

**COMMISSION FOR ACCREDITATION AND QUALITY ASSURANCE**

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| **REPORT OF THE PEER REVIEW PANEL ON THE INITIAL ACCREDITATION OF THE HIGHER EDUACTION INSTITUTION AND STUDY PROGRAMMEMES** |
| **Name of the higher eduaction institution:** |
|  |
| **Name of the programme:** |
| 1. |
| 2. |
| 3. |
| …. |
| **Number of request:** |
|  |

|  |  |  |
| --- | --- | --- |
| **Peer review panel** | | |
| **N.** | **Surname, middle initial and name** | **Title** |
| 1 |  | teacher |
| 2 |  | teacher |
| 3 |  | teacher |
| 4 |  | qualified practitioner |
| 5 |  | student |

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| **Coordinator of the NEA professional service commission** |
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**Language of the report**: English

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# Information about the higher education institution

**INTRODUCTION -** INSTITUTION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NAME OF THE HIGHER EDUCATION INSTITUTION FOR INITIAL ACCREDITATION:** | | | | | | |
|  | | | | | | |
| ADDRESS: |  | | | | | |
| Web ADDRESS: |  | | | | | |
| **Educational-scientific/Educational-artistic Fields** | | | | | | |
| Natural sciences and mathematics | | Social studies and the humanities | Medical science | Technical and technological sciences | | Art |
| **Number of accredited students** | | | | | |  |
| Basic academic studies | | | | | |  |
| Master academic studies | | | | | |  |
| Specialist academic studies | | | | | |  |
| Doctoral academic studies | | | | | |  |
| Basic applied studies | | | | | |  |
| Specialist applied studies | | | | | |  |
| Master applied studies | | | | | |  |
| Total number of students | | | | | |  |
| **Classes of active teaching within all programmes of the institution from the united electronic form** | | | | | **Lectures** | **Tutorials** |
| Basic academic studies | | | | |  |  |
| Master academic studies | | | | |  |  |
| Specialist academic studies | | | | |  |  |
| Doctoral academic studies | | | | |  |  |
| Basic applied studies | | | | |  |  |
| Specialist applied studies | | | | |  |  |
| Master applied studies | | | | |  |  |
| Total number of classes | | | | |  |  |
| Total number of classes of active teaching | | | | |  | |
| **Space** | | | | |  | |
| Space, library | | | | |  | |
| Space, total number of square meters | | | | |  | |
| Proportion of total number of square meters/total number of students | | | | |  | |
| Total number of library units related to areas from which the educational process is conducted (electronic units base) | | | | |  | |
| Total number of computers in computer classrooms | | | | |  | |

**Number of teachers**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of teachers/Title of teachers | Teacher of a foreign language | Teacher of skills | Lecturer | Non-tenured Lecturer | Senior lecturer | Professor of applied studies | Docent | Associate Professor | Full Professor | Reseacher | Professor emeritus | Member of SASA | Visiting professor | Others |
| Full time employees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part-time employees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engaged in additional work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total number of teachers |  | | | | | | | | | | | | | |
| All teachers and associates engaged at a higher education institution are included. | | | | | | | | | | | | | | |

**Number of associates**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of associates /Title of associates | Teacher associate | Non-tenured associate | Associate for the Part of Practical Sessions | Assistant | Assistant holding a doctoral degree | Scholar of MESTD Serbia | Junior Researcher | Research Associate | Artistic associate | Senior Artistic Associate | Independent artistic associate | Professional associate | senior professional associate | Independent professional associate | Editor | Senior editor | Others |
| Full time employees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Part-time employees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engaged in additional work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total number of associates |  | | | | | | | | | | | | | | | | |
| All teachers and associates engaged at a higher education institution are included. | | | | | | | | | | | | | | | | | |

**II. Introduction**

**1. Basic information on the process of accreditation and the assessment of quality**

The initial accreditation of the higher education institution is based on the Regulation on Standards and Procedure for Initial Accreditation of Higher Education Institutions and Study Programmes, which was adopted by the National Council for Higher Education at its session on January 28th 2019. (Official Gazette of RS 13/2019) and the Law on Higher Education (Official Gazette of RS 88/2017, 27/2018 - other law and 73/2018).

