



STANDARDS FOR THE EVALUATION OF QUALITY OF STUDY PROGRAMMES IN THE PROCEDURE OF CROSS-BORDER PROGRAMME ACCREDITATION

The document includes **standards** for quality assessment, which are also used to evaluate adherence to the **standards** and to pass a **grade of quality of a study programme**.

Assessment area - standards are grouped into units (5 assessment areas), which refer to various aspects of assessment of quality of a study programme.

Standard – a clearly defined level of quality of a particular aspect of quality of a study programme.

Description/level of compliance/elements of the standard - elements taken into account in the assessment of compliance of an aspect of quality of a study programme against a standard.

Evidence - data (facts) used to make a conclusion on the level of fulfilment of the standard.

**The evidence stated in this document are only examples that the higher education institution may use in drafting the Proposal of the study programme. Moreover, a higher education institution may also use other evidence. It can also help the expert panel in assessing the level of fulfilment of a quality standard. In addition to this evidence, the expert panel may use other evidence as well as information gathered from the Proposal of the study programme and during the site visit in making their decision.*

Assessment area I: Internal quality assurance system of the higher education institution delivering the study programme (ESG 1.1., ESG 1.7., ESG1.8.)

1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution has developed clear and transparent mechanisms for periodic monitoring and supervision of the quality of delivery and continual improvement of the study programme.</i></p> <p><i>Development activities of the higher education institution related to the study programme are systematic and regular, and include various stakeholders (representatives of the business sector, students, associations, etc.).</i></p> <p><i>The higher education institution defined key indicators for monitoring the quality of the study programme delivery and the method of collecting them.</i></p> <p><i>The higher education institution analyses suggestions for improvement of the study programme delivery based on earlier evaluation procedures and implements them.</i></p> <p><i>The higher education institution records study programme revisions and analyses their fitness for purpose.</i></p> <p><i>The higher education institution provides support to teachers and students in the quality assurance procedures.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Records of implemented study programme revisions; • Form for instigating the procedure for the study programme revision. 			
<p><u>Comment/note/commendations/recommendations</u></p>			

1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Information on the study programme is publicly available on the website of the higher education institution in national language and English.</i></p> <p><i>The higher education institution informs the public on the admission criteria, enrolment quotas, learning outcomes and qualifications gained by completion of a study programme, graduate employability, drop-out rates and pass rates on the study programme.</i></p> <p><i>The higher education institution publishes information about all forms of student support available.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Website of the higher education institution, social networks, open doors days, public activities designed for informing the public, etc.; • Information on cooperation with high schools and programmes organized for prospective students; • Information and documents posted on the website of the higher education institution, brochures, flyers, etc. 			
<p>Comment/note/commendations/recommendations</p>			

1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution supports academic integrity and freedom, upholds ethical standards in work, and preserves academic integrity and freedom.</i></p> <p><i>The system of competencies for resolving conflicts and irregularities is functional at all levels of the higher education institution.</i></p> <p><i>The higher education institution has a developed system for monitoring and preventing all types of unethical behaviour and discrimination, and carries out activities related to the sanctioning of such behaviour.</i></p> <p><i>The higher education institution systematically addresses issues of plagiarism, cheating, forging of results, etc.</i></p> <p><i>Teacher recruitment procedures arise from the higher education institution's development goals, and they are aligned with the legislation and internal regulations in effect.</i></p> <p><i>In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc.).</i></p> <p><i>Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (successfully completed projects, success in securing additional funds, mentoring, supervision of final and graduation theses, authorship of textbooks and study materials, popular lectures, etc.).</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Code of Ethics, Commission for solving disputes, student ombudsman and/or student representative on the Ethics Committee; • Examples of tools for detecting plagiarism (appropriate software, etc.); • Student ombudsman and/or student representative on the Ethics Committee; • Procedures for assessing adherence to ethical standards in research and examples of the carried out procedures to detect and sanction unethical behaviour; • Internal acts prescribing teacher appointment procedure, examples of completed recruitment procedures (copies of vacancy announcements, composition of selection committees, reports of selection committees and decisions made by expert bodies); 			

- Examples of carried out procedures of appointment and re-appointment to scientific/teaching grades.

