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Pursuant to the provisions of Article 8, Paragraph 3 of the Act on Quality Assurance in Higher Education and Science (the *Official Gazette* 151/22) and the provisions of Article 32, Paragraph 1, Items 1 and 2 of the Statute of the Agency for Science and Higher Education (CLASS: 003-05/13-01/0001; FILE NUMBER: 355-01-23-29), at its 4<sup>th</sup> session, held on 6 July 2023, the Accreditation Council adopted the following

## QUALITY STANDARDS FOR EVALUATIONS IN THE PROCEDURE OF RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

### Article 1

- (1) The external quality assessment standards in the process of re-accreditation of higher education institutions shall include standards, elements and indicators of quality, as well as the criteria in order to determine the level of their fulfilment and pass a quality assessment.
- (2) The quality standards shall be grouped by content into units (five assessment areas), which shall refer to various aspects of quality evaluation of higher education institutions.
- (3) Within this document, the following expressions shall have the following meaning:

*The standard* is a clearly defined compliance with a particular quality aspect of a higher education institution.

*Element of the standard* is an element considered when assessing compliance of a quality aspect of a higher education institution and a study programme against a standard.

*Applicable legal provisions* which must be met during the re-accreditation of a higher education institution are highlighted in red text in the continuation.

*An indicator* is used to assess the level of compliance with the standards.

*Sources for verifying compliance with the standards* are documents of the higher education institution, websites and other materials used to evaluate and assess the level of compliance with the standards. The sources specified in this document are merely examples that a higher education institution can use as guidelines in the preparation of study programme proposals, but they can also be helpful to the expert panel in assessing the level of fulfilment of quality standards. Both the higher education institution and the expert panel may use other sources and information gathered from the received documentation, and during the site visit to the higher education institution.

*The level of compliance with a standard* is an assessment passed by an expert panel, which includes recommendations for quality improvement.

- (4) Gendered terms used in this document are used neutrally and refer equally to all genders.

## Article 2

In the procedure of re-accreditation of universities, university constituents, and polytechnics/universities of applied sciences, the following quality standards shall apply:

### I. Higher education institution management and quality assurance

Standard	The level of fulfilment of the standard						
<b>1.1.</b> <b><i>The mission of a higher education institution guides the process of operational planning and the development of quality assurance processes.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled
<u>Elements and indicators of the standard</u>  <i>The higher education institution has a publicly available state-of-the-art mission, which represents the framework and direction of action, along with the defined values and objectives.</i>							

*The mission clearly defines the specific role of the higher education institution in performing higher education, scientific, and professional activities, and in contribution to the development of modern society. The mission positions the higher education institution in a domestic and international context, guides the development of the content of study and education programmes, and all activities of the higher education institution.*

*Representatives of various stakeholder groups participate in the development and definition of the mission of the higher education institution.*

*The mission statement is the starting point for the process of strategic planning and setting the strategic goals.*

Sources for verifying compliance with the standard:

- publicly available mission of the higher education institution;
- a defined process of designing, adopting, implementing and reviewing of the mission;
- evidence of involvement of different groups of (internal and external) stakeholders in the development of the mission;
- connection of the mission with the processes of strategic and operational planning;
- data on the involvement and contribution of stakeholders to the delivery of the higher education institution mission.

Standard	The level of fulfilment of the standard							
<p><b>1.2.</b>  <i>The higher education institution defined the internal organizational structure and processes that are managed responsibly, efficiently and effectively, and the higher education institution's stakeholders are included in the decision-making processes.</i></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The management of the higher education institution is based on the academic self-governance of higher education institutions and the autonomy of universities.</i></p> <p><i>The autonomy of universities includes the regulation of internal organisation and management in accordance with the Act on Higher Education and Scientific Activity, its by-laws and regulations; identification of educational, scientific, artistic and professional programmes; deciding on the acceptance of projects and international cooperation; financial autonomy under a programme agreement; and responsibility towards the social community.</i></p> <p><i>The higher education institution, using a quality assurance system and available information systems, collects, processes, analyses the data and generates reports using various methods. Based on the results of the analyses, further actions and improvements are planned using an approach based on risk and opportunities. The management and the competent authorities make informed decisions. Students and other stakeholders are involved in these processes.</i></p> <p><i>The higher education institution regularly and transparently informs stakeholders on strategy implementation, operations, and implementation of programme agreements, where applicable.</i></p> <p><i>The higher education institution manages its financial resources transparently, efficiently, purposefully, and sustainably.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• the statute and regulations thereof;</li> <li>• reports on strategy implementation;</li> </ul>								

- annual report on higher education institution activities;
- financial report;
- report on the implementation of programme agreements, if applicable;
- audit report;
- financial plan of income and expenses for a period of at least three years, showing the funding sources and the structure of expenses by purpose, and a statement on implementation of the financial plan of income and expenses for the preceding period of minimally three years;
- evidence of sustainability and transparency of funding.