The objective of the initial accreditation is to determine the fulfilment of the standards for initial accreditation of the higher education institution and study programmes so that the National Entity for Accreditation would prepare a report on the fulfilment of the aforementioned standards with a recommendation for issuing a work permit or for rejecting a request for issuing a work permit to a higher education institution.

The process of initial accreditation and evaluation of quality consists of the following phases: (1) self-evaluation, preparation of self-evaluation reports and all attachments in accordance with the Regulation on Standards and procedure for initial accreditation of higher education institutions and study programmes, (2) preparation of documentation and all attachments in accordance with the Regulation on standards for initial accreditation of higher education institutions and study programmes and instructions for the preparation of documentation, (3) the Peer review panel analyses the documentation and attachments and visits a higher education institution, (5) The Accreditation Commission adopts a decision on initial accreditation, (6) The National Entity for Accreditation prepares a Report on the initial accreditation of a higher education institution and study programmes and submits it to the Ministry.

Based on the report of the Peer review panel, the Commission for Accreditation and Quality Assurance decides whether it may be recommended to the relevant ministry to issue a permit for the work of the institution. There is no establishment of a recommendation for issuing a work permit if some of the assessments of standards 3, 5, 6, 9 and 11 is equal to five (5). In other cases, the Recommendation for issuing a work permit is established.

**2. General information**

In addition to the self-evaluation report and all the attachments, in accordance with the Regulation on standards and procedure for initial accreditation of higher education institutions and study programmes, the higher education institution, at the request of the Peer review panel, has provided pre /during / after the visit to the higher education institution the following documents:

|  |  |
| --- | --- |
| **Number** | **Title of document** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

Note:

Documents for accreditation of each new study programme of a non-accredited institution are prepared in accordance with the Instructions for preparation of documentation for the accreditation of study programmes, taking into account the following:

• Tables 9.2 to 9.8 with given titles - for study programme of the I and II degree of Standard 9 use the contents of Tables 5.1 to 5.7 - for the initial accreditation of the institution Standard 5.

• Attachments 9.2 to 9.7 with the given titles - for the study programme of I and II degree of Standard 9 use the contents of Attachments 5.3 to 5.8 - for the initial accreditation of the institution Standard 5.

**3. Basic information / additional information on the higher education institution**

**4. Peer review panel**

Commission for Accreditation and Quality Assurance at the session held on the day ............., according to the Statute of the National Entity for Accreditation, Art. 19, has determined the proposal of the members of the Peer review panel, and the Director of the National Entity for Accreditation appointed a Peer review panel on the day ............

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Surname, middle initial and name** | **Title** | **Institution of employment** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

The Peer review panel visited the institution ...................

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| **Coordinator of the commission from the NAB expert service** |
| **Surname, middle initial and name** |
|  |

## Тhe Peer review panel

Commission for accreditation and quality assurance at the session which was held on \_\_\_\_\_\_\_\_\_\_\_\_, on the basis of article 19 of the Statute of the National Entity for Accreditation, adopted the proposal of composition of the Peer review panel, and director of the National Entity for Accreditation appointed the Peer review panel on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Surname, middle letter and name** | **Title** | **The institution of employment** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

The Peer review panel visited this institution on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- |
| **Coordinator of the commission form the professional service of NEAQA** |
| **Surname, middle letter and name** |
|  |

# Analysis of the Introductionary table, united form and electronic form for all study programmes

## Analysis of the introductory table - Institution

Table INTRODUCTION – Institution, covers basic data about higher education institution:

1. Name of the higher education institution in which the study programme is realized.
2. Educational-scientific/artistic field mentioned in accordance with the Law.
3. Number of accredited students in the higher education institution by levels of studies.
4. Classes of active teaching on all programmes of the institution from the united electronic form (lectures+practice) by levels of studies.
5. Space (space, library and space, entire quadrature); Proportion of the entire quadrature/number of students; Total number of library units from in the field of teaching process (base of electronic units) and the total number of computers in computer rooms.
6. Number of teachers/titles of teachers and number of associates/titles of associates.