Comment/note/commendations/recommendations

Assessment area II: Learning outcomes (ESG1.2., ESG 1.9.)

2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution has clearly defined the learning outcomes of the study programme.</i></p> <p><i>Learning outcomes are clear, easily understandable and measurable.</i></p> <p><i>The higher education institution proves the alignment of learning outcomes with the mission and strategic goals of the higher education institution.</i></p> <p><i>The higher education institution proves the alignment of learning outcomes with the general goals of the study programme.</i></p> <p><i>The higher education institution publishes learning outcomes of the study programme.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none">• List of learning outcomes of the study programme;• Mission and strategic goals of the higher education institution.• <u>Table 2.1. Learning outcomes at the level of the study programme for the academic year of evaluation.</u>			

2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Learning outcomes achieved in the study programme are aligned with the EQF level descriptors.</i></p> <p><i>If the study programme is delivered at the graduate level, the learning outcomes of that study programme clearly differ from the learning outcomes achieved at the undergraduate level of the study programme.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Regulations on study and/or student grading; • Study programme syllabus and curriculum; • Learning outcomes of the study programme; • <u>Table 2.1. Learning outcomes at the level of the study programme for the academic year of evaluation.</u> 			
<p>Comment/note/commendations/recommendations</p>			

2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Learning outcomes of the study programme are aligned with professional requirements and internationally recognized professional standards, and ensure that the programme is up to date.</i></p> <p><i>Learning outcomes of the study programme clearly reflect competencies required for finding employment, continuing education or fulfilling other individual/society needs.</i></p> <p><i>Learning outcomes of the study programme are comparable to learning outcomes of similar study programmes in the country and abroad.</i></p> <p><i>Learning outcomes of the study programme also include the development of generic (general/key/transferable) and profession-specific competencies.</i></p> <p><i>If the study programme is delivered at the graduate level, the learning outcomes of the graduate study programme clearly differ from the learning outcomes achieved at the undergraduate level of the study programme, and ensure progressive competence profile.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Regulations on study and/or student grading; • Employer survey on the necessary competencies on the labour market; • Survey of student employability upon completion of the study that include opinions issued by three organizations working on the labour market; • Alignment of the learning outcomes with recommendations of professional associations, where applicable; • Alignment of the learning outcomes with the internationally defined learning outcomes for that profession, if any (for example, learning outcomes recommended within TUNNING project for certain disciplines). • <u>Table 2.1. Learning outcomes at the level of the study programme for the academic year of evaluation.</u> 			
<p>Comment/note/commendations/recommendations</p>			

2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution clearly defined learning outcomes of all courses in the study programme.</i></p> <p><i>The higher education institution checks and ensures alignment of learning outcomes at the study programme and course level.</i></p> <p><i>Learning outcomes at the course level also include the development of generic (general/key/transferrable) and profession-specific competencies.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Regulations on study and/or student grading; • Study programme syllabus and curriculum; • Learning outcomes at the study programme level; • Learning outcomes at the course level; • Alignment of learning outcomes with recommendations of professional associations, where applicable; • <u>Table 2.1. Learning outcomes at the level of the study programme for the academic year of evaluation.</u> 			
<p>Comment/note/commendations/recommendations</p>			

Assessment area III: Study programme (ESG 1.2., ESG 1.7., ESG 1.9.)