Standard	The level of fulfilment of the standard							
<b>1.3.</b> <i>The higher education institution collects, analyses and uses data relevant for the effective management of all activities, and publishes the information about its work.</i>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>Using a quality assurance system and available information systems, the higher education institution collects data (on employees, students, programmes, etc.) using various methods, analyses them and uses relevant information to monitor trends, report on its activities, plan its follow-up activities and make informed decisions. Students and other stakeholders are involved in these processes.</i></p> <p><i>The higher education institution uses information systems to monitor indicators on compliance with the legal requirements for the pursuit of higher education and scientific or artistic activities, where applicable.</i></p> <p><i>The higher education institution has a strategy for the digital transformation of education that is integrated into the overall strategies for institutional development and quality enhancement.</i></p> <p><i>The higher education institution keeps electronic records and ensures access to and exchange of data in accordance with the national legislative framework.</i></p> <p><i>The higher education institution has prescribed measures to use the information systems and ensure information security, and implements them consistently.</i></p> <p><i>Clear, accurate, objective, and valid information on study programmes and on the work of a higher education institution is publicly available and easily accessible, in Croatian and in one of the world's languages.</i></p> <p><i>The higher education institution is obligated to inform the public on admission criteria, enrolment quotas, study and educational programmes, learning outcomes and qualifications, forms of support available to students, procedures applied in teaching, learning, and assessment, pass rates, learning opportunities available to students, as well as information on the employment of students who have recently graduated.</i></p>								

Sources for verifying compliance with the standard:

- regulations and other documents regulating the content and use of information systems, website of the higher education institution, social media, open days, etc.;
- strategy for digital transformation of the higher education institution;
- list of records, information systems, software, compliance with legal regulations governing the collection and exchange of data from the information system of the higher education institution;
- Annex I. of the analytical supplement to the self-evaluation report;
- example of documents implementing the Personal Data Protection Act;
- information and documents posted on the website of the higher education institution, brochures, flyers, etc.;
- information on cooperation with high schools and programmes organized for prospective students;
- examples of public actions and practices of the higher education institution related to informing the public;
- analyses of student pass rates, timely identification of students at risk of dropping out, trend monitoring;
- examples of reports on implemented changes based on the collected data;
- examples of informing the students about the changes made based on the information collected from students;
- decisions on enrolment criteria;
- decisions on enrolment quotas;
- study programme information package.

Standard	The level of fulfilment of the standard							
<p><b>1.4.</b> <b><i>The higher education institution supports ethics and transparency, academic integrity and freedom, and prevents all types of unethical behaviour, intolerance, and discrimination.</i></b></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution continuously promotes, supports and ensures ethical and transparent work, academic integrity and freedom among all stakeholders (in theory and practice) throughout the whole organisation, thus demonstrating its social responsibility.</i></p> <p><i>The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.</i></p> <p><i>The higher education institution effectively takes measures to prevent unethical behaviour, intolerance and discrimination.</i></p> <p><i>The higher education institution conducts activities related to the sanctioning of unethical behaviour, intolerance and discrimination, ensuring a fair and unbiased implementation of procedures.</i></p> <p><i>The system of resolving conflicts and irregularities is defined and it functions at all levels of the higher education institution.</i></p> <p><i>The higher education institution encourages research into the causes and consequences of unethical behaviour, the effectiveness of measures taken to prevent it, it reports on research results and monitors trends.</i></p> <p><i>The higher education institution applies new technologies to eradicate all forms of unethical behaviour. The higher education institution systematically addresses issues of plagiarism, cheating and falsification of results.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• policy and strategy of the higher education institution;</li> <li>• code of ethics of the higher education institution;</li> </ul>								



- decision on the establishment of a disciplinary committee, rules on disciplinary liability, rules governing the application of ethical measures (if any);
- decision on the establishment of an ethics committee, rules of procedure of the ethics committee, minutes and decisions/opinions of the ethics committee;
- student ombudsman (at the level of the higher education institution);
- application of plagiarism detection tools (appropriate software, etc.);
- report on the results of implementation of measures and usage of training and tools to prevent unethical behaviour, intolerance, and discrimination, the ratio of procedures received and resolved, the number of procedures forwarded to a higher instance, trend monitoring, new guidelines.

Standard	The level of fulfilment of the standard							
<p><b>1.5.</b>  <b><i>The quality assurance system is periodically improved and revised on the basis of the results of implementation of regular internal and external quality assurance procedures.</i></b></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution fosters the development of a quality culture that promotes the importance of active participation in internal and external quality assurance processes among all stakeholders of the higher education institution, so that they fulfil their purpose, act as a catalyst for change, and offer new perspectives to the higher education institution.</i></p> <p><i>The quality assurance system is periodically improved and revised on the basis of results of implementation of the regular internal and external quality assurance procedures in line with the ESG, and it is reported to stakeholders in a timely, clear, accurate and objective manner.</i></p> <p><i>The higher education institution conducts an internal evaluation of the quality assurance system in a cycle that is shorter than the length of the external evaluation cycle.</i></p> <p><i>The higher education institution ensures the competence of internal assessors, and encourages them and provides them with necessary knowledge and skills.</i></p> <p><i>The higher education institution ensures that the preparation for internal and external quality assurance processes considers the progress made since the last internal and external quality assurance processes, which form a continuous improvement cycle and contributes to accountability of the higher education institution.</i></p> <p><i>The joint impact the internal and external quality assurance processes have on the development of the higher education institution is being analysed and monitored.</i></p> <p><i>The higher education institution publishes clear, accurate, objective, valid and easily accessible information on the internal and external evaluation procedures.</i></p>								

Sources for verifying compliance with the standard:

- evidence of dissemination of information on the internal evaluation results, discussion about them and the adopted decisions;
- reports on the conducted external evaluations (initial accreditation, re-accreditation, one-off and thematic evaluations) of the higher education institution, decision on adoption;
- the action plan for the follow-up phase during the procedure of external evaluation of the higher education institution;
- report(s) on implementation of the action plan in the procedure of external evaluation of the higher education institution.