## Analysis of united electronic form

**Reviewers should control the following:**

* Whether the average load of teachers estimates at the most 6 classes of active teaching per week, with tolerance of 20% (6+20%).
* Whether the entire load of teachers is more than 12 classes of active teaching per week at all higher education institutions in the Republic of Serbia.
* Whether the average load of associates estimates 10 classes of active teaching per week, with 20% of tolerance, (10+20%), except in the field of art.
* Whether the maximum of individual engagement of associates is not more than 16 classes of active teaching per week.
* Whether teachers employed to the extent of 100% realize more than 70% classes of active teaching at all programmes of this institution, except in the field of art where this minimum estimates 50%.
* Whether columns form E to J are properly filled in.
* Whether it is (Number of groups P; Number of groups V; Number of groups DON) in the sheet „Data about common subjects“ properly set, i.e. whether columns T, U and V get red.
* Wheteher teachers employed to the extent of 100% realize more than 70% of active teaching at all programmes of this institution and whtehr the higher education institution has at least 20 teachers in labor relationship with full-time working hours. Except are study programmes in the field of art where that number cannot be less than 50%.
* Whether aout of total number of teachers necessary for realization of teaching by years of study for the study programme for which the work permission is required (academies of professional studies and higher schools of professional studies, except in the field of art), the institution has at least 50% teachers with the aquired scientific title of Ph.D.
* Whether out of total number of teachers necessary for the realization of teaching by years of studies for which the work permission is required (academies of professional studies and higher schools of professional studies, except in the field of art), the institution has at least 50% of teachers with acquired scientific title of Ph.D.

**Comments and remarks:**

................................................

**Comments and remarks:**

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## Analysis of electronic forms for all study programmes

|  |  |
| --- | --- |
| Title of study programme |  |
| Total number of ECTS credits for this programme |  |
| **Choice** |  |
| Factor of choice according to positions where student chooses subjects |  |
| Factor of choice according to additional (alternative) subjects which the institution assures |  |
| **Distribution subjects by types** |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Classes of active teaching per week** | **lectures + practice + DON (+OST) = total** |
| 1. semester |  |
| 2. semester |  |
| 3. semester |  |
| 4. semester |  |
| 5. semester |  |
| 6. semester |  |
| 7. semester |  |
| 8. semester |  |
| 9. semester |  |
| 1. semester |  |
| **Average number of classes of active teaching per week** |  |
| **Engagement of teacher** |  |
| Average engagement of teacher by this study programme |  |
| Average engagement of associates by this study programme |  |
| Percentage of lectures realized by teachers who work 100% of working hours |  |
| **Summary review of teachers and number of classes** | |
| Present number of teachers employed at the institution who work 100% of working hours |  |
| Present number of teachers employed at the institution who work less than 100% of working hours |  |
| Present number of teachers engaged on basis of a contract |  |
| Present number of associates employed at the institution who work 100% of working hours |  |
| Present number of associates employed the institution who work less than 100% of working hours |  |
| Present number of associates engaged on basis of a contract |  |