3.1. The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Justification of fitness for purpose of the study programme was provided as well as confirmation that the study programme does not overlap with similar study programmes delivered in the region.</i></p> <p><i>Justification for delivering the study programme with regard to social and economic needs is provided, and includes an analysis of resources of the higher education institution required for delivering the study programme.</i></p> <p><i>Enrolment quotas are aligned with labour market needs and resources of the higher education institution, and result from systematic strategic consideration.</i></p> <p><i>The higher education institution informs existing and prospective students about the opportunities to continue education or find employment upon graduation.</i></p> <p><i>The higher education institution regularly analyses employability of its graduates and maintains contacts with alumni.</i></p> <p><u>Examples of evidence:</u></p> <ul style="list-style-type: none"> • The justification for delivering a study programme has been provided; • Survey of student employability upon completion of the study programme, which includes opinions of three organizations involved in the labour market; • Analysis of resources necessary for the study programme delivery; • Optimal number of students that can enrol in the study programme with regard to available space, equipment and the number of teachers; • Feedback from alumni and employers; • Career development support services for students • <u>Table 3.1. The number of students per study programme for the academic year of evaluation</u> • <u>Table 3.2. Employment of graduates/alumni in the last three calendar years.</u> 			

Comment/note/commendations/recommendations

3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.

Not implemented

Partially implemented

**Fully
implemented**

Elements of the standard

The higher education institution proves alignment of the content of each course with the expected learning outcomes of that course.

The higher education institution ensures an appropriate order of courses and clearly defined enrolment requirements for each course.

Core disciplines necessary for acquiring all professional competencies are well covered.

In addition to the profession-specific knowledge and skills, the study programme also ensures the acquisition of generic competencies.

Examples of evidence

- Regulations on study and/or student grading;
- Study programme syllabus and curriculum;
- Expected learning outcomes at the study programme and course level;
- Syllabi of all courses;
- Enrolment requirements for particular courses.

Comment/review/commendation/recommendations

3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The curriculum is at the level of the latest scientific achievements and skills based on them.</i></p> <p><i>The curriculum is aligned with professional standards and up-to-date achievements in a particular field.</i></p> <p><i>The curriculum follows trends and uses best practice of similar international study programmes.</i></p> <p><i>The higher education institution encourages innovation and creativity in the study programme design.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Regulations on study and/or student grading; • Study programme syllabus and curriculum; • Content of the study programme is aligned with recommendations of professional associations, where applicable; • Comparability analysis with similar accredited study programmes in the respective country and EU member states; • Syllabi of all courses. 			
<p><u>Comment/review/commendation/recommendations</u></p>			

3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The study programme is harmonized with the minimum training conditions based on agreed professional standards (at the national and European level, for example, according to the EU Directive Guidelines).</i></p> <p><i>The higher education institution cooperates with the competent professional chambers or other professional associations in making changes and improvements of the study programme.</i></p> <p><i>Graduates are able to compete in the national and international labour market.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Consent/opinion of the competent professional chamber or other professional association (if any) on the acceptance of proposals for revisions of the study programme and the possibility of taking the qualification (licence) exam; • Analysis of alignment of the study programme with regulations and recommendations. 			
<p>Comment/review/commendation/recommendations</p>			

3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution allocates ECTS credits for each study activity in accordance with the actual student workload.</i></p> <p><i>The higher education institution has appropriate mechanisms for regular monitoring, analysis and alignment of ECTS credits with actual student workload.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • ECTS credits allocated to courses in the study programme; • Expected and/or existing mechanisms for checking compliance of the allocated ECTS credits with the actual student workload; • Expected and/or existing mechanisms for improving and revising student workload expressed in ECTS credits; • Syllabi of all courses. 			
<p>Comment/review/commendation/recommendations</p>			

3.6. Student practice is an integral part of the study programme.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution allows for learning and obtaining new skills through student practice in accordance with professional requirements and the international practice.</i></p> <p><i>Student practice is an integral part of the study programme and is organised outside the higher education institution, in cooperation with the labour market, in a clear and transparent manner.</i></p> <p><i>The higher education institution allocates an adequate number of ECTS credits for student practice.</i></p> <p><i>The higher education institution ensures mechanisms for carrying out student practice in a systematic and responsible manner, which ensures the achievement of the expected learning outcomes connected to student practice.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Study programme syllabus and curriculum; • Practice-related learning outcomes; • The assessment of the achievement of practice-related learning outcomes; • The number of ECTS credits allocated to student practice; • Contracts with employers, regulations on student practice; • Feedback on cooperation from employers which participate in the organization of the student practice; • Mechanisms for ensuring the quality of student practice (record of student practice, evaluation questionnaire for student practice and supervisors from or outside the higher education institution); • Expected learning outcomes at the study programme and course level; • Syllabi of all courses. 			
<p>Comment/review/commendation/recommendations</p>			

Assessment area IV: Teaching process and student support (ESG 1.3., ESG 1.4., ESG 1.6.)

