ANNEX 19.1

ANNEX 19.1. Decision on accreditation: examples for an HEI and study programme



REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION
AND QUALITY ASSURANCE
No: 612-00-400/2010-04
26.08.2011.
Belgrade

Pusuant to the Article 14, Paragraph 1, Clause 7, and Article 16, Paragraph 5 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05) and Article 10, Paragraph 3 of the Regulations of the standards and procedure of accreditation of HEIs and study programs ((*Official Gazette of the RS*, no. 106/06), at its session of 26.08.2011., the Commission for accreditation and quality assurance adopted the following

DECISION OF HEI ACCREDITATION

It has been found that **the Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade**, fulfills the proper standards for accreditation of the HEIs.

The Commission for accreditation and quality assurance therefore issues the Certificate of accreditation to confirm the accreditation from paragraph 1 of this Decision.

Rationale

The Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade, submitted on 30.06.2011. the request for university accreditation, no. 612-00-400/2010-04, and on 09.08.2011. the University submitted the documentation after the warning letter, proving the removal of all observed faults (no. 612-00-400/2010-04). The University UNION „Nikola Tesla“ fulfilled the basic accreditation requirement, since it had accredited 3 faculties (as non-legal entities) in three fields, with study programs in all three levels. In the field of social science and humanities (HS) the University accredited 2 faculties: Faculty of real estate

management in Belgrade and Faculty of management and business in Belgrade, with study programs in all three levels. In the technical-technologic (TT) field, the University accredited the Faculty of management in construction engineering, as the 100% founder of Integrated University, with study programs in all three levels. The third field is natural sciences and mathematics (NM) – Faculty of ecology and environmental protection in Belgrade, with study programs in all three levels of study. The total number of accredited programs is 17, with 1.881 students (basic academic studies – 5 programs; master studies – 9 programs; doctoral studies – 3 programs).

Basic tasks of the HEI indicate its purpose, determine the direction of its activity, they have been formally adopted by the governance organs, and publicly available. All activities, especially the development of study programs in the HEIs, legal entities, are in accordance with the fundamental tasks, being periodically updated in accordance with the adopted documents.

Planning is based on systematic and continued collection of data and their professional analysis; planning documents are publicly available and practically realized. Fulfillment of basic tasks is regularly and systematically controlled.

The HEI has the organizational structure and system of management that provide the realization of its basic tasks and aims. The authority and responsibility of management organs, professional bodies of the HEI, and Student parliament, are established by the HEI Statute. Organizational units of the Integrated University UNION „Nikola Tesla“ are as follows: rectorate, faculties as non-legal entities, administration, library, IT center, center for quality, center for student activities, and innovation center.

The following educational and research units (non-legal entities) function within the Integrated University UNION „Nikola Tesla“:

HS field:

1. Faculty of management, Belgrade
2. Faculty of entrepreneurial business, Belgrade

with 7 study programs in total.

TT field:

1. Faculty of management in construction engineering

with 6 study programs.

NM field:

1. Faculty of ecology and environmental protection

with 3 study programs.

The University UNION „Nikola Tesla“ has accredited doctoral studies in three fields: technical-technologic; humanities and social sciences; natural sciences and mathematics.

The titles of the PhD programs are as follows:

TT field

1. CONSTRUCTION ENGINEERING, 5 students

HS field

1. MANAGEMENT OF SUSTAINABLE DEVELOPMENT IN CONSTRUCTION ENGINEERING, 10 students

NM field

1. ENVIRONMENTAL PROTECTION, 5 students

In these three field, the HEI also organizes master studies.

Titles of the programs of basic academic studies are as follows:

TT field

1. CONSTRUCTION ENGINEERING, 90 students
2. ARCHITECTURE AND URBAN PLANNING, 80 students

HS field

1. REAL ESTATE DEVELOPMENT AND MANAGEMENT, 80 students
2. ENTREPRENEURIAL BUSINESS, 90 students

NM field

1. ENVIRONMENTAL PROTECTION WITH ECOLOGY, 75 students

Titles of the programs of master academic studies are as follows:

TT field

1. GENERAL CONSTRUCTION ENGINEERING, 32 students
2. ORGANIZATION, TECHNOLOGY OF BUILDING, AND BUILDING MANAGEMENT, 32 students
3. ARCHITECTURE AND URBAN PLANNING, 32 students

HS field

1. REAL ESTATE DEVELOPMENT AND EXPLOITATION, 20 students
2. REAL ESTATE MANAGEMENT, 20 students
3. INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP, 25 students
4. MANAGEMENT AND ENTREPRENEURSHIP, 25 students

NM field

1. ENVIRONMENTAL PROTECTION, 25 students
2. ECOLOGY, 25 students

The total number of students of the University UNION „Nikola Tesla“ is 1.881.

The total number of engaged teachers is sufficient for the total number of classes in the study programs organized by the HEI. The total number of teachers is 76, out of which 63 full-time employees and 13 contracted teachers. The total number of associates is 66, out of which 53 fully employed, and 13 contracted. From the electronic form submitted by the HEI, it can be seen that the average workload is 6.57 classes a week for teachers, and 9.73 classes a week for associates. Fully employed teachers „cover“ 89.99% of teaching, and there are no teachers with weekly workload over 12 classes, nor there are associates with weekly workload over 15 classes.

At the university level, the HEI employs the following: rector, vice-rectors, secretary general, technical secretary, administrative support staff (21 in total).

The University UNION „Nikola Tesla“ has been accredited for 1.881 students. In the last school year (2008) 1.003 students were admitted, and in the current year there were 1.168 students. In the same year, 61 students successfully graduated.

The HEI has 4.119,92 m², or 2.19 m² per student.

The HEI has provided amphitheatres, classrooms, laboratories, and other teaching facilities, as well as the library and reading room, in accordance with the requirements of the teaching process in particular fields. The HEI has provided appropriate work space for teachers and associates, for administration and management, student affairs department, secretariat, student parliament. The HEI provides modern technical teaching tools and aids.

The HEI has the library fund of 5.530 units in the teaching fields and electronic data bases, available to teachers and students. The HEI has 80 PCs.

The University UNION „Nikola Tesla“ is financed from the following resources: direct income (external services), internal income (services to its own faculties). The University and all its members have had positive yearly balance sheets from the foundation onwards.

The HEI has a public strategy of strategy assurance of the teaching process, HEI management, extracurricular activities, and conditions for working and studying, and has a commission of 7 members for quality assurance (teachers, associates, non-teaching staff, and students).

The University implements the strategy of quality assurance, monitors the realization of teaching, exams, student success (in general and by courses), quality of textbooks. The HEI has made and attached the Report of Self-Evaluation, regularly implemented and with active student involvement; the Report always contains the student assessment of the teaching process.

The University realizes 14 national and 12 international projects.

The HEI has published its fundamental tasks, aims, description of study programs, and other relevant data, enabling students and potential students to make informed decisions about their education and training. The HEI has also published the lists of teachers and associates with information about their qualifications and engagement in the HEIs (www.fgm.edu.rs; www.fmn.edu.rs; www.fpb.edu.rs; www.enving.edu.rs).

The founder of the Integrated University is the Faculty of Management in Construction Engineering, and the principal educational-research basis is the company „Graditelj inženjering“, Belgrade.

After careful consideration of all the relevant facts, the Commission for Accreditation and Quality Assurance has established that the **Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade**, has fulfilled all the requirements and standards according to the law, and hereby issues the Certificate of Accreditation.

Legal remedy: Against this Decision the complaint may be filed with the National Council for HE not later than 30 days of the date of Decision receipt.

Delivered to:

- the HEI
- CAQA archive

President

Prof. dr Vera Vujčić



**REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION
AND QUALITY ASSURANCE
No: 612-00-779/2011-04
30.09.2011.
Belgrade**

Pusuant to the Article 14, Paragraph 1, Clause 7, and Article 16, Paragraph 5 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05) and Article 10, Paragraph 3 of the Regulations of the standards and procedure of accreditation of HEIs and study programs ((*Official Gazette of the RS*, no. 106/06), at its session of 26.08.2011., the Commission for accreditation and quality assurance adopted the following

DECISION
ON ACCREDITATION OF THE STUDY PROGRAM
OF SPECIALIST ACADEMIC STUDIES

It has been found that **the FACULTY OF TECHNICAL SCIENCES, Novi Sad, 6 Dositeja Obradovića square**, fulfills the proper standards for accreditation of its study program **ENERGETIC EFFICIENCY IN STRUCTURAL ENGINEERING – SPECIALIST ACADEMIC STUDIES** in the field of technical-technologic sciences, area of construction engineering, for the admission of 32 students in the HEI site.

The Commission for accreditation and quality assurance therefore issues the Certificate of accreditation to confirm the accreditation from paragraph 1 of this Decision.

Rationale

The Faculty of Technical Sciences, 6 Dositeja Obradovića square, 21000 Novi Sad, on 22.06.2011. applied for accreditation of its study program **Energetic Efficiency in Structural Engineering – specialist academic studies**, in the field of technical-technologic sciences (application no. 612-00-779/2011-04).

The study program belongs to the field of technical-technologic sciences, area of construction engineering, which is in accordance with the law and list of fields as given by the National Council. The title of **construction engineer – specialist** is in accordance with the list of professions established by the National Council, and the duration of studies of 1 year is in accordance with the law.

The program was adopted on 16.07.2011. by the Senate of the University of Novi Sad.

The study program contains all the elements required by the law, with the appropriate number of ECTS credits (60 ECTS).

The HEI has published the information about the study program and the relevant information are also present on the school web page (www.ftn.uns.ac.rs).

The purpose of the program is clearly formulated, being in accordance with the basic tasks and aims of the HEI.

The aims are clearly defined, especially in view of the trends in structural engineering.

The competences of graduates are clearly defined and they are in accordance with the modern trends in the field.

The structure of the curriculum involves the distribution of courses across semesters, number of classes, and ECTS. The structure involves course descriptions (title & type, year, semester, number of ECTS, teacher names, course aims with expected outcomes, knowledge, and competences, prerequisites to attend a course, course contents, recommended literature, teaching methods, knowledge check and student assessment).