**Peer review panel should control the following:**

* + - Whether optional subjects are represented in the appropriate percentage within the structure of study programme, in relation to the total number of ECTS credits at bachelor, master and integrated academic studies, and whether list of optional subjects contains at least duble higher number of subjects in relation to the number of subjects which is to be elected.
    - Whether in the structure of bachelor, master and integrated academic studies, represented appropriate groups of subjects in relation to the total number of ECTS credits.
    - Whether it is at both levels of studies and at all years of studies, active teaching represented with at least 600 classes per year or 20 classes per week, and at the most 900 classes per year or 30 classes per week, as follows:
    - at the first level of studies, out of 600 classes from 50% to 60% are lectures, and the rest is practice and other types of active teaching.
    - at the second level of studies, which last more than one year, at the first year of studeis out of 600 classes from 50% to 60% are teaching, and the rest are seminars and other types of active teaching.
    - at the final year of the second level of studies and integrated studies, at the most 50% is study research work, i.e. applied research work, and the rest are lectures, seminars and other types of active teaching.
    - Whether the average number of active teaching per week is correct.
    - Whether in the structure of Ph.D. study programme optional subjects are represented with at least 50% in relation to the total number of ECTS credits. In the field of art optional subjects are represented with at least 20% in relation the total number of ECTS credits.
    - Whether the doctoral dissertation/doctoral artistic project is shown as common subject at study programme for all modules. Whether the doctoral dissertation/doctoral artistic project and subjects doctoral dissertation/doctoral dissertation – SRW/ARW which are in direct relation with the realization of doctoral dissertation/doctoral artistic project (independent IRW) contain two positions:
    - Research contained in the final work (active teaching) is: SRW/ARW (IRW)
    - Writing and defence of the final work (remaining classes).
    - Whether at least half of ECTS credits envisaged for the realization of Ph.D. studies is related to the doctoral dissertation.
    - Whether active teaching for the Ph.D. studies in educational-scientific fields is contained from at least 25% lectures and whether the remaining teaching represents study research work (IRW)

which is in the calculation of burden equally divided among all teachers engaged in a particular study programme.

* + - Whether the average number of classes of active teaching is correct.
    - Whether the total individual burden of classes by teacher per week at all higher education institution is not more than 12.
    - Whether the total individual burden of classes by associate is not more than 16.
    - Whether columns from E to J are correctly filled in.
    - Whether groups for P, V, and ATT sheet „Structure of study programme“.
    - In regard to Ph.D. studies seminars and ATT are not allowed.
    - Whether teachers 100% employed are engaged in more than 70% classes of active teaching at all study programmes of the institution, except in the field of art where the minimum is set at 50%.
    - Whether study programme has the final work, which is obligatory at all levels of study, for all field and IMT studies and whether the final work is consisted of two positions:
    - Research contain in the final work (active class)
    - Writing and defence of the work (remaining classes)
    - Whether the research contained in the final work (active teaching) correctly chosen as follows:
    - at bachelor professional studies (BPS) is professional-research work (PRW)
    - at bachelor academic studies (BAS) is research work (RW)
    - at specializing professional studies (SPS) is professional-research work - PRW
    - at master professional studies (MPS) is practical-research work PRW
    - at master academic studies (MAS) is study-research work – SRW
    - at specializing academic studies (SAS) is study-research work – SRW
    - at doctoral studies (DS) is scientific-research work – SRW respectively artistic-research
    - Whether the final work is shown as common subject at study programme in position of obligatory and optional ECTS (obligatory 50%, optional 50% out of total ECTS for the final work).

**Comments and remarks:**

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## Analysis of Introductory tables for all study programme

Table INTRODUCTION – study programme, covers basic data about study programme for which accreditation is required:

1. Data about higher education institution in which the study programme is realized as well as title of study programme.
2. Educational-scientific/artistic field mentioned in accordance with the Law.
3. Scientific, professional and artistic field mentioned in accordance with the list of fields which is determined by the National Council.
4. Extent, type and duration of studies in accordance with the Law.
5. Title of diploma stipulated in accordance with the list of positions determined by the National Council.

**Comments and remarks:**

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## Organization of a higher education institution (Standard 2)

The organization of a higher education institution should be assessed in the light of the following criteria:

* + - The organizational structure of a higher education institution established by the statute.
    - Management system in a higher education institution established by the statute.
    - Self-evaluation - Standard 10: Quality management of a higher education institution and the quality of non-teaching support (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes the weak and strong points of quality assurance measures and procedures, and proposes measures to improve this standard).

