

**COMMISSION FOR ACCREDITATION AND QUALITY ASSURANCE**

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| **REPORT OF THE PEER REVIEW PANEL ON THE ACCREDITATION AND EXTERNAL COntrol OF THE STUDY PROGRAMMES OF THE FIRST DEGREE STUDIES AND SECOND DEGREE STUDIES** |
| **Name of the higher eduaction institution:** |
|  |
| **Name of the programme:** |
|  |
| **Number of request:** |
|  |

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

|  |
| --- |
| **Coordinator of the NEA professional service commission** |
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Language of the report: serbian and abstract with grades by standards respectively in english

**САДРЖАЈ**

[I. Analysis of the electronic form and the Introductionary table 5](#_Toc6581698)

[1. Analysis of the electronic form – Study programme 5](#_Toc6581699)

[2. Analysis of the Introductionary table 7](#_Toc6581700)

[1. II. Analysis of standards for accreditation of study programmes 8](#_Toc6581701)

[1. Structure of the study programme (Standard 1) 8](#_Toc6581702)

[The structure of the study programme should be evaluated separately in the following segments: 8](#_Toc6581703)

[• Study programme elements envisaged by law. 8](#_Toc6581704)

[• Estimated number of ECTS points. 8](#_Toc6581705)

[• Self-evaluation - Standard 4: Quality of the study programme, (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). 8](#_Toc6581706)

[Comments and comments: 8](#_Toc6581707)

[................................................ 8](#_Toc6581708)

[2. The purpose of study programme (Standard 2) 8](#_Toc6581709)

[3. Objectives of the study programme (Standard 3) 8](#_Toc6581710)

[4. Competences of graduated students (Standard 4) 9](#_Toc6581711)

[5. Teaching staff (Standard 9) 11](#_Toc6581712)

[6. Organizational and material resources (Standard 10) 12](#_Toc6581713)

[7. The quality control (Standard 11) 12](#_Toc6581714)

[8. Distance-learning studies (Standard 12) 13](#_Toc6581715)

[Additional standards for the study programmes in world language, for common study programmes and IMT programmes 13](#_Toc6581716)

[9. Studies in world language 13](#_Toc6581717)

[10. Common study programme 13](#_Toc6581718)

[11. IMT (interdisciplinary, multidisciplinary and transdisciplinary) stuudies 13](#_Toc6581719)

[12. The examples of excellence 13](#_Toc6581720)

[II. The rates for the each of the standards 13](#_Toc6581721)

[IV. Reccomendations 14](#_Toc6581722)

**I. Introduction**

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

Accreditation and quality assurance of study programmes of I and II level of higher education is based on the Regulations on Standards and Procedure for Accreditation of Study Programmes, which was adopted by the National Council for Higher Education at the session on February 25, 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 goal of accreditation and evaluation of quality of study programmes is to help institution in improving quality in accordance with the standards of the European Higher Education Area and to inform the public about the quality of the study programme.

The process of 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 Regulations on Standards and Procedure for Accreditation of Study Programmes, (2) visits by the Peer review panel to a higher education institution, (3) preparation of Peer review panel´s report and its adoption (4) monitoring the activities of a higher education institution in order to improve the quality of the study programme.

Based on the report of the Peer review panel, the Commission for Accreditation and Quality Assurance decides whether the study programme is accredited. The study programme is not accredited if one of the standard ratings (Special Standard, 1, 5, 6, 9, 10 and 11) is equal to five (5). In other cases, the study programme is accredited for seven years.

The National Entity for Accreditation issues a certificate of accreditation, i.e. issues a decision rejecting the application for accreditation.