## II. Study programmes and lifelong learning programmes

Standard	The level of fulfilment of the standard						
<p><b>2.1.</b>  <i>The intended learning outcomes at the level of a study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF level (ESG 1.2).</i></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The intended learning outcomes of the study programmes and all the elements of the study programmes (courses, modules, practicals, seminars, student practice, projects, etc.) are clearly defined and examples of good practice are used to define the intended learning outcomes (e.g. ECTS Users' Guide, 2015).</i></p> <p><i>The intended learning outcomes are aligned with the mission and objectives of the higher education institution.</i></p> <p><i>The intended learning outcomes of the study programmes and all the elements of the study programmes are mutually aligned.</i></p> <p><i>The intended learning outcomes are used as a starting point for the development and revision of the study programme, the delivery of the study programme and the assessment and evaluation of the student's achievements. They are designed to allow students to progress through their studies without obstacles.</i></p> <p><i>The intended learning outcomes of the study programmes are aligned with the descriptors of the relevant CroQF and EQF level. The qualifications gained upon completion of the study programmes are clearly described and presented.</i></p> <p><i>The intended learning outcomes of the study programmes clearly reflect the competencies required for employment, education continuation, or other needs of the individual/society.</i></p> <p><i>The intended learning outcomes of the study programmes are comparable with the intended outcomes of comparable programmes in the Republic of Croatia and EU Member States.</i></p> <p><i>The intended learning outcomes of the study programmes also include the development of generic (general/key/transferable) and profession-specific competences.</i></p>							

*The intended learning outcomes of the study programmes also include raising ethical awareness, as well as the ability to reflect ethically and to apply ethical principles in decision-making related to professional issues, and the issues related to the profession, arising in a multicultural context.*

Sources for verifying compliance with the standard:

- the intended learning outcomes of all study programmes;
- constructive alignment of the intended learning outcomes of each course and those of the study programme, examples of revision of intended learning outcomes;
- diploma supplement, qualifications;
- analysis of employment of graduates;
- feedback from graduates, their employers or associates;
- feedback from students;
- alignment of the study programmes with recommendations of professional associations, where applicable;
- Tables 2.1. and 2.2. in the analytic supplement of the self-evaluation report.

Standard	The level of fulfilment of the standard							
<p><b>2.2.</b>  <i>The higher education institution determined the processes for planning and developing new study programmes, and for monitoring and periodically revising the existing ones. This ensures that the study programme is up-to-date, and that the content of study programmes is aligned with the latest scientific / artistic / professional knowledge (ESG 1.2. and ESG 1.9.).</i></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>Processes for the development of new study programmes, and continuous improvement of the existing ones are clearly defined, they involve internal and external stakeholders, they are consistently implemented, and undergo a formal approval process within the higher education institution.</i></p> <p><i>The key indicators for monitoring the quality of study delivery and the methods of gathering and analysing the necessary information resulting in reports with proposals for improvement of the programme have been defined. In order to create an effective learning environment and to support the students, there is an evaluation of the students' workload, progression, pass rates and completion of studies; as well as the effectiveness of student evaluation processes; the students' expectations, needs and satisfaction with the programmes, and the learning environment and fitness for purpose of the programme support services.</i></p> <p><i>Changes to study programmes and current versions of study programmes have been recorded.</i></p> <p><i>Study programme content enables the achievement of the intended learning outcomes.</i></p> <p><i>The content of study programmes follows the latest scientific / artistic and professional research in a given discipline, ensuring that the programmes are up to date and compatible with the changed needs of society and the students' needs and expectations.</i></p> <p><i>The content of study programmes allows students to acquire and perfect their digital skills, where applicable.</i></p> <p><i>The study programmes content ensures horizontal and vertical student mobility in the national and European education area.</i></p>								

*It is ensured that the ECTS points are aligned with the actual student workload.*

Sources for verifying compliance with the standard:

- rules and processes for the development of new study programmes / revision of the existing ones;
- indicators of whether organisation of the study programme is up-to-date and coherent (e.g. principles of curriculum development, connections between different courses, branches, areas and fields represented within the study programme, selection of required and supplementary reading, whether readings are up-to-date, etc.);
- evidence of internal and external stakeholder involvement in development of the new study programmes, or revision of the existing ones;
- key indicators for monitoring the quality of study programmes, and methods of collecting the necessary information;
- examples of improvements to the study programmes based on feedback from internal and external stakeholders;
- examples of improvements to the study programmes based on recommendations from previous external evaluations;
- published up-to-date version of the study programme;
- intended learning outcomes of all study programmes, examples of revision of learning outcomes;
- the processes used to assess alignment of the actual student workload with the defined ECTS credits;
- stakeholder feedback on the alignment of actual student workload and the defined ECTS credits with the necessary improvements;
- examples of revision of ECTS credits in order to align them with the actual student workload.