## Studies (Standard 3)

Studies should be assessed in the light of the following criteria:

* + - List of study programmes for which a work permit is required.
    - Qualifications of students which are attained by completion of a certain degree of study.
    - Standard 1. Structure of study programmes
* Study programme elements envisaged by law and
* Estimated number of ECTS credits.
  + - Standard 2. Purpose of study programmes
* Possibility to acquire competencies within the framework of studies of this study programme
* A clear and unambiguous formulation of the purpose of the study programme; the consistency of the purpose of the study programme and the basic tasks and objectives of the institution.
  + - Standard 3. Objectives of study programmes
* Harmonization of the objectives of the study programme and the tasks of the institution and
* Inclusion of competencies and skills in the objective of the programme
  + - Standard 4. Competencies of graduate students
* General abilities that students acquire by mastering a study programme.
* Subject specific skills students acquire by mastering a study programme.
* Acquiring qualifications that correspond to the completion of a degree - Diploma supplement for study programmes for which a work permit is required.
  + - Standard 5. Curriculum
* Schedule of subjects by semesters, teaching hours fund and number of ECTS credits.
* Subject description with title, subject type, year and semester, number of ECTS credits, teacher name stated, subject objective with expected outcomes, knowledge and competences, requirements for subject, subject content, recommended literature, teaching methods, method of checking knowledge and evaluations.
* Regularity of representation of different groups of subjects in the study programme according to the recommended percentages.
  + - Standard 6. Quality, Modernity and International Compatibility of the Study Programme
* Fullness and comprehensiveness of the study programme and the possibility of acquiring the latest professional knowledge.
* Compliance of programmes with other programmes at the same higher education institution.
* Programme compliance with at least three accredited programmes of foreign higher education institutions, of which at least two are from higher education institutions of the European educational area.

Doctoral studies - DAS science and DAS art:

* + - Competence of the higher education institution for the realization of doctoral studies
* Short-term and long-term work programme and accreditation of the institution as a scientific-research organization
* Indicators related to scientific research: number of defended theses, published publications, number of scientific research projects, number of teaching staff involved in projects of institutions competent to conduct doctoral studies. Possibilities of the institution for conducting doctoral studies based on the list of permanent teachers who were mentors in the preparation of doctoral studies.
  + - Study programme structure (Standard 1)
* Compliance of the study programme structure with the requirements of the standard
* Elements which should contain the study programme envisaged by the law
  + - The purpose of the study programme (Standard 2)
* Possibility to acquire competencies within the framework of studies of this study programme
* A clear and unambiguous formulation of the purpose of the study programme; the consistency of the purpose of the study programme and the basic tasks and objectives of the institution
  + - The objectives of the study programme (Standard 3)
* Harmonization of the objectives of the study programme and the tasks of the institution
* Inclusion of acquiring competencies and skills in the objectives of the programme
* Harmonization of the objectives of the study programme of doctoral studies with modern directions of development of the appropriate scientific discipline in the world
  + - Competencies of graduate students (Standard 4)
* General abilities that students acquire by mastering a study programme
* Subject specific skills students acquire by mastering a study programme
* Compatibility of competences with the structure and contents of the study programme
* Harmonization of student competence with learning outcomes
* Ability of students for independent scientific research and scientific work
  + - Curriculum (Standard 5)

The curriculum should be assessed in the light of the following criteria:

* Arrangement of subjects by semesters and detailed description of the subject. Compliance of the number and schedule of active classes in the study programme with recommendations
* Matching ECTS allocation for recommending that the number of ECTS envisaged for the thesis and subjects in the direct function of developing the thesis is greater than 50% of the total number of ECTS
* The competence of students on doctoral studies for independent scientific research work based on curriculum content, acquired scientific knowledge and adopted scientific methods, as well as the requirements for the preparation of the doctoral dissertation
  + - Quality, Modernity and International Compatibility of the Study Programme (Standard 6)

The quality, modernity and international compatibility of the study programme should be assessed in the light of the following criteria:

* Fullness and comprehensiveness of the study programme and the possibility of acquiring the latest professional knowledge
* Programme compliance with other programmes at the same higher education institution
* Programme compliance with accredited programmes of foreign higher education institutions
  + - Self-evaluation of the Institution and Study Programmes: Standard 4: Quality of the study programme, Standard 5: Quality of the teaching process, Standard 8: Quality of students, Standard 15: Quality of doctoral studies, (the Peer review panel provides explanations regarding the fulfilment of these standards, analyzes weak and strong points of measures and procedures for quality assurance, and proposes measures to improve these standards).