The curriculum involves 10 courses – 7 mandatory and 3 elective courses (chosen from the list of 8 possible courses). The course electivity is 53.33%. Professional practice of 3 classes a week (other classes) with 3 ECTS is also planned. Study research work of 8 classes with 4 ECTS, and specialist work of 8 classes a week (other classes) with 16 ECTS, also takes place. There are 22 active classes a week (660 a year). Lectures take up 22 classes, and practice 16 classes. The proportion of lectures and practical instruction is 86.36%, out of which 57.90% of lectures.

The study program continues the program of basic and master academic studies and it is being adjusted in accordance with the modern trends in the field, offering the students the knowledge necessary for later professional activity in the improvement of energetic efficacy in structural engineering.

The program is sufficiently harmonized with other programs organized in the HEI. The program structure is harmonized with at least three programs of similar foreign HEIs (University Statgord, Hong Kong; Colorado; Concordia).

An appropriate number of students are admitted to the program, in accordance with the HEI capacity. Student abilities related to the field of their future study are checked on admission.

Successfully passing the exam, students earn a number of ECTS credits. The number of ECTS credits is established per each course according to student workload and using a common methodology. Student success in individual courses is continually monitored and expressed in points. A student earns points through the activity during classes, by the fulfillment of pre-exam requirements, and sitting the exam, with the minimum number of points for pre-exam requirements within the limits defined by the standard. Each course has a clear, publicly available way to earn the points – the number of points per each activity during teaching or for pre-exam requirements and exam.

The HEI engages 403 teachers, out of which 269 fully employed (covering 84.34% of teaching). Teacher workload is 6.08 classes a week. The HEI engages 366 associates, out of which 281 fully employed. Associate workload is 11.65 classes a week.

The total number of teachers is sufficient for the total number of classes in the program. Specialist academic studies engage 15 teachers (12 fully employed, for which the copies of employment booklets have been attached). Average teacher workload in the study program is

0.83 classes. Full time teachers cover 71.99% of teaching. The requirement is fulfilled that 70% of active teaching classes are held by full time teachers.

The number of associates is 12, all full time employees, the number of which is sufficient to cover the total number of classes in the program. Average associate workload is 1.86 classes a week.

The size of the groups for lectures and practical instruction is in agreement with the Annex to the Standards for accreditation of study programs in the field of technical-technologic sciences.

The study program admits 32 students.

Appropriate space is provided for the teaching. The HEI has 30.035 m² (2.99 m² per student) (10.031 students in total), fulfilling the set criteria. The HEI has provided amphitheatres, classrooms, labs, and other teaching facilities, as well as the library space, reading room in accordance with the requirements of the teaching process.

The HEI has provided appropriate work space for teachers and associates.

All technical equipment (teaching tools and aids) have been provided.

Library resources for the program realization have been provided too. The HEI has provided the coverage of courses with appropriate textbooks. The list of textbooks comprises 44 titles, and the list of library units relevant for the program comprises 145 titles. A normal teaching process is also supported by adequate teaching tools and aids.

The HEI has established the procedures of study program quality surveillance. Realization of the plan of teaching will be continually monitored, as well as the plans of work for each course, with corrective and quality improvement measures when the curriculum, teaching, teachers, student assessment, textbooks, and literature are concerned. Via the student polls, the school checks if the teachers and associates have a correct and professional attitude towards their students.

The Commission for quality has been appointed, with 8 members representing all the structures in the HEI.

After careful consideration of the relevant facts, the Subcommission has found that the study program fulfills all the legal requirements, and suggests to the Commission for accreditation and quality assurance to issue the **Certificate of Accreditation** for the study program titled **ENERGETIC EFFICIENCY IN STRUCTURAL ENGINEERING – SPECIALIST ACADEMIC STUDIES** in the field of technical-technologic sciences, area of construction engineering, for the admission of 32 students in the HEI site.

Legal remedy: Against this Decision the complaint may be filed with the National Council for HE not later than 30 days of the date of Decision receipt.

Delivered to:

- the HEI
- CAQA archive

President

Prof. dr Vera Vujčić

ANNEX 19.2

ANNEX 19.2. Act of warning: examples for an HEI and study programme



**REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION
AND QUALITY ASSURANCE**

No: 612-00-1207/2008-04

15.01.2010.

Belgrade

Pursuant to the Article 16, Paragraph 5, Clause 2, of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05) and Article 10, Paragraph 4 of the Regulations of standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06), at its session of 24.06.2011. the Commission for Accreditation and Quality Assurance issued the following

ACT OF WARNING ON THE REMOVAL OF FAULTS

1. The decision after the request for accreditation of the study program of doctoral studies of management, submitted by the „Megatrend“ University, Faculty of Management, Zaječar **is hereby postponed.**
2. In the procedure of establishing the fulfillment of relevant standards for study program accreditation the faults described in the *Rationale* were found.
3. The **warning letter** is issued to the the „Megatrend“ University, Faculty of Management, Zaječar, to remove the faults from the clause 2 of this warning letter and to submit the proof about that to this organ **not later than 90 days** of the day of receipt of this letter.
4. The request from the clause 1 of this warning letter the Commission will decide, in accordance with he Article 16, Paragraph 5.2 of the Law on Higher Education, after the expiration of the deadline from the clause 3 of this warning.

Rationale

The „Megatrend“ University, Faculty of Management, Zaječar, submitted the request for accreditation on 28.08.2008. for its study program of doctoral studies of management in the field of humanities and social sciences, application no. 612-00-1207/2008-04.

In the process of accreditation the Commission for accreditation and quality assurance established that the study program of doctoral studies of management partly fulfilled the standards of quality, and accordingly issued the Warning letter.

The study program of doctoral studies of management is planned to last 3 years, with the diploma title „doctor of science – management and business“. The diploma title is in accordance with the list of titles by the National Council for HE.

The HEI plans to admit 10 students to the first study year in the HEI site.

The HEI has submitted a long-term program of research work for the period 2005-2010, but since it is 2009 now, it cannot be considered long-term anymore. Short-term plan of work was not submitted. The submitted program refers to only one project not in the field of management and business but instead in the field of sustainable development, health care, and environmental protection. The program of support to the development of young researchers for the period 2005/2010 was also presented, containing only the general directions and not any concrete measures. The HEI is accredited as a research institution.

Up to the present, 13 doctoral theses have been defended, there are 14 fully employed teachers, 2 projects are being realized at the moment (the first engages 4 teachers and the second 23 teachers and associates). Project realization (2 in total, one of them being purely technical, the other economical-developmental; none being traditionally managerial and/or market-related) is very modest. Higher coefficients are often wrongly assigned to scientific papers of individual teachers, which is a limiting factor for high quality development of research activity. However, it is good that the HEI is ready to invest more in the research work and that it has 10 contracts of cooperation with foreign scientific institutions. In the past year, the HEI had 40 results, out of which over 20 meeting reports, which was insufficient. There is no list of earlier mentors. The number of publications in international journals, according to the Ministry of Science list, is 0 (Table TP1).

The structure of the curriculum contains all the necessary elements: 450 lecture classes, 600 classes of active teaching, 180 ECTS credits. However, it can be seen from the documents that the exams passed within graduate and specialist studies can be recognized, and the structure shows that almost all of the planned courses are identical or similar to those in GAS and SAS in the field of management. This would imply that the student can complete doctoral studies with only a small number of actual exams. Moreover, the curriculum contains some vital shortcomings. First, the courses are rather diverse and do not give students a study focus. Again, similar to the lower levels of study, courses more technologic in nature reappear. Second, some courses reappear from the basic, graduate, and specialist levels, which cannot be allowed: Production management, Banking and stock exchange management, Management of natural resources. Third, some courses, such as, for instance, Strategic management, belong to the group of undergraduate and not to doctoral studies. The same applies to the course Development and projection of business information systems. Fourth, the recommended literature is not adequate for the course titled Modeling and optimization of business processes, and it is quite vaguely mentioned for the course Strategic management (the title is missing).

In the text of the standard of international harmonization, two of the programs belong to the group of basic studies. However, in the attachments there are programs

of doctoral studies of three institutions: Ljubljana, Monaco, and Essex. The suggested program is not harmonized with any of them.

The teaching is performed by 8 teachers, out of which 7 with full time; they are engaged in 81% of active classes. Teaching burden in the program is within the standard limits (3.28 classes a week per teacher).

At least 5 of 8 teachers do not have any references to prove their competence for teaching in this study program, they are insufficient, or even disputable. Except for their being professors and PhD holders, Jane and Nebojša Paunković do not have any references for the area of research methodology. Nedeljko Magdalinović does not have any references for the area of management of natural resources. The references of Đorđević Bojan are not in his field of teaching. Vjekoslav Budimirović is a PhD holder in mathematics and all his papers belong to that field, but he is to teach the theory of decision-making and modeling of business processes. This teacher has only 5 references.

A general remark is that the papers of the teachers in this HEI are mainly the reports at (national) meetings, and that there are very few (or none) papers published in reference journals in the country (not to mention foreign ones). There are numerous attempts to falsely raise the level of papers (there are information that a teacher has SCI indexed papers, which is not true).

According to the text of the standard and table 9.2, the HEI has 1715 m², which is sufficient for the planned number of students, but the documentation is vague. The Lease agreement does not mention the surface of the building but of the whole lot (30000 m²). In the cadastre excerpt and copy of the list of possession (rather illegible) it is stated that the building has about 881 m². Since the documents are not submitted about the construction of a new building on the lot (the HEI has the right to build, according to the Agreement with the Zaječar municipality), the only building to be taken into account is the existing one (with 881 m²).

The list of members of the Commission for quality of doctoral academic studies (5 members) is given, but not the Decision about that. One student of doctoral studies should be the member. The report of self-evaluation is attached, but the authors are not identified. Quality control is planned, but the standards of quality are not elaborated.

In view of the fact that the standards contained in the Regulations of the standards and procedure of accreditation of HEIs and study programs, this warning letter is hereby issued.

Legal remedy: Complaints are not allowed against this warning letter.