Standard	The level of fulfilment of the standard							
<b>2.3.</b> <b><i>Student practice is an integral part of study programmes, where applicable.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>Student practice allows acquisition of practical skills, in line with the intended learning outcomes, where applicable.</i></p> <p><i>Student practice is conducted systematically and responsibly.</i></p> <p><i>Student practice forms a part of the study programme, and is organised outside the higher education institution, in cooperation with the industry, where applicable.</i></p> <p><i>The higher education institution provides support to student practice mentors and organisations in which the students conduct student practice, through guidance programmes and/or training programmes for mentoring students during student practice.</i></p> <p><i>The processes for monitoring and improving the quality of student practice are clearly defined, continuously implemented, and they involve internal and external stakeholders.</i></p> <p><i>The collected and analysed information is used to promote good practice, and to initiate the actions needed for improvement.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• contracts with employers, regulations on student practice, records of student practice;</li> <li>• the number of ECTS credits allocated for student practice;</li> <li>• intended learning outcomes which include the acquisition of practical skills;</li> <li>• feedback from students, mentors, employers on the quality of student practice;</li> <li>• a procedure for assessing the achievement of practice-related intended learning outcomes;</li> <li>• examples of improving student practice;</li> </ul>								



- projects to develop and strengthen student practice.

Standard	The level of fulfilment of the standard							
<p><b>2.4.</b>  <b><i>Quality assurance of lifelong learning programs is part of the internal quality assurance system of the higher education institution. This ensures that study programmes are relevant and up to date and that they meet the current social needs.</i></b></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The mission statement and strategic planning process are the starting points for the development of lifelong learning programmes aligned with them.</i></p> <p><i>Internal quality assurance system of the higher education institution includes the processes for quality assurance of lifelong learning programmes.</i></p> <p><i>Processes for the development of new lifelong learning programmes and continuous improvement of the existing ones are clearly defined and involve internal and external stakeholders.</i></p> <p><i>The key indicators for monitoring the quality of lifelong learning programmes' delivery, as well as methods of collecting and analysing the necessary information, resulting in reports with recommendations for improvement, are defined.</i></p> <p><i>Lifelong learning programmes are aligned with the current economic and social needs.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• lifelong learning programmes delivered by the higher education institution;</li> <li>• rules and processes for the development of new / revision of existing lifelong learning programmes;</li> <li>• evidence of involvement of internal and external stakeholders in the development of new lifelong learning programmes or revision of the existing ones;</li> <li>• key indicators for monitoring the quality of lifelong learning programmes, and methods of gathering the necessary information;</li> <li>• examples of improvements made to lifelong learning programmes based on the feedback from internal and external stakeholders.</li> </ul>								

### III. Student-centred learning and teaching – the teaching process and student support

Standard	The level of fulfilment of the standard			
<b>3.1.</b> <b><i>Learning and teaching are student-centred and ensure that all the intended learning outcomes are achieved.</i></b>	The standard is not fulfilled	Minimal fulfilment of the standard	Satisfactory fulfilment of the standard	The standard is completely fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The study programmes, and the way they are delivered, are designed to encourage motivation, self-reflection and engagement of students in the learning process.</i></p> <p><i>The higher education institution encourages various ways of teaching delivery and flexible usage of various pedagogical methods, in accordance with the intended learning outcomes.</i></p> <p><i>The use of different pedagogical methods and techniques fosters interactive and research-based learning, problem solving, and creative and critical thinking.</i></p> <p><i>The various methods of teaching delivery, pedagogical methods, and techniques of working with students are regularly evaluated and adjusted according to evaluation results.</i></p> <p><i>Teachers regularly carry out the processes of revision of their own teaching practice to continuously improve the educational process.</i></p> <p><i>The methods of teaching delivery are adjusted to a diverse student population (non-traditional student population, part-time students, senior students, students from under-represented* and vulnerable** groups, etc.).</i></p> <p><i>The higher education institution ensures the use of state-of-the-art technologies to modernise teaching and achievement of the intended learning outcomes.</i></p> <p><i>*Under-representation in higher education is defined as a lower percentage of a certain group of students compared to the population data, i.e. compared to the situation in other European countries. The following under-represented groups were identified: students whose parents have lower educational qualifications; female students in the technical field and male students in humanities; senior students; students with disabilities; students with children; students belonging to the Roma minority.</i></p>				

*\*\*Vulnerability means difficulties in the academic or social integration of a student, associated with certain personal characteristics of that student.*

Sources for verifying compliance with the standard:

- documented examples of each teacher's use of teaching and pedagogical methods and techniques (the so-called teaching portfolios), documented examples of self-reflection and analysis of the relation between the applied methods and teaching processes, learning process and the achievement of intended learning outcomes;
- feedback from students (surveys, questionnaires, focus groups, etc.);
- mechanisms and processes of quality assurance of teaching delivery and use of pedagogical methods (surveys, questionnaires, focus groups, etc.);
- examples of adaptation of teaching methods to different needs and specificities of a diverse student population;
- e-learning systems (LMS, VLS), repositories, etc., and support for teachers and students using them.