**Comments and remarks:**

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## Scientific and artistic work (Standard 4)

Scientific and artistic work should be assessed in the light of the following criteria:

* + - Realization of scientific and artistic work of teachers (only with previously accredited institutions)
    - Plan, established procedure and criteria for monitoring scientific research work
    - Harmonization of the results of scientific and artistic work with the objectives of the programme and their involvement in the teaching process
    - In the process of accreditation of the master academic or doctoral study programme, it is determined whether the conditions for carrying out scientific research or artistic research work have been fulfilled, in accordance with the law.
    - Self-evaluation of the institution and study programmes: Self-evaluation of the institution and study programmes: Standard 6: Quality of scientific, artistic and professional work (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes weak and strong points of quality assurance measures and procedures, and gives proposal for measures to improve this standard).

**Comments and remarks:**

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## Quality of teachers and associates (Standard 5)

The quality of teachers and associates should be assessed in the light of the following criteria:

* + - Has the higher education institution delivered complete elective material (biography, list of papers and report on election) for all teachers?
    - Existence of a valid teaching or scientific rank.
    - Documentation of qualifications of teaching staff and compatibility with the appropriate field and level of their responsibilities.
    - Is the Classification of representative references in the field of art respected?
    - Self-evaluation of the Institution and Study Programmes: Standard 7: Quality of Teachers and Associates (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes weak and strong points of quality assurance measures and procedures, and proposes measures for improving this standard).

**Comments and remarks:**

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## Required number of teachers and associates (Standard 6)

The required number of teachers and associates should be assessed taking into account the following criteria:

* + - Compliance the number of teachers and their engagement with established numerical standards.
    - Compliance of number of associates and their engagement with established numerical standards.
    - Check electronic forms for planned study programmes and a unified electronic form, from which it can be seen that the required number of teachers are required to establish full-time employment for at least 70% hours of active teaching in study programmes (in the field of art, it cannot be smaller of 50%) for which a work permit is required, as well as at least 20 teachers for full time employment.
    - Check for all teachers and associates for whom it is planned to establish a full-time or part-time employment whether they are citizens of the Republic of Serbia or have a residence permit.

## Non-teaching staff (Standard 7)

Non-teaching staff should be assessed in the light of the following criteria:

* + - Representation of qualified staff for carrying out library’s and information systems’ tasks.
    - Representation of qualified staff for carrying out secretarial tasks and tasks with student affairs.

**Comments and remarks:**

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## Students (Standard 8)

Students should be assessed in the light of the following criteria:

* + - A planning document that defines the number and clear conditions for enrollment and admission of students.
    - Compliance of the number of students with personnel, spatial and technical conditions.
    - Continuity of monitoring students' success in examining individual subjects and evaluating them during the teaching process and the impact of those results in the final assessment at the exam
    - Standard 7. Enrollment of students
* Compliance of the number of students enrolled in the study programme with the available facilities of the institution.
* Check the ability of students which correspond to the character of study programme.
  + - Standard 8. Evaluation and progress of students.
* Acquiring a certain number of ECTS credits by passing an exam.
* Determination of the number of ECTS credits for each subject per student burden and according to the unique methodology.
* Continuity of tracking of student’s success in learning a particular subject during classes and expression of points performance. Predicting the acquisition of points on the subject through teaching, fulfilling pre-examination obligations and taking the exam, so that the minimum number of points a student can obtain by fulfilling pre-examination obligations during classes 30 and max. 70.
* The publicity and comprehensibility of the way of getting points for each subject, based on each individual type of activity during classes or by performing a pre-examination obligations and taking the exam.