Delivered to:

- **The HEI**
- **Archive**

PRESIDENT

Prof. dr Vera Vujčić



REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION AND QUALITY
ASSURANCE
No: 612-00-34/2011-04
24.06.2011.
Belgrade

Pursuant to the Article 14, Paragraph 1, Clause 7, and Article 16, Paragraph 5 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05) and Article 10, Paragraph 3 of the Regulations of standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06), at its session of 24.06.2011. the Commission for Accreditation and Quality Assurance issued the following

ACT OF WARNING

ON THE REMOVAL OF FAULTS IN THE STUDY PROGRAM OF DOCTORAL STUDIES

1. The adoption of the decision of accreditation of the study program of doctoral studies **GEODESY AND GEOMATICS**, requested by the **Faculty of Technical Sciences, University of Novi Sad, 6 Dositeja Obradovića square, 21000 Novi Sad** (application no. 612-00-34/2011-04, of 11.01.2011) is hereby postponed.
2. In the procedure of review of the fulfillment of proper standards for accreditation of HEIs and study programs, the faults described in the *Rationale* have been found.
3. **Faculty of Technical Sciences, University of Novi Sad, 6 Dositeja Obradovića square, 21000 Novi Sad** should remove the faults from the clause 2 of this warning letter and inform the above Commission not later than 30 days of the receipt date.
4. The request will be reconsidered by the Commission not later than 30 days from the receipt of the proof of removal of faults from the clause 2 of this warning letter.

Rationale

The Faculty of Technical Sciences, University of Novi Sad, 6 Dositeja Obradovića square, 21000 Novi Sad submitted on 11.01.2011. the request for

accreditation of its doctoral study program **GEODESY AND GEOMATICS** in the field of technical/technologic sciences (application no. **612-00-34/2011-04**).

The study program belongs to the field of technical-technologic sciences and the domain of geodesy engineering, which is in accordance with the law and list of domains established by the National Council. The graduation title „doctor of sciences – geodesy“ is in accordance with the list of professions established by the National Council, and the length of studies of 3 years is in accordance with the law.

The Faculty of Technical Sciences, University of Novi Sad, 6 Dositeja Obradovića square, 21000 Novi Sad, submitted the request for accreditation of its study program of **Doctoral academic studies „GEODESY AND GEOMATICS“** in the field of technical-technologic sciences, under the number **612-00-34/2011-04**.

The program belongs to the field of technical-technologic sciences and the domain of geodesy engineering, which is in accordance with the law and list of domains established by the National Council. The graduation title „doctor of sciences – geodesy“ is in accordance with the list of professions established by the National Council, and the length of studies of 3 years is in accordance with the law.

The program was approved on 29.12.2010. by the Assembly for Education and Science of the Faculty of Technical Sciences in Novi Sad.

A HEI proves its adequacy for the realization of PhD studies based on the indicants of the research activity.

At the Faculty of Technical Sciences 12.373 students have graduated since the date of foundation. There were 815 MSc theses and 354 successfully defended PhD dissertations.

The number of publications in international journals (from the list of the Ministry of Science) in the last 10 years has been satisfactory – 822 papers. The total number of teachers at the study program is 27, out of which 22 fully employed and 5 contracted ones. The fully employed teachers „cover“ 80.30% of teaching. Teacher workload is 0.88 classes a week. The HEI employs 399 teachers, with 5.97 classes a week per teacher. The fully employed teachers „cover“ 89.99% of teaching. The HEI is realizing at the moment a significant number of research projects (205 projects, with 785 researchers).

Research projects engage in total 298 teachers and associates.

The HEI is involved in international cooperation with an increasing number of foreign universities (with 128 in total, out of which 48 from Serbia).

The HEI has a plan of research activity. The HEI has submitted the certificate of institutional accreditation as a research institution.

Based on the indicants of research activity (number of defended theses, publications, research projects, number of teachers involved in research projects), the HEI sufficiently competent to realize PhD studies. The list of permanently employed teachers mentoring PhD theses (74) proves the ability of the HEI to organize PhD studies.

The structure of the study program fulfills the standard requirements, containing all the elements required by the law. Study program information can be found on the HEI web page (www.ftn.uns.ac.rs).

The purpose of the study program is clearly stated, being harmonized with the HEI tasks, providing acquisition of the proper competences.

The aims of the study program are clearly defined, being harmonized with the HEI tasks, involving the acquisition of planned competences. The PhD study program is continually updated, following modern tendencies of development in the profession.

Mastering the program, the students acquire planned general and course-specific abilities. Competences are adjusted to the structure and content of the study program, precisely defined and harmonized with outcomes.

Curriculum structure involves the distribution of courses through semesters and detailed description of courses. In the last study year of PhD program, active teaching is composed solely of the study research work. The recommendations about the number and distribution of classes in the study program are observed.

The number of ECTS credits planned for the thesis and closely related courses is over 50% of the total number of ECTS.

There are 8 courses in the curriculum, out of which 2 are mandatory and 6 elective, chosen from the list of 36 courses. Study research work (62 classes) is planned in the 2nd and 3rd school year. Lectures take up only 30 classes (25%). Active teaching involves 20 classes a week, or 600 classes a year.

Based on the contents and structure of the curriculum, acquired knowledge, adopted scientific methodology, and PhD thesis requirements, PhD candidates are capable of independent research work.

The program is comprehensive, offering the latest scientific breakthroughs, being at the same time harmonized with similar programs in the HEI.

Admission requirements are well defined, as well as the number of students (adjusted to the spatial, human resources, and other capacities of the HEI). The program admits 11 students to the first study year.

The number of admitted students is adjusted to the number of teachers who can be their mentors (required 7, suggested 9 mentors):

The list of mentors and number of SCI indexed papers:

1. Prof. dr Rade Doroslovački (5)
2. Prof. dr Radomir Folić (8)
3. Prof. dr Zoran Jeličić (5)
4. Prof. dr Srđan Kolaković (8)
5. Prof. dr Filip Kulić (5)
6. Jovanka Pantović (11)
7. Dušan Petrovački (5)

8. Prof. dr Vladimir Radonjanin (5)

9. Prof. dr Mila Stojaković (14)

Successfully passing an exam the students earn a defined number of ECTS credits, established for each course according to the student workload and using the common methodology.

The HEI defined the conditions defining the procedures related to the realization of PhD thesis and assessment of its scientific value, adjusted to the field-specific requirements. The HEI has the Regulations of the assessment of PhD theses. Scientific contributions are assessed according to the number of scientific publications, as regulated by the general act of the University of Novi Sad, being adjusted to the standards.

The number of teachers is appropriate in view of the standard program requirements. The condition is fulfilled that at least half of the total number of teachers are full time teachers. Moreover, the requirement that 50% of teachers are involved in research work is fulfilled.

Based on the number of attached references and list of courses, a conclusion may be drawn that teachers are competent for their teaching courses, and fulfill the standards characteristic for a given scientific field.

The teachers suggested for mentors have papers published in SCI indexed journals. The number of suggested mentors „covers“ completely the planned number of students in the study program. Competence of the mentors match the standards in the field.

The number of competent teachers, especially mentors, does not guarantee that the students will be competent for independent research work.

For the program realization, spatial requirements are met, appropriate lab space is provided for experimental work, as well as the equipment based on most up-to-date information-communication technologies.

The total space of the HEI is 30.162,46 m² for 9.755 students, or 3.09 m² per student.

The HEI provides the usage of its library fund (776 units) for the realization of PhD studies. PhD students have access to data bases necessary for writing their PhD theses and research work, with 506 PCs with Internet access.

The HEI has submitted the Plan and budget for the realization of research activity, Cooperation agreements with other HEIs and accredited institutes and international organizations, as well as the attachment containing the accessible data bases and library resources.

The HEI performs regular surveillance of the study program through periodic external and internal control. The HEI has the Commission for quality with 8 members.

The HEI regularly checks and improves the strategy of quality assurance. The HEI has attached the documents related to self-evaluation.

Observed weak points:

The HEI does not have the sufficient number of teachers, especially mentors with SCI indexed papers in the field of geodesy and geomatics (teachers should have at least one such paper, and mentors at least 5 such papers).

The fault(s) should be removed in the period of 30 days.

After a careful consideration of all the relevant facts, the Subcommittee found that the study program did not fulfill all the conditions and standards required by the law, and suggested to the Commission for accreditation and quality assurance to issue the **warning letter for the study program GEODESY AND GEOMATICS – doctoral academic studies** in the technical-technologic scientific field, domain of engineering geodesy, for the admission of 11 students to the first year.

Legal remedy: Complaints are not allowed against this warning letter.

Delivered to:

- **The HEI**
- **Archive**

PRESIDENT

Prof. dr Vera Vujčić

ANNEX 19.3

ANNEX 19.3. Decision on rejection: examples for an HEI and study programme



REPUBLIC OF SERBIA COMMISSION FOR ACCREDITATION AND QUALITY ASSURANCE

No: 612-00-456/2009-04

28.10.2011.

Belgrade

Pusuant to the Article 10, Paragraph 3, of the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06 and 112/08), and in relation to the Article 14, Paragraph 1, Clause 7, and Article 16, Paragraph 8, Clause 3 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05, 100/07-authentic interpretation 97/08 and 44/10), at its session of 28.10.2011., the Commission for accreditation and quality assurance adopted the following

DECISION ON REJECTION

The request for accreditation of the **HEI**, submitted by the **UNIVERSITY OF NOVI PAZAR**, Dimitrija Tucovića b.b., Novi Pazar, VAT: 101790358, company registration number: 17433237, application no. 612.00-456/2009-04, **is hereby denied**.

Rationale

The University of Novi Pazar, situated in Novi Pazar, Dimitrija Tucovića b.b., Novi Pazar, submitted the application for HEI accreditation no. 612.00-456/2009-04.

Attached to the request, the HEI submitted the documents defined by the Article 4 of the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06).

In accordance with the Articles 6 and 7 of the Regulations of the standards and procedure of accreditation of HEIs and study programs, the Commission for accreditation and quality assurance formed a subcommission to establish the facts of relevance in the adoption of the decision about request, and appointed reviewers.

The report of the reviewers regarding the analysis of submitted documentation and the assessment, and the Subcommission report were made following the immediate insight into the work of the HEI.