Standard	The level of fulfilment of the standard					
<b>3.2.</b> <i>The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved.</i>	The standard is not fulfilled		Minimal fulfilment of the standard	Satisfactory fulfilment of the standard	The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The criteria and methods of assessment and evaluation are clear and they are published before the beginning of each course. Students are familiar with them.</i></p> <p><i>The criteria and methods of assessment and evaluation are aligned with the teaching methods and intended learning outcomes. They are being implemented in a consistent and objective manner. Mechanisms are in place to ensure that the assessments and evaluations are objective and reliable.</i></p> <p><i>Everyone who evaluates students is supported in developing their knowledge and skills related to the methods of assessment and evaluation.</i></p> <p><i>The assessment allows students to demonstrate the extent to which they have achieved the intended learning outcomes.</i></p> <p><i>The students are given feedback on the assessment results, and if necessary, the guidelines and/or support in the process of learning based on these evaluations.</i></p> <p><i>The process of continuous assessment and monitoring of student achievements helps to identify students who are experiencing difficulties in the regular meeting of their academic obligations and to provide them with timely support and assistance in learning.</i></p> <p><i>There is a formally defined appeals procedure which is consistently implemented and students are informed about it in a timely manner.</i></p> <p><i>Procedures of assessment consider the specific circumstances of studying for particular groups of students (adaptation of test procedures, e.g. for students with disabilities), while ensuring that the intended learning outcomes are being achieved.</i></p> <p><i>The higher education institution has a system of assessment and evaluation in place, which provides information on study progress and completion of studies at an individual and group level, which presents the basis for decision-making on management of the study.</i></p>						

*If possible, the higher education institution conducts the evaluation of assessment.*

Sources for verifying compliance with the standard:

- published criteria and methods of assessment and evaluation;
- analysis of alignment of teaching methods and methods of assessment and evaluation;
- examples of provided support for those who are evaluating students in the development of skills related to assessment and evaluation methods;
- examples of means of identifying the students with difficulties in meeting their academic obligations and examples of forms of the provided support and results of interventions;
- student feedback on objectivity, reliability and consistency in the implementation of assessment and evaluation methods;
- mechanisms set to ensure the objectivity and reliability of assessment and evaluation (e.g. double marking);
- examples of student appeals and the ways they were resolved, the number of appeals and trends;
- examples of adjustments to assessment procedures (e.g., for students with disabilities);
- examples of analyses of pass rates and study progress and implementation of necessary interventions and improvements, trends;
- examples of assessment analyses.

Standard	The level of fulfilment of the standard							
<b>3.3.</b> <b><i>The requirements for student enrolment and progress, recognition and certification are clear, publicly available, and consistently applied.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution consistently implements predefined and published regulations covering all the study stages.</i></p> <p><i>The enrolment policy is in line with the national legislative framework, the mission and strategy of the higher education institution and it considers the capacity of the higher education institution and the context in which the higher education institution operates.</i></p> <p><i>The enrolment policy and the strategy to attract students are sensitive to the needs and difficulties of students from vulnerable and under-represented groups, and they both promote inclusion.</i></p> <p><i>The criteria and procedures for the selection and enrolment of students prevent discrimination and bias. They are publicly available, consistently applied and thoroughly revised.</i></p> <p><i>The criteria and procedures for the selection and enrolment of students ensures the selection of candidates with appropriate prior knowledge, in line with requirements of the study programme.</i></p> <p><i>The higher education institution has established adequate procedures for fair recognition of higher education qualifications, study periods and prior learning, including the recognition of non-formal and informal learning, based on:</i></p> <ul style="list-style-type: none"> <li><i>- compliance of recognition practices at the higher education institution with the principles of the Lisbon Recognition Convention;</i></li> <li><i>- cooperation with other higher education institutions, quality assurance agencies and national ENIC/NARIC offices.</i></li> </ul> <p><i>The higher education institution monitors and analyses students' progression, and ensures study continuity and completion.</i></p> <p><i>There are established mechanisms which allow the timely identification of students with difficulties in the regular fulfilment of their academic obligations.</i></p>								

*They are provided with a timely and continuous support and learning assistance.*

*The higher education institution provides conditions for student mobility in a national and international context.*

*The higher education institution issues a diploma and a diploma supplement (in Croatian and English, free of charge) in accordance with the relevant regulations.*

Sources for verifying compliance with the standard:

- continuously and publicly available (published) the latest current criteria and procedures for the selection and enrolment of students (the evaluation of secondary school performance, the level of obligatory courses exams of the state graduation exam, optional courses exams, additional tests of knowledge and skills) in Croatian and in one of the world languages;
- procedures for decision-making on the admission criteria and the need to revise them are defined, the number of appeals against the enrolment process, trends;
- recognition procedures are defined, and there are examples of implementation of recognition of higher education qualifications, periods of study and prior learning;
- cooperation with the Academic Recognition Office, and the National ENIC/NARIC Office of the Agency for Science and Higher Education;
- examples of good practice of involving students from other higher education institutions or study programmes;
- feedback from students who have transferred from other higher education institutions, with regard to their experiences with recognition of higher education qualifications, periods of study and prior learning;
- data such as pass rates, completion rates and dropout rates;
- examples of measures to increase the pass rates and completion rates (e.g. a mentoring programme, differential courses, changes to the enrolment criteria, curriculum, the teaching and evaluation methods, etc.);
- examples of diplomas and diploma supplements;
- Tables 3.1., 3.2., 3.3. and 3.4. of the Analytical Supplement to the Self-evaluation Report.