**Comments and remarks:**

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## Space and equipment (Standard 9)

Space and equipment should be assessed in the light of the following criteria:

* + - Existence of adequate space for teaching and carrying out administrative work.
    - Fulfilment of appropriate urban, technical, technological, hygienic, health and safety conditions for space and equipment.
    - Continuity of technological equipment for carrying out teaching and management process.
    - If a higher education institution has leased premises, the lease agreement must not be shorter than 7 years.
    - Standard 10. Organizational and material resources.
* Provision of adequate space for teaching classes and facilities with at least 4 m2 of gross space per student, or 2 m2 per student for teaching in shifts, except for the field of art where minimum 5 m2 is required.
* Amphitheatres, classrooms, laboratories or other premises for teaching, as well as library space and reading room, in accordance with the needs of the educational process of a particular educational-scientific or educational-art field.
* Providing adequate work space for teachers and associates.
* Provision of technical equipment for modern teaching.
* Self-evaluation of the institution and study programmes: Standard 11: Quality of space and equipment (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes weak and strong points of quality assurance measures and procedures, and proposes measures to improve this standard).

**Comments and remarks:**

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## Library, Textbooks and Information Support (Standard 10)

The library, textbooks and information support should be assessed in the light of the following criteria:

* + - Library equipment with the appropriate number of library units that provide coverage of all subjects.
    - Existence of information system and corresponding computer classrooms.
    - Standard 10: Organizational and material resources
* Library resources relevant for the implementation of the study programme.
* Coverage of all subjects with appropriate textbook literature, teaching aids in a way that they are available on time and in sufficient numbers to ensure that the teaching process is normally carried out.
  + - Self-evaluation of the institution and study programmes: Standard 9: Quality of textbooks, literature, library and information resources (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes weak and strong points of quality assurance measures and procedures and proposes measures for improving this standards).

**Comments and remarks:**

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## Internal quality assurance mechanisms (Standard 11)

Internal quality assurance mechanisms should be assessed in the light of the following criteria:

* + - Existence of a clear and public quality assurance strategy.
    - Existence of the quality committee and textbook regulations.
    - Standard 11: Quality control
* Regular monitoring of the quality of the study programme through periodic external and internal screening and undertaking measures for improving quality in terms of curriculum, teaching, teaching staff, grading of students, textbooks and literature
  + - Self-evaluation of the institution and study programmes: Standard 1: Quality assurance strategy, Standard 2: Quality assurance standards and procedures, Standard 3: Quality assurance system, Standard 13: Role of students in self-evaluation and quality assurance, Standard 14: Systematic monitoring and periodic check Quality (the Peer review panel provides explanations regarding the fulfilment of these standards, analyzes weak and strong points and provides suggestions for improvement).

**Comments and remarks:**

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## Sources of financing (Standard 12)

Funding sources should be assessed in the light of the following criteria:

* + - Provision of financial resources for the start of work of a higher education institution.
    - Existence of a publicly available financial plan.
    - Check bank guarantees for continuation and completion of studies in the case of termination of work of the institution for which a work permit or termination of a particular study programme is required, in the amount of 25% of the tuition fee for the number of students for which the work permit is requested - in private higher education institutions.
    - Self-evaluation of the institution: Standard 12: Financing (the Peer review panel provides explanations regarding the fulfilment of this standard, analyzes weak and strong points of quality assurance measures and procedures and provides a proposal for measures to improve this standard).

**Comments and remarks:**

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## Examples of excellence

If they exist, they should be an example of good practice.

Definition: Excellence means that the features exhibited are very good but are not implicitly achievable for everyone.

# Estimates of individual standards

Quality of higher education is expressed by numerical grades according to standards:

|  |  |  |
| --- | --- | --- |
| **Ser. no.** | **Standards** | **Numerical grade of standards\*** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |

\*Grades: poor (5), good (6-7), very good (8-9), excellent (10)

The institution cannot be accredited if it receives a bad score (5) for any of the standards 3, 5, 6, 9 and 11.

Incorrect data and/or invalid electronic forms in the attached documentation automatically withdraw the accreditation refusal.

|  |  |  |
| --- | --- | --- |
| **The Peer review panel** | **Surname, middle name and name** | **Signature** |
| President |  |  |
| Member |  |  |
| Member |  |  |
| Member |  |  |
| Member |  |  |

**Date and place**