4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The criteria for admission or continuation of studies are clear and appropriate, and ensure the selection of candidates with appropriate prior knowledge.</i></p> <p><i>Admission quotas and criteria for the enrolment in the study programme or continuation of studies are aligned with the requirements of the study programme.</i></p> <p><i>The procedures of recognition of prior learning are defined and publicly available.</i></p> <p><u>Examples of evidence:</u></p> <ul style="list-style-type: none"> • Defined admission criteria (evaluation of high school GPA, State Matura level, elective exams, additional assessments of knowledge and skills); • Defined decision-making procedure in relation to the admission criteria; • Defined procedures of recognition of national and foreign higher education qualifications, periods of study and prior learning in the case of continuation of studies; • Analysis of student performance on the study programme, depending on the admission criteria or criteria for the continuation of studies, and examples of improvements to the admission criteria/criteria for the continuation of studies based on the obtained results; • Examples of good practice concerning the involvement of students from other higher education institutions or study programmes; • Feedback from students who have transferred from other higher education institutions with regard to their experience with the recognition of higher education qualifications, periods of study and prior learning in case of continuation of studies (interviews, surveys); • Planned number of students per study programme (for the first year of study) • <u>Table 4.1. The structure of enrolled students and interest in the first-cycle study programmes* in the academic year of evaluation and the two previous academic years</u> • <u>Table 4.2. The structure of enrolled students and interest in the graduate and postgraduate study programmes in the academic year of evaluation and two previous academic years.</u> 			

Comment/review/commendation/recommendations			
4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Procedures for monitoring student progress are clearly defined and available.</i></p> <p><i>The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.</i></p> <p><i>Information on student progress is regularly collected and analysed, and used to improve the social dimension of higher education by identifying those students facing the risk of drop out and by taking timely action to prevent drop outs.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Data on student pass rates; • Completion and drop-out rates; • Examples of measures to increase pass rates and completion rates (e.g. mentorship training programme, changes of admission criteria/curricula, differential courses, etc.); • Services or individuals are in place to provide support to students from vulnerable and underrepresented groups during the studies • <u>Table 4.3. Pass rate at the end of the first year of the study programme (only for undergraduate and integrated study programmes in the past five academic years)</u> • <u>Table 4.4. Completion rate at the study programme.</u> 			
Comment/review/commendation/recommendations			

4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution encourages various modes of programme delivery, in accordance with the expected learning outcomes.</i></p> <p><i>Various teaching methods are used that encourage interactive and research-based learning, problem solving, creative and critical thinking, independence and responsibility (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).</i></p> <p><i>Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented* and vulnerable groups**, etc.).</i></p> <p><i>Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.</i></p> <p><i>State-of-the-art technologies are used in teaching.</i></p> <p><i>The HEI ensures mechanisms for the assessment and adjustment of the used modes of programme delivery and teaching methods, especially in special and exceptional circumstances.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Regulations on student grading/study; • Examples of programme delivery modes and teaching methods used; • Mechanisms for ensuring the quality of the mode of programme delivery and teaching methods used (surveys, questionnaires, conversations, etc.); • E-learning systems (LMS, VLS), repositories, etc.; • Readiness to transfer to online teaching in case of need; • Space is adjusted to students with disabilities. 			
Comment/review/commendation/recommendations			