Standard	The level of fulfilment of the standard							
<b>3.4.</b> <b><i>The higher education institution provides sufficient and easily accessible resources to support students.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution provides the students with learning support and provides the necessary counselling to ensure an optimal studying experience (e.g. tutors, mentors and other counsellors, student services and other relevant career guidance services for students, psychological counselling, legal counselling, support for students from vulnerable and under-represented groups, support for students involved in international mobility programmes, library services, etc.) at the institutional level.</i></p> <p><i>Students are familiar with the various forms of support at their disposal.</i></p> <p><i>The higher education institution supports the students in acquiring and developing digital skills.</i></p> <p><i>Student support is tailored to a diverse student population (part-time students, senior students, foreign students, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).</i></p> <p><i>The higher education institution systematically monitors the different needs of students, especially those from vulnerable and under-represented groups; it ensures conditions of studying and adapts the teaching methods and the test of knowledge and skills according to their individual needs.</i></p> <p><i>The higher education institution employs an appropriate number of qualified and committed professional, administrative and technical staff.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• regulations on studies, regulations on internal organisation;</li> <li>• information packages for new students;</li> <li>• decisions on establishment and regulations on the work of library and advisory services;</li> <li>• established support and counselling services for students (academic/study, career, psychological, legal, services supporting the students from vulnerable and under-</li> </ul>								

represented groups, students involved in international mobility programmes, etc.) at an institutional level;

- students' feedback on their satisfaction with the professional support provided by the higher education institution and counselling services (tutors, mentors, advisers, ECTS coordinators, student services, services for career, psychological and legal counselling, support for students from vulnerable and under-represented groups, international cooperation office, library services, etc.);
- examples of educational activities (short education programmes, courses, etc.) with the purpose of students acquiring and developing their digital skills;
- data on vulnerable and under-represented groups using the provided support are gathered in accordance with the Personal Data Protection Act;
- the facilities are adapted to ensure access to students with disabilities;
- examples of adaptation of enrolment process, teaching methods, and knowledge and skills testing, as well as facilities conditions, etc., to the individual needs of students from vulnerable and under-represented groups;
- examples of financial support provided to students from vulnerable and under-represented groups;
- examples of higher education institution's support provided to student associations and organisations; examples of teachers' and other employees' participation in the work of student associations and organisations;
- availability of teachers to students (e.g. announced consultation time);
- the number, qualification structure and availability of library and administrative staff;
- information on training plans and delivery, professional development and exchanges of library and administrative staff (e.g. through Erasmus).

Standard	The level of fulfilment of the standard							
<b>3.5.</b> <b><i>The higher education institution provides favourable conditions and support for students entering international outgoing and incoming mobility programmes.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>Croatian students are informed about the opportunities for completing a part of their studies abroad.</i></p> <p><i>The higher education institution encourages students to engage in outgoing mobility programmes by organizing various promotion campaigns and providing information and a regulated and flexible way of recognising ECTS credits acquired during mobility programmes.</i></p> <p><i>The higher education institution provides support to students in applying for and carrying out exchange programmes.</i></p> <p><i>The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.</i></p> <p><i>Information on the opportunities for enrolment and studying is available to foreign students in a foreign language.</i></p> <p><i>The higher education institution is engaged in actively attracting foreign students to come to mobility programmes and/or enrol in a study programme and obtain a full qualification.</i></p> <p><i>The higher education institution provides support to foreign students during enrolment, integration and studying at the Croatian higher education institution.</i></p> <p><i>Foreign students have the opportunity to attend classes delivered in a foreign language (English).</i></p> <p><i>Croatian language courses are delivered for foreign students at an institutional level.</i></p> <p><i>The higher education institution gathers and analyses feedback on the satisfaction of students involved in outgoing and incoming mobility with the quality</i></p>								

*of support provided by the higher education institution and actively informs students and other stakeholders about the interventions and improvements implemented.*

Sources for verifying compliance with the standard:

- Erasmus Charter for Higher Education and other types of exchange agreements (bilateral agreements) or projects enabling the outgoing and incoming student mobility;
- established international cooperation office / support service for international exchange students / ECTS coordinator at institutional level;
- examples and results of activities / reports on the work of the international cooperation office / support service for international exchange students / ECTS coordinator at the higher education institution level;
- the number of students involved in incoming / outgoing mobility;
- the number of foreign students spending the entire study cycle at the higher education institution;
- examples of evaluation and recognition of ECTS credits obtained at foreign higher education institutions;
- foreign language teaching, international dimension of the programme (enabling the students to use foreign literature, gain international experience and practice and to work with foreign professors and colleagues);
- the entire study programme or a part of it is delivered in a foreign language;
- Croatian language learning programmes at the higher education institution level and the number of foreign students involved in Croatian language learning;
- analysis of feedback on student satisfaction with the quality of support provided by the higher education institution;
- examples of conducted improvements and informing the students and other internal and external stakeholders about them;
- Table 3.5 of the Analytical Supplement to Self-evaluation Report.