Effective transfer of knowledge had been declared as the fundamental task of the HEI, enabling the increase of the number of highly educated professionals and scientists, who would stimulate the development of our economy and society in general. The attached

documentation (nor the web page of the HEI) did not specify who and when is to adopt and monitor the realization of these tasks.

The above tasks are rather general in nature, and can be reduced to the development of disciplines and study programs; closer definition of the tasks would enable their measurability. According to the documents, the University „covers“ three educational-scientific areas: natural sciences and mathematics; humanities and social sciences; and technical-technologic sciences. However, the University does not have any disciplines from technical-technologic field; instead, the field of art is found. The tasks involved „research and educational work in a number of multidisciplinary areas“; the documentation does not specify these areas“.

The University did not submit any publication, but the web page of the HEI contained the information about the HEI members, i.e. the departments. The University is organized as an integrated university with six organizational units – departments (the programs of which belong to three scientific fields):

1. Department of philological sciences;
2. Department of pedagogical-psychological sciences;
3. Department of legal sciences;
4. Department of economic sciences;
5. Department of natural-technical sciences;
6. Department of art.

The University has established its basic tasks and aims, which govern its further development, planning processes, and control procedures.

Long-term planning is performed in 5-year intervals (or longer), middle-term planning every 3 years, and short-term once a year, through the adoption of program and plan of work of the University and operative plans. However, based on the submitted plan for 2009 and one report from 2008, a conclusion can be drawn that the HEI does not take into account real numbers, and that the plan and report were written in general terms, and do not contain any terms and periods of time for particular activities. They do not contain plans for individual departments. Organization, function, governance, and management are regulated by the Statute. The HEI did not attach any documents or legal acts which would specify authorities, responsibilities, function (for instance, the Regulations of the organization and systematization of workplaces, Rules of procedure for the Senate, Rules of procedure for the Council. The HEI web page contains the Regulations of the work of Student parliament.

The documents contain the plan of work of the University of Novi Pazar for 2009, containing: activity plans for teaching, international cooperation, material-financial operation, research, etc.

The plan is not appropriate – the text cannot function as a plan; an excerpt from the plan for 2009:

„Scientific adjustment has to be implemented even in the most fundamental activities. E.g., ploughing at 10, 20, or 80 cm depth sometimes essentially alters the yield of particular soil type, so that only the knowledge of certain characteristics in agriculture or appropriate fertilizers and similar is a reasonable basis for the selection of appropriate technology. In some cases technical aspects alter the function upon which depend the quality and/or productivity of use of workforce, and in some cases the impact is absent... or Dynamic systems such as science and technology do not agree well with conventional educational systems. In

connection with energetic crisis, the following options are considered: 1) Fossil fuels (coal, hydrocarbons); 2) Nuclear fission (produces ecologic disbalance in the world); 3) Nuclear fusion (requires further research); 4) Other sources of energy (solar, geothermal, wind energy). Helioelectric plants are being projected. Slower advancement is noticed in photochemical and photobiologic research (which may support production of fuels); 5) Energy saving. WHAT THIS HAS TO DO WITH THE UNIVERSITY WITH 6 DEPARTMENTS IN COMPLETELY UNRELATED FIELDS? **The plan is too general, with inappropriate contents, and is not adjusted to the yearly plan!** Work plan does not appropriately involve the activities of organizational units. This is a significant organizational shortcoming when an integrated university is concerned.

The submitted Statute was adopted on 11.02.2009. The Statute described 6 departments without the legal entity status:

1. Department of philological sciences;
2. Department of pedagogical-psychological sciences;
3. Department of legal sciences;
4. Department of economic sciences;
5. Department of natural-technical sciences;
6. Department of art.

The documentation listed 17 Senate members (only their names), and it was not possible to determine if in the Senate composition the HEI had abided by the Statute. Organization, function, governance, and management of the University are regulated by the Statute. Other legal acts were not submitted nor they were present on the HEI web page, specifying the authorities, responsibilities, and work (e.g. the Regulations of the organization and systematization of workplaces, Rules of procedure for the Senate, Rules of procedure of the Council. The Rules of procedure for the work of student parliament are placed on the HEI web page. The University adopted the Regulations of the quality assurance, which did not define the assessment of management organs and professional bodies.

On the University web page the information on the study programs can be found. In the attached table 4.2 the list of 15 programs is presented, out of which 3 in the NM field, 4 in the field of art, and 8 in HS field (in the meantime, the law was changed, and the titles and levels were not adjusted accordingly). The Senate decision was attached on the adoption of study programs, however without the necessary data. For instance, the value of programs was not expressed in ECTS credits. The part in the decision: LEGAL SCIENCES: LAW (Novi Pazar, Subotica, Niš, Pančevo) is also problematic. This list of cities was not explained. The documents attached list the professions for each study program, and there is a title „professor of Serbian and Bosnian language and literature“ which is not listed in the list of professions.

The University has only one accredited study program of basic studies, which does not qualify the HEI for the university rank: the minimum requirement is 3 study programs in 3 levels, and in at least 3 fields! (the certificate of accreditation was presented on the HEI web page for only one program – BAS – Law).

In the attached text for this standard the following can be seen: „It is especially important that the requirements related to quality and international recognizability of PhD studies are thoroughly elaborated by the organs of the University of Novi Pazar“. However, the requirements and their fulfillment were not presented in the documentation.

Research work of the HEI is only generally mentioned. The attached plan is too general, and concrete activities are reduced to seminars. This is insufficient for any conclusion to be drawn about the quality of research at the HEI. The surveillance of research work of the teachers is not described and elaborated. The quality and extent of research projects cannot be assessed from the attached documents. This shortcoming is very serious, since the HEI organizes PhD studies in the NM field (with very strict requirements). The University has been accredited with the Ministry of Science and Technologic Development. Table 5.1 has been submitted, and the HEI does not have any project supported by the Ministry or any international project. In the column *Other projects*, it was stated that the University realizes 30 projects in the HS field, 5 in the NM field, and 3 in the field of art. The Table 5.2 repeated these 38 projects in the column *Innovation, knowledge, implementation in the development of Serbia, with special stress on the Region of Sandžak*. The documents do not contain any summary of the results. **The Table 5.4 does not present any of the results.** The quality of research cannot be assessed at all based on the available documents, which is mandatory for PhD studies.

The data from the introductory table and table 6.1 do not match. The introductory one presents the number of assistant professors: 84, associate professors 23, full professors 49, while the table 6.1 presents the following numbers: assistant professors: 80, associate professors 32, full professors 35. The sum of the teachers does not match either. The table 6.3 is not appropriately filled. There are 122 teachers in the table (poor numeration). IT IS UNACCEPTABLE THAT THE TEACHERS' NAMES ARE DUPLICATED; e.g., associate professor Teofilović was mentioned three times. As representative references, PhD and MSc papers are mentioned, and it is necessary to be involved in teaching at all (e.g., Mirsad Nuković). Seminars are quoted as representative references (e.g. Lorena M. Srećković). Listed in the representative references are various published texts in journals, e.g. Link or Tourist World, information booklets etc. The columns for employment are not appropriately filled, nor the column NDVU! Average workload cannot be calculated from the table. Also, it is not clear if the weekly workload has been entered. Asst. professor Šabotić, for instance, as unacceptable workload of 16 classes, and asst. professor Đurović 18 classes. Valid conclusions cannot be drawn; it is unacceptable that the HEI applying for accreditation submits documentation filled in this way. The documents attached do not contain the Regulations of teacher election.

The University engages 9 non-teaching workers: 2 librarians, 2 junior librarians, 3 student affairs officers, 1 IT professional, and 1 secretary. The accountancy department was not mentioned at all!

The documents contain the public call for student admission, but without admission criteria, who and when published the call. Admission requirements were not mentioned, except that an interview was planned. Scholarships were not mentioned. The call contained the following formulation: *For all groups – modules – admission exam will be organized – interview with the candidates in general knowledge and professional knowledge*. The Regulations of admission and candidate ranking were not submitted. The Table 8.1 was attached, about student success in 12 study programs of basic academic studies. It is not clear why for some programs there are two sets of data. The methodology of surveillance of student success was not explained. The tables 8.2 on the number of students of the HEI were submitted. It is confusing that students were admitted to the program *Journalism*, and that standard 4 does not even list this study program. The HEI mentioned that it used objects in 4 cities.

The contracts of lease were submitted, but it was not clear how the long-term lease was provided. On the other hand, it was not clear how the teaching was organized in these 4

cities (if these were organizational units, they should have been accredited separately). The numbers of students per each city were not defined. Formally, the space requirement were fulfilled. The documents stated that 3939 m² was the space required, and the number of students was 1838; there are 10735 m² available and the standard was fulfilled. The table 8.3 presented the number of graduates. The documents specified the type of teaching facilities, but their size could be the problem; in Subotica, in the room of 30 m² there were 30 students. It would be useful to analyze the quality of teaching in these conditions. There are more similar examples (a classroom of 35 m² with 50 seats etc.). The space for teaching is appropriate above all in the building in Novi Pazar.

Table 9.3 listed the equipment used, with the inventory book excerpt. The adequacy of the equipment (and the assessment of this standard) depends on the study programs to be realized.

Table 10.1 mentioned only the library in the Novi Pazar building. The library usage of students from the other 3 cities was not explained! There were 4789 library units, which was a relatively small number for the number of study programs and 1838 students. The degree of quality of library resources for PhD studies could not be assessed. The Agreement with the City library of Novi Pazar was submitted, which was a useful step in quality improvement. In the statement it was mentioned that the HEI had 50 PCs in two IT labs in Novi Pazar, again with the problem of realization of teaching in other cities. The contract regulating Internet access was also submitted.

The financial reports for 2006, 2007, and 2008 were submitted. These were all positive. The financial plan for 2009 was also presented. Numbers were presented in an odd way: e.g., the income from scholarships – 170.000.000,000! – and everything with an unexplicable number of zeroes. The plan stated that 88.5% of income was made up of scholarships. Project funds were not planned.