4.4. The higher education institution ensures adequate student support.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The higher education institution provides guidance on study and career opportunities to students (for example, tutors, mentors and other advisers as support to students learning and progress).</i></p> <p><i>The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or faculty level.</i></p> <p><i>Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).</i></p> <p><i>The higher education institution employs an adequate number of qualified and dedicated professional, administrative and technical staff.</i></p> <p><u>Examples of evidence:</u></p> <ul style="list-style-type: none"> • Regulations on study, regulations on internal organisation; • Information packages for new students; • Number, qualification structure and availability of library and administrative staff; • Decisions on establishing the library and advisory services and their rules of procedure; • Established student support and counselling services (psychological, academic/study, legal, career guidance) at the level of university or university constituent; • Availability of teaching staff to students (for example, information on consultation hours published); • Feedback on student satisfaction with professional support provided by the HEI (tutors, mentors, advisers, ECTS coordinators, library, student administration office, office for international cooperation, etc.); • Feedback on student satisfaction with counselling services (psychological, academic/study, legal, career guidance, etc.). 			
<p>Comment/review/commendation/recommendations</p>			

4.5. The higher education institution ensures participation in international mobility programmes to students.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Students are informed about the opportunities for completing part of their study abroad.</i></p> <p><i>The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.</i></p> <p><i>The higher education institution provides support to students participating in the incoming mobility programmes in the process of applying and studying, and gathers and analyses feedback on satisfaction from those students.</i></p> <p><i>Students participating in the incoming mobility programmes have the opportunity to attend classes held in a foreign language.</i></p> <p><i>The higher education institution collects information on student satisfaction with the quality of the HEI's support regarding practical matters of student mobility.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Erasmus Charter for Higher Education and other types of exchange agreements (bilateral agreements) or projects that enable incoming and outgoing student mobility; • Foreign language teaching, international dimension of the programme (exposing students to foreign literature, foreign experiences and practices, work with foreign professors and colleagues); • Records of the number of students who had the opportunity to complete a part of their study abroad and records of the recognition of ECTS credits, i.e. the knowledge and competencies acquired abroad/records of the number of foreign students who studied at the higher education institution; • Established office for support to students participating in the ERASMUS programme • <u>Table 4.5. Student mobility (total) in the last five academic years.</u> 			
<p>Comment/review/commendation/recommendations</p>			

4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The criteria and methods for assessment and grading are clear and published before the beginning of a course.</i></p> <p><i>The criteria and methods for assessment and grading are aligned with the expected learning outcomes.</i></p> <p><i>The criteria and methods for assessment and grading are aligned with the teaching methods used.</i></p> <p><i>The higher education institution has mechanisms in place which ensure objectivity and reliability of assessment and grading of student achievements.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • A functional student appeals procedure; • Student feedback on objectivity and consistent implementation of assessment and grading procedures; • Examples of carried out activities related to the support provided to assessors in the development of skills related to testing and assessment methods; • Examples of implemented procedures ensuring the objectivity and reliability of grading (e.g. double marking); • Examples of modification of the assessment procedures (for example, for students with disabilities). 			
<p>Comment/review/commendation/recommendations</p>			

4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Upon completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement) in accordance with the regulations in effect.</i></p> <p><i>The higher education institution issues the Diploma Supplement in national language and English, free of charge.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Examples of diplomas and diploma supplements; • Feedback from students and alumni. 			
<p>Comment/review/commendation/recommendations</p>			

Assessment area V: Resources (ESG 1.5. and ESG 1.6)

5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The number and qualifications of teachers* (with an election in an appropriate field and/or area) are appropriate for the delivery of the study programme and achievement of the expected learning outcomes, and performing scientific/professional activity.</i></p> <p><i>The ratio of students and full-time teachers at the higher education institution is appropriate and ensures a high quality of study.</i></p> <p><i>Teacher workload is in line with relevant legislation and bylaws in effect, acts adopted by competent bodies, collective agreements, etc.</i></p> <p><i>Teacher workload ensures appropriate distribution of teaching, professional and/or scientific activities, personal and professional development, and administrative duties.</i></p> <p><i>Teachers are qualified for the course/courses they deliver.</i></p> <p><i>Course leaders are qualified for the course they lead.</i></p> <p><i>The higher education institution clearly defined the manner of provision of support to teachers in their professional development.</i></p> <p><i>Teachers participate in mobility programmes, collaborative projects, networks, etc.</i></p> <p><i>*Teachers – employees of a higher education institution appointed into scientific-teaching grades (or teaching grades at professional study programmes).</i></p>			