#### IV. Teaching capacities and infrastructure of the higher education institution

Standard	The level of fulfilment of the standard							
<b>4.1.</b> <b><i>The higher education institution ensures adequate teaching capacities.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has an adequate number of teachers employed full time at the scientific-teaching or artistic-teaching positions (for universities or constituents of the university), or an adequate number of teachers employed full time at teaching positions (for polytechnics / universities of applied sciences), along with an appropriate number of teachers in the scientific field in which the programme is being delivered (21 teachers at universities, at least 3 of which are from said scientific field; at least 7 teachers at a faculty or arts academy, at least 3 of which are from said scientific field; and 7 teachers at polytechnics / universities of applied sciences, at least 3 of which are from said scientific field).</i></p> <p><i>At philological studies, a maximum of half the teachers may be employed to teaching positions of language instructor, senior language instructor and language instructor advisor.</i></p> <p><i>The ratio between the total number of enrolled students and the total number of full-time teachers and those with nominal teaching titles does not exceed 30 : 1 (when calculating the ratio, the number of working hours of teachers who are not employed full time is added up to the number of working hours required of a full-time teacher).</i></p> <p><i>The total annual teaching load of all teachers does not exceed 20% of the total annual teaching load (in the case of public higher education institutions).</i></p> <p><i>Total annual teaching load of an individual teacher does not exceed 20% of the total annual standard teaching load.</i></p> <p><i>Teachers' workload ensures appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties.</i></p> <p><i>All teachers, including external associates, are qualified for the courses they deliver, have relevant work experience and integrate the latest trends and knowledge from the labour market into the teaching process.</i></p>								

**\*Teachers** – persons employed in scientific-teaching and artistic-teaching or teaching positions at the higher education institution.

Sources for verifying compliance with the standard:

- documented procedure of the entire selection process and recruitment / hiring teachers employed on an indefinite basis and external associates in the teaching process;
- information on each teacher involved in the study programme (their CV, decision of appointment to a scientific, teaching or artistic title);
- information on external associates;
- information on whether courses on a study programme have been covered;
- information on student/teacher ratio;
- information on teacher workload;
- Table 1 a. Student-teacher ratio at the higher education institution (Analytical Supplement to Self-evaluation Report);
- Table 1 b. Values of all types of direct instruction at the study programme (Analytical Supplement to Self-evaluation Report);
- Table 1 d. Teachers in the field in which the higher education institution operates (Analytical Supplement to Self-evaluation Report);
- Tables 4.1, 4.2, and 4.3 of the Analytical Supplement to the Self-evaluation Report.

Standard	The level of fulfilment of the standard			
<p><b>4.2.</b> <b><i>Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include evaluation of excellence.</i></b></p>	The standard is not fulfilled	Minimal fulfilment of the standard	Satisfactory fulfilment of the standard	The standard is completely fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has developed and regularly updates the staff recruitment policy and plan in order to ensure adequate teaching capacities. The overall process of attracting, applying selection methods, selecting and recruiting, as well as professional development and promotion of the teaching staff is based on professional, objective and transparent procedures and criteria which promote excellence and are consistently applied.</i></p> <p><i>The procedures of teacher recruitment are aligned with the higher education institution’s development goals, relevant legislation and internal regulations.</i></p> <p><i>In the selection, appointment and evaluation of teachers, the higher education institution takes their past activities (teaching activity, research activity, student feedback, etc.) into consideration.</i></p> <p><i>The higher education institution has appropriate methods of selection of the best candidates for each position and uses competitive, excellence-based recruitment criteria in addition to the minimum requirements prescribed by the national legislation.</i></p> <p><i>The procedures for advancement of teachers to higher ranks are based on the evaluation and rewarding of excellence and important achievements (such as international contribution to the scientific discipline, high-impact publications, significant scientific discoveries, successful projects, success in securing additional funds, mentoring, supervision of final and graduation theses, authorship of textbooks and study materials, popular lectures, etc.) are considered.</i></p> <p><i>Indicators of excellence include scientific/artistic, teaching and professional activities and contribution to the development of the higher education institution.</i></p> <p><i>Additional criteria for the promotion of teachers reflect the strategic goals of the higher education institution.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p>				

- internal acts prescribing the teacher recruitment procedure;
- advertised teacher vacancies;
- examples of completed employment procedures (copies of job advertisements, composition of the selection committees, commission reports and decisions of professional bodies);
- examples of procedures of appointment and re-appointment to scientific/teaching grades;
- regulations or procedures for assessing and rewarding teacher excellence;
- additional criteria for advancement of the higher education institution.



Standard	The level of fulfilment of the standard					
<b>4.3.</b> <b><i>The higher education institution ensures support to teachers in their professional development.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard	The standard is completely fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has a teacher development plan with defined performance indicators. It sets the priorities for teachers' professional development annually. The criteria for promotion and rewarding of excellence are clear, transparent and consistently applied.</i></p> <p><i>The higher education institution has clearly defined the way it supports the teachers in their professional and career development. The higher education institution encourages the transfer of knowledge within the organisation.</i></p> <p><i>The higher education institution promotes and provides opportunities for the improvement of teaching competencies at the institutional level.</i></p> <p><i>The higher education institution ensures and encourages the development of teaching skills.</i></p> <p><i>The higher education institution encourages improvements of teachers' competences based on gathered and analysed feedback on the effectiveness and efficiency of their work (teacher self-assessment, peer observation, student surveys, focus groups, etc.).</i></p> <p><i>The higher education institution encourages the participation of teachers in international mobility programmes, collaborative networks, etc.</i></p> <p><i>The higher education institution encourages and supports the participation of teachers in international and national competitive projects.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• plan for the professional development of teachers;</li> <li>• information on the manner in which teacher participation is encouraged and their actual participation in teaching competencies development programmes (workshops, seminars), with an emphasis on support to student learning;</li> <li>• data on teachers' participation in programmes aimed at improving digital competence;</li> <li>• information on the manner in which the teacher mobility is encouraged, and their actual participation in international mobility programmes;</li> </ul>						

