

# Supplement 1

## Criteria for assessing the level of development and efficiency of QA systems at higher education institutions in the Republic of Croatia

ESG standards	Preliminary phase	Initial phase	Developed phase	Advanced phase
1.1. Policies, mission, vision, general strategy of the institution/sub-strategies; Goals, overall structure and internal cohesion of the quality assurance system; documentation – including the quality policies, procedures and responsibilities of all the stakeholders – is published.	Policies, mission, vision, general strategy are being prepared and drafted. Quality assurance system is being established. Institution does not have quality assurance procedures for its activities.	Policies, mission, vision, general strategy are adopted and published. Quality assurance system is established. Quality assurance procedures exist for some activities, but are neither organised nor interconnected.	Quality assurance covers many institutional activities and quality assurance procedures make a cohesive quality assurance system that is continuously and effectively improved on the basis of internal QA audit results. All documents of QA system are published.	Quality assurance covers all institutional activities. QA system is continuously and effectively improved on the basis of results of both internal and external audits.
1.2.1. Approving, monitoring and periodical revision of programmes and levels	There are no formal mechanisms of approving, monitoring and periodical revision of programmes and levels. Learning outcomes have not been made for all study programmes, and minimal resources have been secured for teaching and study. Students and other stakeholders are not involved in quality assurance activities. Feedback is not collected.	Formal mechanisms of approving, monitoring and periodical revision of programmes and levels exist and are partially implemented. Learning outcomes have been made for all study programmes and resources are secured to some extent. Students are involved in quality assurance activities.	Mechanisms of approving, monitoring and periodical revision of programmes and levels are fully implemented. Learning outcomes are revised and improved. Adequate resources are secured for most of the activities. Students and other stakeholders are involved in quality assurance activities.	Feedback from all the stakeholders is regularly gathered and used for improving the quality assurance system (improving processes of approving, monitoring and periodical revision of programmes and levels). Adequate resources are secured for all the activities.
1.2.2. Scientific research and development	There are no formal mechanisms for monitoring and evaluating the quality of scientific research and development, or its influence on society. New research methods are not used within teaching and studying processes.	Mechanisms for monitoring and evaluating the quality of scientific research and development, and its influence on society, are partially implemented. The efficiency of these mechanisms is not systematically followed. New research methods are starting to be used within teaching and studying processes.	Mechanisms for monitoring and evaluating the quality of scientific research and development, and its influence on society, are fully implemented. The efficiency of these mechanisms is not systematically followed. New research methods are used within teaching and studying processes, but their efficiency is not being evaluated.	The efficiency of implemented mechanisms for monitoring and evaluating the quality of scientific research and development and its influence on society is being systematically followed and assessed. The efficiency of new research methods that are being used within teaching and studying processes is evaluated.
1.3. Student grading	There are no published criteria, regulations and procedures for assessing students' learning outcomes.	Criteria, regulations and procedures for assessing students' learning outcomes exist, but are only partially available to students and are not used consistently.	Criteria, regulations and procedures for assessing students' learning outcomes are published and used consistently, and students are well aware of them.	In accordance with the curriculum and learning outcomes, the procedures of grading the learning outcomes are continuously being improved.
1.4. Quality assurance of teaching staff and its interaction and influence on the society of knowledge, and contribution to the regional development	A minimum of teaching staff with appropriate scientific and professional qualifications is secured, according to the standards of teaching workload. Teaching staff is not actively involved in regional development.	Knowledge transfer skills and efficiency of teaching are evaluated only by means of student questionnaires. There is no systematic approach to professional development of teaching staff. Teaching staff is only partially involved in regional development.	Knowledge transfer skills and efficiency of teaching are evaluated by use of different methods. Mechanisms that allow for professional and scientific development of teaching staff are partially in place. Teaching staff is actively involved in regional development.	Feedback on quality and efficiency of the teaching process is used for the improvement of teaching staff competences. Results of scientific research from the area of teaching are included in systematic education of teaching staff. Teaching staff is significantly involved in regional development.
1.5. Resources for study and student support	QA system does not review student support resources. Resources allocated for student standard satisfy the minimum.	QA system reviews the existing resources for study that are somewhat available and adequate for individual study programmes. Resources allocated for student standard partially satisfy students' needs.	Resources for study are available and adequate for every individual study programme. Resources allocated for student standard mostly satisfy students' needs.	HEIs systematically monitor and improve the level of student support resources for every individual study programme. Resources allocated for student standard fully satisfy students' needs.

1.6. Importance and availability of quality assurance system data	Quality assurance does not provide any information on system and institution to the stakeholders.	There is no systematic gathering and processing of data. Data is only partially available to internal and external stakeholders. Use of information for planning and continuous development of QA system is unsystematic.	Relevant information is available to all the stakeholders and is used for planning and continuous development of QA system.	Quality assurance system is entirely transparent. There is a systematic exchange of relevant information between all the stakeholders/parts of HEI. Relevant information is the basis for planning and continuous development of QA system.
1.7. Informing the public	Institutions do not publish relevant, unbiased information on their programmes and educational levels.	Institutions only partially publish relevant, unbiased information on their programmes and educational levels.	Institutions often publish relevant, unbiased information on their programmes and educational levels.	Institutions publish relevant, unbiased information on their programmes and educational levels on regular basis.