The suggestion of the Strategy of quality assurance was attached (32 pages), containing the areas of quality assurance, aims, and measures. The University formed the Commission for quality with 7 teachers. Non-teaching personnel and associates were not involved. It was noted that students were involved in the Commission work, but it was not clear why. The activity of the Commission was defined by an article in the Statute. Student poll results were submitted, as well as the self-evaluation results. There were no conclusions, nor recommendations in the self-evaluation report (nor the assessment of quality of research, management, conditions etc.).

The HEI has a rather well developed web page, with important student information. Student information booklet was submitted. Some of the pages for teacher lists were left empty. Teacher book could not be opened for the field of NM, nor their competence could be checked.

After the consideration of documents about the removal of faults mentioned in the warning letter, the Commission found that the **UNIVERSITY OF NOVI PAZAR**, Novi Pazar, Dimitrija Tucovića b.b., did not remove the faults from the warning letter and **did not fulfill the standards of HEI quality**. The Commission for accreditation and quality assurance adopted the appropriate decision as mentioned at its session of 28.10.2011.

Legal remedy: Against this Decision the complaint may be filed with the National Council for HE not later than 30 days of the date of Decision receipt.

Delivered to:

- the HEI
- CAQA archive

President

Prof. dr Vera Vujčić



**REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION
AND QUALITY ASSURANCE
No: 612-00-80/2011-04
23.12.2011.
Belgrade**

Pusuant to the Article 14 and Article 16, Paragraph 8, Clause 3 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05, 100/07-authentic interpretation 97/08 and 44/10) and the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06 and 112/08), at its session of 23.12.2011., the Commission for accreditation and quality assurance adopted the following

DECISION ON REJECTION

The request for accreditation of the **study program**, submitted by the **Business-Technical College of Vocational Studies**, 34 Svetog Save square, Užice, VAT: 101623886, company registration number: 07156766, application no. 612.00-80/2011-04 of 24.03.2011., **is hereby denied.**

Rationale

The Business-Technical College of Vocational Studies, 34 Svetog Save square, Užice, submitted on 24.03.2011. the request for study program accreditation: **specialist vocational studies – informatics** in the field of natural sciences and mathematics, application no. 612.00-80/2011-04.

The documentation was attached to the application, required by standard 4 of the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06 and 112/08).

In accordance with the articles 6 and 7 of the Regulations of the standards and procedure of accreditation of HEIs and study programs, the CAQA formed a subcommission to establish the facts of relevance for decision-making after the request for accreditation and appointed reviewers.

Reviewers' report of the analysis of submitted documentation with their assessment and Subcommission report made after the immediate insight into the work of the **Business-Technical College of Vocational Studies.**

The study program contains all the necessary elements in accordance with the law, with appropriate number of ECTS credits. The number of ECTS after completed studies is 60.

The HEI published the information about the study program: Student informant for the school year 2011/2012, with the data placed on the web page.

The program offers some new professional/vocational insights, but it cannot be said that it is comprehensive or complete. The courses are diverse and do not provide sufficient competence in neither area of computer science. It appears that the program was shaped in accordance with the available teacher resources. Other programs (in the same HEI) were not even mentioned, let alone any coordination with them. Three web pages of the HEIs from ex-yugoslav republics were given. However, these sites were very complex, and from the analysis of their curricula we were unable to find any harmonization and recognizability (there were courses in this HEI that could not be found on these web pages). An appropriate number of students are admitted – 35 – in accordance with the capacity.

Student ability is checked on admission. Passing an exam, the students earn a number of ECTS credits in accordance with student workload and following common methodology. Student success is continually followed per each course and expressed in points. A student earns points by his teaching involvement, fulfillment of pre-exam obligations, and sitting the exam, with the minimum for pre-exam obligations of 30 and maximum 70. Each course has a clear, transparent way of earning points. An appropriate number of students are admitted – 35 – in accordance with the capacity. Regular monitoring of quality is planned.

Teacher data (table 9.2) and those in teacher employment booklets are not adjusted – there are contradictions. Some teachers have over 12 classes of active teaching a week. There are 10 teachers with average workload of 1.57 classes a week. The total number of active classes is 15.75. Real teacher workload can be hardly described, since some of them have a very small number of classes. For instance, prof. Dragić Banković have 14.5 classes of teaching and 10 classes of practice, out of which only 1.5 classes in this study program, while in table 9.2 he has 7.75 classes of active teaching in this program. Prof. Boban Stojanović has 12 classes of practice and 15.5 lecture classes, out of which only 1.5 in this program, and in table 9.2 he has only 0.5 classes of active teaching. There is a discrepancy between table 9.2 and teacher files. Both these teachers have slightly more classes than the upper limit of 12 classes. Most of the teachers do not have PhDs in their area of teaching (PhD are mainly in the fields of mechanical engineering and electrical engineering). Qualifications of most of the teachers do not match their duties in this study program. References of most of the teachers are old and papers are presented in the country. A small number of teachers have published papers. Most of the references are not in their field of teaching and practical instruction. E.g., the references of Dragoljub R. Drndarević and Damnjan D. Radosavljević are not appropriate for their courses taught in this program. Appropriate conditions for work and career advancement of teaching associates have not been created. Student groups for lectures are up to 35 (32 by the standard), groups for practice up to 18 students (16 by the standard).

The library is poorly equipped with appropriate professional literature. The number of IT labs is not sufficient for the total number of students in the HEI.

Appropriate space has been provided for the specialist vocational program – 3985 m², with the total number of student being 1785 (2.23 m² per student in two shifts teaching).

The role of students in the monitoring of quality has been closely defined in the Regulations of student validation of teaching (attachment 11.5). The control of quality of the content and methods of teaching is performed using student polls. The polls result in the grades of quality of all forms of teaching in a course, per each teacher and associate. Polling takes place in the last week of each semester for the courses contained in the semester.

Based on the review of documentation, the following is recommended to the Business-Technical College in Užice: the programs of most courses are too short and lack sufficient information.

1. **Standard 1:** The study program with the suggested courses cannot guarantee that the students will be able to use in practice the various areas of computer science in all industrial surroundings (as stated in the text accompanying the standard). Learning outcomes are too general and unclear. Most of the required data are there, but given in a rather confusing way.
2. **Standard 4:** Several independent elements have been mixed in the standard description: 1) general and course-specific competences are too general and poorly described; 2) learning outcomes are well elaborated, although as a mixture of outcomes and competences; 3) description of competences, as the consequence of 3 groups of courses (general, vocational, elective), are poorly elaborated. The text is rather obscure.
3. **Standard 5:** For some of the courses the literature is obsolete. Outcomes and aims of the courses are of uneven quality, some very carelessly filled out. Team work is not used in vocational courses (essential in this area).
4. **Standard 6:** Specialist studies have a lot of general courses, at a rather basic level. Stronger accent should be put on the team work in vocational, IT courses. The similarity of the program with the programs in Ljubljana, Skopje, and Split has been documented. However, the comparisons should be made with appropriate programs in some other EU countries should be made. The program is not harmonized with other programs in the HEI.
5. **Standard 8:** Suggested methodologies of work in vocational courses are rather traditional and do not offer some more attractive approaches. More efforts should be made to use more appropriate, modern methodology of work, involving interactive teaching/learning, and active student participation.
6. **Standard 9:** Teacher data (table 9.2) and those in teacher employment booklets are not adjusted – there are contradictions. Some teachers have over 12 classes of active teaching a week. Most of the teachers do not have PhDs in their area of teaching (PhD are mainly in the fields of mechanical engineering and electrical engineering). Qualifications of most of the teachers do not match their duties in this study program. References of most of the teachers are old and papers are mainly presented in the country. A small number of teachers have published papers. Appropriate conditions for work and career advancement of teaching associates have not been created.
7. **Standard 10:** The library is poorly equipped with appropriate professional literature. The number of IT labs is not sufficient for the total number of students in the HEI.

After careful consideration of the submitted documents of the removal of faults from the warning letter, the CAQA found that the **Business-Technical College of Vocational Studies, 34 Svetog Save square, Užice**, in the accreditation of the **specialist vocational studies – informatics** in the field of natural sciences and mathematics, failed to remove the faults from the warning letter and **did not fulfill the standards of quality** of the study program. In accordance with the above, the CAQA adopted the above Decision at the session of 23.12.2011.

Legal remedy: Against this Decision the complaint may be filed with the National Council for HE not later than 30 days of the date of Decision receipt.

Delivered to:

- the HEI
- CAQA archive

President

Prof. dr Vera Vujčić

ANNEX 20.1

ANNEX 20.1.



**REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION AND
QUALITY ASSURANCE**

**C E R T I F I C A T E
O F A C C R E D I T A T I O N O F T H E S T U D Y P R O G R A M**

The UNIVERSITY OF ARTS IN BELGRADE – FACULTY OF MUSICAL ART, KRALJA MILANA 50, BELGRADE, VAT: 101849339, Company reg. number: 07002084, has fulfilled the standards according to the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the Republic of Serbia*, no. 106/06) for accreditation of the study program Graduate academic studies – SCIENCES OF MUSICAL ART in the field of humanities and social sciences for 51 students in the Faculty site.

The Certificate is issued pursuant to the article 16, paragraph 5, clause 1 of the Law on Higher Education Ovo uverenje izdaje se na osnovu člana 16. stav 5. tačka 1) Zakona o visokom obrazovanju (*Official Gazette of the Republic of Serbia*, no. 76/05).

No.: 612-00-653/2008-04

PRESIDENT

Belgrade, 02.07.2010.

Prof. dr Vera Vujčić

ANNEX 20.2

ANNEX 20.2.



REPUBLIC OF SERBIA
COMMISSION FOR ACCREDITATION
AND QUALITY ASSURANCE

CERTIFICATE OF ACCREDITATION
OF THE HEI

It has been found that **the Integrated University UNION „Nikola Tesla“, 62-64 Cara Dušana, Belgrade**, fulfills the proper standards for accreditation of the HEIs, defined by the Regulations of the standards and procedure of accreditation of HEIs and study programs (*Official Gazette of the RS*, no. 106/06).

This Certificate is issued pursuant to the Article 16, Paragraph 5, Clause 1 of the Law on Higher Education (*Official Gazette of the RS*, no. 76/05).