**2. General information**

In addition to the self-evaluation report and all the attachments, in accordance with the Regulation on Standards and Procedure for Accreditation of 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 |  |

**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 ...................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coordinator of the commission from the NAB expert service** | | | | |
| **Surname, middle initial and name** | | | | |
|  | | | | |
| **No.** | **Surname, middle letter and name** | **Title** | **Institution of employment** | |
| 1 |  |  |  | |
| 2 |  |  |  | |
| 3 |  |  |  | |
| 4 |  |  |  | |
| 5 |  |  |  | |

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

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

# Analysis of the electronic form and the Introductionary table

## Analysis of the electronic form – Study programme

|  |  |
| --- | --- |
| 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 teachers 100% employed are engaged in more than 70% classes of active teaching at all study programmes of the insitution, except in the field of art where the minimum is set at 50%.
    - Whether the total individual burden of classes by teacher per week at all higher education insitution is not more than 12.
    - Whether the total individual bured 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“.
    - 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 (acitve class)
    - Writing and defense of the work (remaining classes)
    - Whether the research contained in the final work (acitve 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-reserach 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:**

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

|  |  |
| --- | --- |
| Ttile of study programme |  |
| Title of the institution with which the study programme is commonly organized (if in realization participate more than one institution) |  |
| The higher education institution in which the study programme is realized |  |
| Educational-scientific/educational-artistic field |  |
| Scientific or artistic field |  |
| Extent of studies expressed in ECTS credits |  |
| Title of diploma |  |
| Duration of studies |  |
| Year in which the realization of study programme began |  |
| Year when the realization of the study programme will begin (if it is a new one) |  |
| Accredited number of students as this study programme |  |
| Planned number of students which will be enrolled in the first year of studies of this study programme  (total number = first year multiplied by duration of programme) |  |
| Date of the acceptance of programme by the competent body (state which one) |  |
| The language on which the study programme is realized |  |
| Year of the accreditation of programme |  |
| Web site at which information about the study programme,e are available |  |

## Analysis of the Introductionary table

**INTRODUCTION:** 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. Scientifis, 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 positons determined by the National Council.

**Comments and remarks:**

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

## II. Analysis of standards for accreditation of study programmes

## 1. Structure of the study programme (Standard 1)

## The structure of the study programme should be evaluated separately in the following segments:

## • Study programme elements envisaged by law.

## • Estimated number of ECTS points.

## • Self-evaluation - Standard 4: Quality of the study programme, (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 comments:

## ................................................

## The purpose of study programme (Standard 2)

The purpose of study programme should be assessed with regard to the following criteria:

* + - Possibility of acquiring of competences within this study programme.
    - Clear and unambiguous formulation of the purpose of study programme; compliance of the purpose of the study programme and main tasks and aims of the institution.

**Comments and remarks:**

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

## Objectives of the study programme (Standard 3)

Objectives of the study programme should be assessed with regard to the following crtieria:

Compliance of aims of the study programme and tasks of the institution.

Coverage of aquiring of compentences and skills in the aims of programme.

**Comments and remarks:**

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

## Competences of graduated students (Standard 4)

Competences of graduated students should be assessed with regard to the following criteria:

General capabilities which students gain by mastering the programme.

Specific skills for subjects concerned which students gain by mastering the study programme.

**Comments and remarks:**

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

**III Analysis of standards for accreditation on study programmes**

1. **Structure of study programme (Standard 1)**

**Structure of study programme**

The structure of study programme should be assessedpeculiarly in the following segments:

* Study programme elements provided by law;
* Required ECTS credits;
  + - Self-evaluation - Standard 4: Quality of Study programme, (Peer review panel gives explanation on fulfilment of this standard, analyzes weaknesses and advantages of measures and procedures about achieving adequate quality level and provides suggestions for this standard improvement)

**Comments and remarks:**

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

1. **Study programme purpose: (Standard 2)**

Study programme purpose should be assessed by the following criteria:

* Possibility to acquire competences within study programme;
* Clearly and unequivocally formulation of Study programme purpose; compliance of Study programme purpose on the one side, and tasks and objectives of the institution on the other.

**Comments and remarks:**

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

1. **Study programme objectives: (Standard 3)**

Study programme objectives should be assessed by the following criteria:

* Compatibility of study programme objectives and institution’s tasks.
* Acquiring competences and skills coverage within Study programme objectives.

**Comments and remarks:**

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

1. **Graduate student’s competences:** **(Standard 4)**

Graduate student’s competences should be assessed by the following criteria:

* General abilities which students achieve by overcoming study programme.
* Specific abilities which students achieve by overcoming study programme.