Examples of evidence

- Data on the percentage of courses delivered by full-time teachers for the study programme;
- Information on student-teacher ratio;
- Information on teaching workload;
- Information on the number of teachers with the academic degree of Doctor of Science;
- Information on each teacher engaged in the study programme (CV, employment agreement, decision on the election into title, regulated health and pension insurance);
- Information on course leaders;
- Plan for professional development of teachers in the study programme and the method of reporting on that;
- Information about the method of encouraging teachers to participate in the mobility programmes and about the actual outgoing teacher mobility (stays at foreign higher education institutions, etc.)
- Table 5.1. Teachers in the study programme
- Table 5.2. Total mobility of teachers and associates in the last five academic years.

Comment/review/commendation/recommendations

5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>External associates have the required work experience.</i></p> <p><i>External associates include the latest research, trends and know-how from the labour market in the teaching process.</i></p> <p><i>The higher education institution encourages the participation of external associates in the supervision of final and graduation theses.</i></p> <p><i>The higher education institution encourages the organization of student practice in the institution in which external associates work full time.</i></p> <p><i>The higher education institution organizes training on the method of preparation and delivery of teaching for external associates from the business sector and/or from abroad, and introduces them to the regulations and practices from higher education (for example, ECTS credits, learning outcomes, teaching methods).</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • List of external associates, institutions in which they work full time and positions; • Appropriate qualifications of external associates for the course/courses they deliver (their CV should be submitted); • Examples of co-supervision; • Agreement on student practice. 			
<p>Comment/review/commendation/recommendations</p>			

5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>Space, equipment and entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the delivery of the study programme and ensure the achievement of expected learning outcomes.</i></p> <p><i>Space, equipment and entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the implementation of professional and/or scientific activity.</i></p> <p><u>Examples of evidence:</u></p> <ul style="list-style-type: none"> • Examination of resources during the site visit to the HEI; • Information on space (ownership documents, document proving the right to use the premises in the period of five years); • Evidence of secured own equipment or leased equipment for the period of at least five years necessary for achieving the expected learning outcomes; • Number of copies of required reading for each course has to amount to 20% of the number of students who enrolled in a course; • Optimal number of students who enrol in the programme with regard to available space, equipment and the number of teachers. • <u>Table 5.3. Space.</u> 			
<p>Comment/review/commendation/recommendations</p>			

5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The library and library equipment, as well as additional resources, meet the conditions for a high quality of study.</i></p> <p><i>The library and library equipment, as well as the additional resources, ensure a high quality of professional and/or scientific activity.</i></p> <p><i>The higher education institution ensured a sufficient number of copies of professional literature for each course in accordance with the legislation in effect.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Review of library resources during the site visit; • Availability of up-to-date literature; • Subscriptions to appropriate bibliographic databases and databases with full-text access; • Availability of the network library catalogue of the evaluated higher education institution; • Availability of teaching materials via protected websites; • Adequate number of copies of required reading, relative to the number of enrolled students • Table 5.4. Library equipment. 			
<p>Comment/review/commendation/recommendations</p>			

5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.	Not implemented	Partially implemented	Fully implemented
<p><u>Elements of the standard</u></p> <p><i>The funds necessary for the study programme delivery and for achieving expected learning outcomes are sufficient.</i></p> <p><i>The higher education institution proves financial sustainability and effectiveness.</i></p> <p><u>Examples of evidence</u></p> <ul style="list-style-type: none"> • Information about income and expenditure; • Evidence on sustainability and transparency of financing; • Explanation on the spending of income gained from participation, subsidies and tuition fees; • Regulations or decisions on the manner of using own or dedicated funds (for public higher education institutions) • <u>Table 5.5. Financial sustainability.</u> 			
<p>Comment/review/commendation/recommendations</p>			

KLASA: 605-04/21-10/0001

URBROJ: 355-03-21-0002

Zagreb, 16. veljače 2021.