No: 612-00-400/2010-04

26.08.2011., Belgrade

PRESIDENT

Prof. dr Vera Vujčić

ANNEX 21

ANNEX 21.



**REPUBLIC OF SERBIA
COMMISSION FOR
ACCREDITATION AND QUALITY
ASSURANCE**

Nr: 612-00-411/2011-04

20.01.2012

Belgrade

Pursuant to the Article 15, Paragraph 4, and Article 17, Paragraph 5 of the Law on Higher Education („Official Gazette of the Republic of Serbia“ number 76/05, 100/07, 97/08, 44/10) and Articles 6, 7, 8 of the Rules and Regulations of the Standards and Procedure of External Quality Assurance of Institutions of Higher Learning („Official Gazette of the Republic of Serbia“ 106/06, 112/08), at its session of 20.01.2012., the Commission for Accreditation and Quality Assurance, adopted the following

REPORT

on External Quality Assurance of the Technical Vocational College in Novi Sad (TVCNS)

The independent HEI, **Technical Vocational College in Novi Sad (TVCNS)**, Školska 1, Novi Sad, VAT: 100452579, company registration number: 08081000, submitted on 19.05.2011 the Report of Self-Evaluation, as well as the other documentation of relevance for quality assessment.

Pursuant to the Articles 6 and 8 of the Rules and Regulations of the Standards and Procedure of External Quality Assurance of Institutions of Higher Learning, the the Commission for Accreditation and Quality Assurance formed the Subcommission, composed of two members and one student of vocational studies as a member. After the site visit and a direct insight into the work of the institution and consideration of two reviewer reports, the Subcommission established the facts of relevance for external quality assurance and made the suggestion of the final report of external quality assurance and submitted it to the CAQA.

The CAQA, at the session of **20.01.2012**, considered and adopted the suggested report of external quality assurance of the **Technical Vocational College in Novi Sad (TVCNS)**.

INTRODUCTION

The evaluation of internal quality assurance of the **TVCNS** was done by the following on-site visit subcommission:

1. Prof. dr Ratko Nikolić
2. Prof. dr Endre Pap

3. Biljana Dorđević, student

After consideration of the Report of self-evaluation of the HEI and additional information, as well as by using very useful interview information, the subcommission intended to assess the following:

- Mission and vision of the HEI, ie. what does the HEI work and wish to work?
- Implementation program, ie. how does the HEI work?
- Evaluation process, ie. how does the HEI verify/confirm that it is working what it should?
- Strategic planning, ie. how does the HEI plan to change itself in order to improve its activity?

The TVCNS has submitted high quality documentation with detailed SWOT analyses, adequate descriptions for all standards, and all the necessary annexes and tables of relevance for external quality control.

Visit protocol: Technical vocational college Novi Sad, 29.06.2011

1. Talks with the management of the institution about the attained level of teaching and research

- prof. dr Božo Nikolić, director
- prof. dr Ljiljana Govonski, Council president
- prof. dr Sonja Grigorjev, assistant director
- prof. dr Ljiljana Ružić Dimitrijević, assistant director

2. Talks with the representatives of Student parliament and student organizations about the realization of teaching and research, and student activities

- Predrag Obradović, student
- Zoran Višekruna, student
- Suzana Ivanović, student
- Ana Senderak, student
- Nikola Bogdanović, student

3. Talks with chiefs of study programs, heads of departments, representatives of the Assembly for Education and Science

- prof. dr Božo Nikolić, director
- prof. dr Ljiljana Ružić Dimitrijević
- mr Zvonimir Bukta
- mr Dušan Gavanski
- prof. dr Anita Petrović Gegić
- mr Vesna Petrović
- prof. dr Branko Savić
- prof. dr Zoran Lovreković

4. Talks with the Self-Evaluation report team and with vice deans and assistants

- prof. dr Božo Nikolić

- prof. dr Ljiljana Gavanski
- prof. dr Ljiljana Ružić Dimitrijević
- mr Biljana Gemović
- prof. dr Zvonimir Bukta
- mr Dušan Gavanski
- mr Živko Joković
- mr Saša Spasić
- prof. dr Tima Segedinac
- prof. dr Branko Milosavljević
- prof. dr Sava Kovačević

5. Talks with the secretary, accountancy chief, student affairs chief, library chief, chief of the IT system, etc.

- Radojka Dabić
- Vesna Bogdanović
- Milorad Storić
- Nataša Subić

6. Visit to the HEI facilities

7. Closing talks with the Self-Evaluation report team and the management of the HEI – director, his assistants, secretary, president of the Commission for Quality Assurance and president of the Student parliament

- prof. dr Božo Nikolić
- prof. dr Ljiljana Gavanski
- prof. dr Ljiljana Ružić Dimitrijević
- prof. dr Sonja Grigorjev Munitlak
- mr Bojana Genović
- Radojka Dabić
- prof. dr Zvonimir Bukta
- mr Dušan Gavanski
- mr Živko Joković
- mr Saša Spasić
- prof. dr Tima Segedinac
- prof. dr Branko Milosavljević
- prof. dr Sava Kovačević
- Predrag Obradović

1. STRATEGY OF QUALITY ASSURANCE

The HEI applies and maintains the management of quality system in accordance with the standards ISO 9001:2001, June 2003, recertified in 2007, and 2011 again according to the requirements of SRPS ISO 9001: 2008 standard. The school has established, documented, applied, and managed quality in accordance with the SRPS OHSAS 18001:2007 standards.

The attachments for the standard are:

1. 1.1 – Strategy of quality assurance, containing the principles upon which the school policy of quality is based;

2. 1.2 – Measures and subjects in the process of realization of Strategy of quality assurance;
3. 1.3 – Action plan for the realization of Strategy of quality assurance;

The HEI has defined the Goals of quality through the process of evaluation of the system of quality (23 goals, most of them unmeasurable and unquantifiable).

The HEI has submitted a portion of documents related to the system of quality; however, it is to be expected that the Regulations of quality can be found on the school web page (in its original or summarized form).

From the suggested measures and defined quality-related goals, the CAQA estimates that the school has sufficient resources to realize the planned goals of quality assurance in the next period.

Suggestions for the improvement of standard 1:

- The strategy should be defined and action plan should be worked out to put the strategy to work;
- The documented system of quality should be updated and harmonized with the current regulation;
- All the documents should be uploaded to the school web page and the page should be improved.

2. STANDARDS AND PROCEDURES OF QUALITY ASSURANCE

The HEI has submitted the documents related to the standards and procedures of quality assurance, with the documents of the established system of quality as the basis. However, the documents have not been harmonized completely with the Law on HE and other standards/norms (e.g., in the document Q2.HA.01 – the procedure of student admission – in the clause 5.1 there is the statement „...the director of the school, based on the teaching resources available and inquiry about the user needs and requests (in accordance with the document Q2.EF.01 – the procedure of inquiry about the user needs and requests), submits to the relevant ministry, after the received request, the suggestion of the HEI of the number of students for admission...“, which is in contradiction with the law in both the school name and the procedure of public call for the first year admission.

The documentation related to the Plan of work and procedures of surveillance and improvement of quality is not complete. Instead of the Plan of work, the school has submitted the Plan of quality – a general program of internal checks. A Plan of work should provide the assurance of quality of documented system of quality, not only the talk with the executors.

Instead of the requested *Yearly report of work of the established body for quality assurance*, the HEI has submitted the *Yearly report of evaluation of the system of quality*. The submitted report has only scarcely presented the findings and suggestions of corrective and preventive measures.

The school has got the established system of quality management, but the CAQA cannot assess the current results and situation since the comparison with earlier results is not possible (the HEI has not submitted the quality goals in the past).

Suggestions for the improvement of standard 2:

- The documented system of quality should be updated and harmonized with the current regulation;

- Plans of work, internal checks. adoption of quality goals, reviews, and other activities should be undertaken in accordance with the requirements and established system of quality.

3. SYSTEM OF QUALITY ASSURANCE

The school has submitted all the required documentation necessary for the assessment of the standard.

The HEI has submitted the excerpt from the Statute, proving the formal establishment of organization in quality assurance via the existence of the Management representative for quality, Board for quality, or Commission for quality, the competences of which have been defined in the Statute. Student involvement in the Commission is planned.

The HEI, once a year or more often, organizes the polls to collect the data necessary for the school quality analyses. The polls cover the following areas:

- Self-evaluation of quality of teaching (by students);
- Self-evaluation of study program quality (per each study program, for *Graphic design, Mechanical engineering, Electrical engineering, Metal processing, Protection*);
- Self-evaluation of quality of teaching (by alumni);
- Self-evaluation of quality of teaching (by employers);
- Self-evaluation of student affairs department;
- Self-evaluation of library;
- Self-evaluation of school management;
- Self-evaluation of chiefs of study programs;
- Self-evaluation of working conditions for professors;
- Self-evaluation of working conditions for students.

The results of the polls are presented in the attachment 3.2. In general, the polls show a high degree of user satisfaction.

The attachment 3.3 lists the measures for quality improvement in the student affairs department and library.

The HEI has submitted the Regulations of self-evaluation and assessment of study programs, teaching, and working conditions, establishing the bodies and procedures of self-evaluation and assessment of quality of study programs, teaching, and working conditions. Article 3 of the Regulations defines the composition of teams for self-evaluation of study programs, teaching, and working conditions. The teams are composed of both teachers and students.

Suggestions for the improvement of standard 3:

- Elaboration of the poll system (sample sizes, preventive and corrective measures, surveillance of realization of undertaken measures);
- Poll results and suggested corrective measures should be made public via the school web page.

4. STUDY PROGRAMS

The HEI has officially submitted the documents and attachments related to this standard.

The school has presented the information that the proportions of educational, professional, and professional/applicative courses is 15%, 40%, and 45%, and that the courses contain appropriate contents, continually updated with the development of science and technology. The goals and outcomes of study programs are thus realized in the sense of acquisition of knowledge, skills, and competences related to the vocation.

The CAQA finds that the goals of study programs are harmonized with learning outcomes.