**Comments and remarks:**

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

1. **Curriculum: (Standard 5)**

Curriculum should be assessed by the following criteria:

* Subject schedule per semester, fund of classes and ECTS credits.
* Subject description with subject’s title, type, year and semester, ECTS credits, teacher’s name, course’s object with expected outcomes, knowledges competences, preconditions for audit subject, subject’s content, recommended literature, teaching methods, methods of testing the knowledge and grading.
* The accuracy of the representation of different groups of subjects in the study programme according to the recommended percentages.

**Comments and remarks:**

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

1. **Quality, modernity and international compliance of the study programme: (Standard 6)**

Quality, modernity and international compliance of the study programme should be assessed by the following criteria:

* Wholeness and comprehensiveness of the study programme and the possibility of acquiring the latest professional knowledge.
* Compliance of study programmes with other programmes at the same higher education institution.
* Study 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 Space.

**Comments and remarks:**

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

1. **Students admission: (Standard 7)**

Students admissionshould be assessed by the following criteria:

* Compliance of the number of students enrolled in the study programme with the available facilities of the institution**.**
  + - Checking the ability of students which correspond to the curriculum's character.

**Comments and remarks:**

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

1. **Grading and progress of students: (Standard 8)**

Grading and progress of students should be assessed by the following criteria:

* Acquiring relevant ECTS credits by taking exams.
* Establishing ECTS credits for every subject according to the students' burden and according to the unique methodology.
* Continuous monitoring of students' success in overcoming a particular subject during their lessons and expressing success in points. Predicting the acquisition of points on the subject through work in lessons, fulfilling pre-examination obligations and taking the exam, so that the minimum number of points a student can obtain by ling pre-examination obligations during classes is 30, and a maximum is 70.
* The publicity and comprehensibility of the way of obtaining points for each subject, based on each individual type of activity during lessons or by performing a pre-examination obligations and taking the exam.
* Standard 8: Quality of students, (Peer review panel gives explanation on fulfilment of this standard, analyzes weaknesses and advantages of measures and procedures about achieving adequate quality level and provides suggestions for this standard improvement)

**Comments and remarks:**

## Teaching staff (Standard 9)

Teaching staff shall be judged by taking into consideration following criteria:

* + - The conformity of the number of the teachers with the number of the classes of instruction realized by the institution, so that a teacher realizes averagely 180 classes of active instruction (lectures, consultations, tutorials, practical work and field work) annually, whereby the engagement by teacher is not greater than 12 classes of active instruction per week.
    - The request that at least 70% of active instruction executed by the teachers shall be performed by the teachers with full working hours, excluding the field of arts, in which the minimum equals 50%
    - The request that the academies of applied studies and higher schools of applied studies, excluding the field of arts, shall have at least 50% of the teachers holding the scientific title of phD.
    - The request that the number of associates is sufficient to cover the total number of instruction classes on a study programme, whereby every associate shall realize averagely 300 classes of active instruction annually, i.e. averagely 10 hours of active instruction weekly, excluding the field of arts.
    - The accordance of qualifications of teaching staff with the level of their engagements and the. The qualifications shall be documented with references and the data accessible to the public.
    - The conformity of the numerosity of tutorial and lecture groups with the standard.
    - Self-evaluation – Standard 7: The quality of the teachers and associates (the Peer review panel provides motivations referring to the fulfilment of the standard, analyzes week and strong points and procedure for the quality-provision and proposes the measures for the improvement of the standard)

**Commentaries and remarks:**

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

## Organizational and material resources (Standard 10)

Organizational and material resources shall be judged by taking into consideration following criteria:

* + - The existence of the adequate space for instruction, i.e. the objects with the surface of at least four squared meters per student, i.e. two squared meters per student for the instruction in shifts, excluding the field of arts
    - Amphitheatres, classrooms, laboratories, i.e. other rooms for instruction, as well as the space for library and reading room, in accordance with the necessities of educational process of a educational-scientific, i.e. educational-artistic field.
    - The existence of adequate working space for teachers and associates.
    - The existence of technical equipment for modern instruction.
    - Library resources relevant for instruction.
    - The existence of textbooks and auxiliary teaching resources in the fashion that thay are available on time and in the number sufficient for regular course of instruction.
    - Self-evaluation – Standard 9: The quality of the textbooks, literature, library and information resources (Peer review panel provides motivation referring to the Peer review panel provides motivations referring to the fulfilment of the standard, analyzes week and strong points and procedure for the quality-provision and proposes the measures for the improvement of the standard)
    - Self-evaluation – Standard 10: The quality of management over higher education institutions and the quality of non-teaching support (Peer review panel provides motivation referring to the Peer review panel provides motivations referring to the fulfilment of the standard, analyzes week and strong points and procedure for the quality-provision and proposes the measures for the improvement of the standard).
    - Self-evaluation – Standard 11: The quality of space and equipment (Peer review panel provides motivation referring to the Peer review panel provides motivations referring to the fulfilment of the standard, analyzes week and strong points and procedure for the quality-provision and proposes the measures for the improvement of the standard).

**Commentaries and remarks:**

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

## The quality control (Standard 11)

* + - Regular surveillance of the quality of the study programme by periodical external and internal verification and taking measures for the improvement of quality as to curriculum, instruction, teaching staff, grading students, textbooks and literature
    - Self-evaluation – Standard 1: The strategy of quality-improvement, Standard 2: Standards and procedures for the provision of quality, Standard 3: The system for the provision of quality, Standard 5: The quality of the teaching process, Standard 6: The quality of scientific-research artistic and professional work, Standard 13: The role of the students in self-evaluation and the verification of quality, Standard 14: Systematical surveillance and periodical verification of quality (Peer review panel provides motivation referring to the Peer review panel provides motivations referring to the fulfilment of the standard, analyzes week and strong points and procedure for the quality-provision and proposes the measures for the improvement of the standard).

**Commentaries and remarks:**

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## Distance-learning studies (Standard 12)

Distance-learning studies shall be judged taking into consideration following criteria:

* + - The adaptivness of the programme for distance-learning and the existence of the teaching material corresponding to the goals of education.
    - Completeness of the grading-system in the system of knowledge-testing. Grading-system shall take place in the objects of the higher education institution.
    - The competence of the teaching personnel and their burden in accordance with the standards.
    - The existence of all necessary resources of communication and information technology for the programme-maintenance

**Commentaries and remarks:**

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# Additional standards for the study programmes in world language, for common study programmes and IMT programmes

## Studies in world language

**Commentaries and remarks:**

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

## Common study programme

**Commentaries and remarks:**

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

## IMT (interdisciplinary, multidisciplinary and transdisciplinary) studies

**Commentaries and remarks:**

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

## The examples of excellence

If there are any of them, they should be the example of good practice.

Definition: The excellence means that the exposed characteristics are very good, but implicitly not achievable by all.

# The rates for the each of the standards

The quality of higher education institution shall be expressed with numerical rates by standards

|  |  |  |
| --- | --- | --- |
| **No** | **Standard** | **Numerical rate of the standard\*** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
| 15 |  |  |

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

The institution may not be accredited if it is rated weak (5) for any of the standards 1, 5, 6, 9, 10, 11.

False data and/or in correct electronic form in the annexed documentation automatically produce the denial of the accreditation.

1. **Summary**

A short description of all positive and negative elements in standard rate for the accreditation of higher education institutions.

# Reccomendations

* proposed measures for the elimination of marked weaknesses
* proposed measures for the improvement the higher education institution’s education.

**Annotations:**

If the Peer review panel proposes the denial of accreditation, the Recommendations provide the main arguments for negative rate, altogether with the list of compulsory activities which provided to the students already enrolled on a study programme to obtain knowledge and skills on the satisfactory level.

If the Peer review panel proposes the accreditation of the study programme, the Recommendations contain the list of activities that the institution should carry out until the next external evaluation of quality, with the aim to improve the quality of the higher education institution’s work.

If a standard is rated with 5 or 6 the institution shall be obliged to enhance its quality in terms of that standard until the next external evaluation of quality in Recommendations.

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

**Date and place**