The general structure of study programs takes into account the harmonization of educational, professional, professional/applicative, and practical courses. The last, 6th semester, should enable practical application of knowledge/skills.

The HEI has accredited 14 study programs of basic vocational studies since 2007, out of which 2 being realized as distance studies as well, and 7 study programs of specialist vocational studies. The HEI has attached all accreditation decisions.

The attachment 4.2 describes the percentage of graduates related to the percentage of admitted students for the requested periods for basic and specialist studies. For the study program *Electronic business* there were no data, since the program was accredited in 2009, nor for the program *Processing of metal*, accredited in 2007. The general impression is that the percentage of graduates is low (9-39%). As for the specialist studies, the situation is much better (26-90%).

The HEI has admitted the accredited numbers of students in general, although there are differences among the study programs. Out of the total number of accredited students, 1.392 students (79.45%) have been admitted in all study years, and out of 136 accredited students 97 have been admitted (71.32%). In basic vocational studies in the first year, out of 584 accredited students the same number of students have been admitted, 387 students (66.27%) in the second year, and 421 (72.09%) in the third year. The HEI should take measures to improve the numbers of admitted students in all study programs according to the accredited number of students.

Suggestions for the improvement of standard 4:

- Persistence in the realization of preventive and corrective measures aimed to improve study success in all study programs;
- All the related documents should be uploaded onto the school web site.

5. TEACHING PROCESS

The HEI has submitted the complete documentation for the standard, as well as the regulations of education and training of the staff. The results of polls have been presented, documenting a high degree of satisfaction of students with the teaching process. The teaching is interactive, stimulating students to think, to exercise creativity and independence. The school has high quality teachers, well organized teaching, excellent labs, and well organized vocational practice.

On the example of the study program *Information technology*, the structure of the curriculum has been analyzed. Out of 31 courses, there are 6 related to general education, 13

professional, and 12 professional/applicative, with the number of credits participating in the overall number with 14.44%, 41.39%, and 44.17%, respectively.

The teaching forms are as follows: lectures, auditory practice, lab practice, consultations, and practical teaching within the courses *Practicum*, *Theory of engineering experiment*, and *Engineering practice*, held in the 6th semester, partly in industrial plants.

Professional/applicative courses involve teaching in the form of lectures and lab practice, where students work independently or in groups on selected projects.

Practical teaching (instruction) is the form of teaching in the 6th semester partly realized in industrial and other companies based on agreements. Each instance of practical training contains a preparation part, with students directed towards the goal, content, and form of practice, and the actual practical training.

Engineering practice is the form of teaching in the 6th semester, with 186 classes, effectuated in various companies (production, services, etc.), following the program contents agreed upon with the responsible professionals from the companies, course teachers, and students, in the function of preparation of the graduation paper. Engineering practice is realized with teachers as mentors and professionals from the company as co-mentors.

The attachment 5.3 is the Regulation of the changes and annexation of the Regulation of education and training of 21.12.2009. The regulations define the involvement of the HEI in the preparation and defense of PhDs, in accordance with its financial resources, only in the fields in which the school needs teachers.

The Regulation of the changes and annexation of the Regulation of education and training of 03.09.2009. define the involvement of the HEI in the reimbursement of the expenses of its employees for their attendance at the meetings in the country and abroad.

The HEI stimulates and provides training for its teachers.

The HEI has chosen high quality scientific and professional teaching bases for the realization of practice and professional practice, providing students with the necessary practical knowledge and skills for future employment. The number of bases is as follows: Energetic engineering 15, IT 31, Graphic engineering 4, Applied photography 9, Web design 15, Production engineering, thermoenergetics, and maintenance 10, Fire protection 15, Occupational safety and health 5, Civil protection 1.

6. SCIENTIFIC, ARTISTIC, AND PROFESSIONAL WORK

The HEI has submitted the required documentation for the area of the standard; the CAQA finds that the national activity in that regard is greater than the international activity, resulting in a small number of papers published in international journals (especially in the SCI-listed journals). Significant amounts are invested in that regard, aiming to achieve a higher number of international results, such as attendance at international journals, publishing of papers abroad, joint publishing of journals.

The HEI independently organizes and realizes research projects, providing the involvement of teachers and associates in the projects of other HEIs and research institutes, and through the research and expert engagement at the level of local community and local industry. Over 100 professional projects have been written for industrial and other users, regarding the assessment of risk of work places and environment, with the involvement of teachers/associates from various fields.

The HEI has applied for several projects in the domain of education (curriculum reform), regional development (distance learning), environmental protection, fire protection, occupational safety and health. The school has got also a TEMPUS project as the first college of vocational studies in Serbia, being involved too as a partner in the projects of other HEIs.

The school organizes professional meetings in the field of fire protection every other year – the conference on fire and explosion protection, and yearly the meeting in the field of safety and occupational health – safety engineering. Both conferences are international. The contents of these conferences are in the fields taught at the school, and it is to be expected that the new knowledge should be included in the curricular contents.

The school continually harmonizes its study programs with the strategic determination. Research contents are in the fields covered by the school courses, and they are adjusted to the national and European development strategies.

The school stimulates and provides conditions for teachers to be engaged in research and professional work through the involvement in projects, organization and attendance at conferences, professional training through formal education etc.

Publishing activity of the HEI is very well developed and regulated. The school is able to issue the publications of its employees and has the necessary equipment and professionals for printing preparation and actual printing.

All the teachers and associates are involved in the realization of three national professional projects. In the last year, 1.32 papers per teacher/associate and 1.83 points per researcher were realized. A new journal has been established, jointly with a HE institution from Russia.

Suggestions for the improvement of standard 6:

- Systematic planning of research activities should be instituted in the next period;
- Research activity should be institutionally defined (at the school level, national level, and internationally).

7. TEACHERS AND ASSOCIATES

The HEI employs experienced teachers and associates, highly appraised by the students in student polls.

There are the Regulations of election of teachers and associates, with the procedure and prerequisites for election. The Regulations are harmonized to a degree with the recommendations of the National council for HE, since the recommendations refer to the election at academic studies.

The HEI employs 59 teachers, out of which:

- Full time
 - o 21 professors of vocational studies (56.76%)
 - o 16 lecturers
- Contracted
 - o 14 teachers with PhD (63.64%)
 - o 8 lecturers

The HEI employs 29 associates:

- 7 teaching associates – fully employed
- 22 contracted associates

The HEI employs 35 non-teaching staff.

The CAQA finds that there are relatively few fully employed associates, and that the age structure is not favorable.

The HEI has defined the measures and activities to improve the quality of teachers and associates, and demonstrates the readiness to financially support teacher training.

The workload of teachers is 6.475 classes a week and the workload of associates is 10.875 classes a week. Fully employed teachers are engaged in 77.83% of teaching.

Suggestions for the improvement of standard 7:

- Age structure of the teachers should be improved; the number of associates should be increased; attention should be paid that the school employs staff with PhD degree;
- Teacher- and associate-related data on the school web site should be updated

8. STUDENTS

The HEI has submitted all the required documents for the standard.

The school has 14 accredited study programs for classical teaching and 2 for distance studies. For classical teaching, 520 students are admitted to the first year, and 64 students for distance studies. The total number of students is $(520+64) \times 3=1752$.

Based on the data describing the employees (standard 5), space and equipment (standard 11), it is estimated that the number of students is matched to the HR, spatial, and technical/technologic conditions.

Based on the description of this standard and data attached to standard 13, as well as the results of SWOT analysis, a conclusion may be drawn that the HEI continually and systematically monitors student success/failure rates by courses, programs, and years, with defined support measures in cases of unsatisfactory results.

Based on the attachment 4.3, describing the average duration of studies in the last 3 years, a conclusion may be drawn that there is a huge difference in the duration of studies depending on the study program, from 8 years in the worst case (*Production engineering*), to 3.25 years (*IT*).

In all study programs, the students get appropriate professional/vocational degrees, in accordance with the law.

Based on the visit to the HEI and talks with the students, the CAQA finds the following:

- students are very much satisfied with the teachers, associates, support non-teaching staff, school management;
- students are satisfied with the condition for study, and their position in the professional organs of the school;

- students believe that the organization of teaching, research, professional practice, is at a high level, representing an excellent basis for high quality graduates.

Suggestions for the improvement of standard 8:

- The documents related to the procedure of student assessment should be harmonized with the law;
- The results related to the quality of students should be further elaborated in order that corrective and preventive measures should be introduced;
- Student polls should contain the questions related to the fairness/objectivity of student assessment;
- All the student-related documents should be observed to the letter.

9. QUALITY OF TEXTBOOKS, LITERATURE, LIBRARY, AND IT RESOURCES

The HEI has submitted all the required documentation related to the standard, with the necessary attachments.

According to the report of self-evaluation, the school has 6.069 library items, fulfilling the requirement that the library has at least 1000 library items in the fields of the teaching process.

The HEI has adopted the Regulations of textbooks, and has accordingly formed the Board for textbook publishing.

The teachers of the HEI are active in writing the literature for courses realized within study programs; after becoming accredited, the school has published 36 new titles (10 in 2008; 12 in 2009; 14 in 2010).

The school regularly checks the „coverage“ of courses with appropriate literature, which is favorably assessed by the students. In view of the publishing activity, purchases of new titles, and student attitudes and opinions, the situation has been significantly improved compared to the pre-accreditation conditions.

In 2007 the HEI had 2 IT labs with 23 PCs, and in the beginning of 2011 it had 4 IT labs with the following equipment:

- PC pentium IV 16 pcs. Dual core 2500 MHz 1 GB RAM –a, 160 GB HDD, DVD
- PC pentium IV 16 pcs. AMD 2800MHz, 1 GB RAM-a 80 GB HDD, DVD
- PC pentium IV 16 pcs. Intel celeron 2500 MHz, 1 GB RAM-a, 80 GB HDD, CD-ROM
- Lap top pentium IV 13 pcs. Intel core 2 duo 2000 MHz, 2 GB RAM-a, 250 GB HDD, DVD,

i.e., 61 PCs (work stations).

The school has permanent Internet access via three ADSL lines at the address Školska 1, Novi Sad, and one ADSL line at Jovana Subotića 11, Novi Sad.

The school has also placed 2 wireless Internet access points: one closed in a C-4 IT lab for teaching use, and one open-type access point for the students in the Student club.

The HEI fulfills the requirement that a school has IT equipment sufficient for studying and research, providing at least one IT classroom with 20 PCs and Internet access.

The HEI has suggested numerous corrective measures for this standard, to be realized in the following years, aiming to improve the quality of teaching and research conditions.

10. MANAGEMENT OF THE HEI AND QUALITY OF NON-TEACHING SUPPORT

The school has submitted all the required documentation for the standard.

The school has 4 officers in the Student affairs department, each serving around 350 students.

The school has well developed IT/library departments, employing 3 persons with higher education and 2 with college education.

There is the post of school Secretary in the organizational scheme of the school.

The HEI fulfills the requirements of standard 7 for accreditation of HEIs in view of the number of non-teaching employees.

The HEI has legally established in the Statute the Commission for quality, composed of the teachers/associates, non-teaching staff, student representatives).

The duties of the Commission are as follows:

- Organization and realization of self-evaluation of study programs, teaching, working conditions, efficacy and success of study;
- Writing of self-evaluation reports;
- Initiation and suggestion of preventive and corrective measures for the improvement of quality of study programs, teaching, working conditions, efficacy and success of study;
- Initiation of development and improvement of internal mechanisms of quality assurance of all processes in the HEI.

The school employs 35 non-teaching staff, covering all professional duties and other tasks of the school.

Suggestions for the improvement of standard 10:

- The heads/chiefs of all study programs of basic and specialist vocational studies should be appointed;
- A complete IT system should be introduced to involve all the processes in the school, from teaching, registration & administration, organizational affairs;
- New student polls should be introduced to assess the work of heads of study programs and management organs and sample size should be increased to enhance the validity of polls.

11. SPACE AND EQUIPMENT

The HEI has submitted all the required documents for this standard.

The spatial capacity of the school is identical to that in 2007 (first accreditation), but with significant reconstructions, adjusted to the policy of development of the school.

Address and location of the school:

- a. Školska 1, building A and B;
- b. Jovana Subotića 11, building C

The total surface of the objects: 3.610 m² or 2.15 m² per student.

The school has been accredited for 1868 students, out of which 1560 for three year traditional studies, and 192 for distance studies; and 116 for specialist studies. When the number of distance students is subtracted from the total number of students we get 1676 students, which gives 2.15 m² per student, satisfying the requirements.

In the attached list of rooms, all the contents required for the teaching process have been mentioned. In the classrooms, labs, and amphitheatres there are 897 seats, providing a seat per each student if teaching is organized in two shifts.

The HEI continually works on the development of its laboratories and undertakes appropriate measures of rationalization and development of the existing resources. After the accreditation, one lab has been relocated to another address, and three labs are being renovated at the moment. The school has reported 392 items of equipment, with 56 more items in the procurement procedure (the value of 30 million RSD).

The HEI has provided the room for Student parliament (12.77 m²).

The CAQA finds that the school has invested much in the procurement of new equipment for the advancement of teaching.

Suggestions for the improvement of standard 11:

- The HEI should find out the appropriate space for the lab functioning as a training center for training and education of students in people rescue missions in emergency situations;
- Since the spatial capacity is the limiting factor for the school development in view of the location of the existing building in the Spatial plan of Novi Sad, any radical reconstruction or similar is excluded, so efforts should be made to expand the school to another location.

12. FINANCES

The HEI has submitted the Financial plan for 2011 (Attachment 12.1) and Report of finances for 2010 (Attachment 12.2).

The HEI is financed from the following resources:

- Finances from the founder, i.e. state/Government (in the last 5 years, these resources accounted for 30-40% of total finances);
- Scholarships: self-financed students (60-70% of total finances);
- Fees for commercial and other services (book store, student restaurant, engineering services) (10-20% of total income);

- The funds for research and professional activities are negligible (0.5% of total income).

The financial means from the republic budget are meant to cover the salaries and material and other expenses.

The HEI is independent in the distribution of its own income in accordance with the law on HE and school Statute, and after the decisions of management organs.

The CAQA finds that the HEI, with 19.627.955,00 RSD profit in 2010, runs excellent finances, which is the guarantee of successful realization of teaching and research. The HEI realizes 60-70% of its income, which necessitates great care in view of the expected economic crisis.

13. ROLE OF STUDENTS IN SELF-EVALUATION AND QUALITY CONTROL

The HEI has submitted the following attachments:

1. Attachment 13.1 *Regulations of the Student Parliament*; the Student Parliament is involved, among other domains of work, in self-evaluation of the school, study programs, and teaching, being engaged in the activities related to assurance and assessment of quality of teaching, study program reform, analysis and assessment of study (Article 6);
2. Attachment 13.1 *Article 50, Statute of the TVCNS*; the Commission for Quality, as an operational professional body, is composed of teachers, associates, non-teaching employees, student representatives (student members are appointed by the Student Parliament);
3. Attachment 13.3 *Regulations of Self-Evaluation and Assessment of Study Programs, teaching, and working conditions*; Article 3 regulates that the teams for self-evaluation of study programs, teaching, and working conditions, involve each 2 student members;
4. Attachment 13.4 *Student poll list for teaching quality assessment*;
5. Attachment 13.5 *Poll list for graduates of the TVCNS*;
6. Attachment 13.6 *Poll list for employers*;
7. Attachment 13.7 *Student poll list for self-evaluation of working conditions by the students*;

Attachments 13.4-13.7 present the contents of poll lists. The polls are anonymous, which is of key importance, and that students (and employees as well) are able to have their say in a straightforward way, and that activities/organs/individuals assessed cannot see the lists before poll results are published.

The CAQA has found the following:

- The HEI has created the necessary conditions that the involvement and activity of students in quality assurance can be considered the process based on open, sincere, and constructive criticism, aimed to improve the situation.
- A portion of responsibility in quality assurance of the school, study programs, and teaching, should rest on the students, who should understand and seriously

accept their own role in self-evaluation, and to respond to poll questions in a frank and objective way.

14. SYSTEMATIC SURVEILLANCE AND PERIODIC CONTROL OF QUALITY

The HEI has submitted the complete documentation necessary for the assessment of this standard.

The HEI has identified the following interested parties to obtain the information about their satisfaction with the situation in the HEI (and defined the procedures to monitor their satisfaction):

- students and postgraduates,
- employers,
- trainees,
- attendants at the scientific conferences, and research meetings,
- users of other services of the HEI (products, publications, etc.),
- employees

In the Report submitted by the school it has been stated that in the Attachment 14.1 *Information that describe the activities of the HEI available from the HEI web page*, related to standard 14, the following can be found:

- Procedure of entry quality control
- Procedure of quality control of products and services
- Procedure of implementation of corrective and preventive measures
- Procedure of internal quality control
- Procedure of implementation of methods and techniques for quality improvement
- Procedure of writing and surveillance of realization of business plans
- Procedure of surveillance and measurement of satisfaction of service users
- Procedure of analysis of study success
- Procedure of analysis of feedback information
- Procedure of student admission
- Procedure of realization of teaching process
- Procedure of operation of student affairs department
- Procedure of resolving problems in the teaching process
- Procedure of student knowledge assessment
- Procedure of publishing
- Procedure of documentation-information services
- Procedure of employment
- Procedure of production

- Procedure of offering various services
- Procedure of organization of scientific conferences and scientific-professional meetings
- Procedure of resolving problems in the activity of offering services
- Procedure of investigation of user needs and requests
- Procedure of procurement

Based on the insight into the complete documentation, it is obvious that the HEI systematically collects and process the data necessary for quality assessment of all standards. Based on the polls of students and employees, the HEI pays special attention to the collection and processing of data related to the quality of study programs, teaching process, teachers and associates, students, textbooks, literature, library, and IT resources, management of the HEI.

The Report states that the public access to the results of self-evaluation of the HEI is provided via the public presentation of results (school web page) and their analyses at the sessions of the Assembly for Education and Science (with representatives of the Student Parliament present as well) and meetings of the school departments.

The school has listed the HEIs from abroad with which the school has signed cooperation agreements. The cooperation is realized through the attendance at conferences, exchange of visiting professors and students.

The CAQA finds that the HEI has successfully organized surveillance and periodic control of quality, but the information about that should be uploaded on the HEI web page.

15. CLOSING COMMENTS

*** Strong points**

- Long-lasting tradition, reputation in vocational education;
- The system of quality management has been introduced; there is the ISO 9001:2008 certificate;
- There are documents defining the procedure of surveillance and periodic controls of quality;
- The work of the teachers and associates has been highly graded;
- The expectations of graduates and employers have been fulfilled;
- There is a high quality space, equipment, publishing activity, library, textbooks, and advanced IT support;
- There is the HR capacity for implementation of quality policy, readiness of students, teachers, associates, and support services to implement the system of quality;
- Readiness of teachers and associates to introduce new forms of teaching;
- Increased interest of teachers and associates for research activity and international cooperation;
- Readiness of the school management to invest in the improvement of quality of study, training of the employees, and planned implementation of the system of quality;

- Positive financial balance sheet.

*** Weak points**

- Unfavorable age structure of teachers and associates;
- Insufficient number of fully employed associates;
- In some of the polls, insufficient number of participants (small samples);
- Spatial capacity is the limiting factor in school development;
- Many of the documents cannot be found on the HEI web site.

*** Measures to remove the observed weak points and activities to improve the quality of the HEI**

- The plan should be made regarding the employment of associates and younger teachers to improve the age structure of teaching staff;
- The system of polling should be further elaborated regarding the sample size;
- Suggestions of the preventive and quality measures in the surveillance of realization of the undertaken measures;
- The measures should be undertaken to investigate the possibility of school spatial expansion to another locations;
- The HEI web site should be refined and improved.

Finally, the CAQA hopes that these comments, recommendations, and suggestions will be used by the TVCNS to improve the quality of work in all domains, in both teaching and research.

Submitted to:

- National Council for HE
- Ministry of Education and Science – to the Minister
- HEI
- CAQA archive

President

Prof. dr Vera Vujčić