- information on the use of sabbatical leave;
- data on ways of motivating teachers to increase their scientific / artistic production and data on scientific / artistic productivity growth over the last five years;
- data on ways to encourage teachers to participate and on their actual participation in international scientific projects (e.g. organisation of facilitative workshops, a system of material and intangible motivation, provision of professional and administrative / technical assistance, etc.);
- Tables 4.2 and 4.3. in the Analytical Supplement to the Self-evaluation Report.

Standard	The level of fulfilment of the standard							
<b>4.4.</b> <b><i>The premises, equipment and the complete infrastructure is suitable for teaching, scientific/artistic and professional activities.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		higher fulfilment of the standard	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution plans and improves the infrastructure development in line with the strategic goals.</i></p> <p><i>The higher education institution ensures a minimum of 1 m<sup>2</sup> of space per student.</i></p> <p><i>The higher education institution has available classrooms, laboratories, i.e. spaces where practical teaching is conducted, a library, an information technology (IT) classroom, offices for teaching staff and offices for employees in professional services.</i></p> <p><i>Classrooms are equipped with seats for students, a lectern and the equipment necessary to present instructional content. Laboratories are equipped with adequate laboratory equipment necessary for research to be conducted for universities and for teaching practical classes. Offices of teaching staff and offices of employees in professional services are equipped with office equipment necessary for the work of teaching staff and professional services.</i></p> <p><i>The higher education institution has ensured that an adequate supply of computers is available to students, as well as wireless internet access in all rooms intended for students.</i></p> <p><i>The higher education institution uses appropriate technologies that support all teaching and scientific needs.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT services, work facilities, libraries, reading rooms, studios, galleries, multimedia halls, teachers' offices, warehouse, etc.) are appropriate for the delivery of study programmes, and they ensure the achievement of the intended learning outcomes.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the implementation of scientific/artistic and professional activities.</i></p>								

Sources for verifying compliance with the standard:

- information on the premises (documents proving ownership or the right to use the premises);
- information on own or rented equipment provided;
- an optimal number of prospective students given the premises, equipment and number of teachers;
- Tables 4.5. and 4.6. in the Analytical Supplement to the Self-evaluation Report.

Standard	The level of fulfilment of the standard							
<p><b>4.5.</b> <b><i>The library and library equipment, including access to additional resources, ensure the availability of literature and other resources necessary for a high-quality of study and scientific-teaching/artistic-teaching activities.</i></b></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		higher fulfilment of the standard	
<p><u>Elements and indicators of the standard</u></p> <p><i>The library, its equipment and access to additional facilities ensure the availability of literature and library services for the purpose of conducting the study programmes and scientific/artistic and professional work (availability of teaching literature and literature for scientific/artistic and professional work, availability of ICT facilities, access to the library holdings in print and/or in electronic form).</i></p> <p><i>The library premises and resources, including additional resources, meet the conditions for a high-quality study in accordance with, among other things, the conditions stipulated by the Standard for Higher Education, University and Scientific Libraries (Official Gazette, 81/22).</i></p> <p><i>The higher education institution ensured literature needed for teaching as well as research and professional activity.</i></p> <p><i>Students and teachers have access to ICT resources.</i></p> <p><i>Students and teachers have access to library materials in print and/or electronic form.</i></p> <p><i>The library and library equipment, including the additional resources, meet the conditions for a high-quality study.</i></p> <p><i>The library and library equipment, including the additional resources, ensure a high quality of scientific-teaching / artistic-teaching activities.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• review of library resources during the site visit (for all levels);</li> <li>• availability of up-to-date teaching materials;</li> <li>• subscriptions to appropriate bibliographic databases and depositories with full-text access;</li> <li>• availability of network library catalogue of the higher education institution;</li> </ul>								

- adequate number of archived final, graduate, specialist and doctoral theses in the institutional repository (corresponding to the number of graduates of the evaluated higher education institution);
- availability of teaching materials via a secure website;
- adequate number of copies of required reading, relative to the number of enrolled students;
- student feedback regarding availability of the library (e.g. longer working hours) and the availability of Croatian and international literature (including remote access);
- Table 4.7 of the Analytical Supplement to the Self-Evaluation Report.

Standard	The level of fulfilment of the standard							
<b>4.6.</b> <b><i>The higher education institution provides the necessary financial resources to conduct teaching, scientific and professional activities.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has prepared a financial plan which includes the planned income and expenses to conduct higher education activity and professional activity over a three-year period (the financial plan of a university or a faculty, or an arts academy or a polytechnic/university of applied sciences should comprise the planned income and expenses to conduct research activity, or artistic and professional activity).</i></p> <p><i>The public higher education institution has provided evidence of sufficient funds to deliver the study programme, in the form of a signed programme agreement or a projection of income from tuition fees or other sources.</i></p> <p><i>Financial sustainability and efficiency are evident in all aspects of the higher education institution's activity.</i></p> <p><i>The higher education institution manages its financial resources transparently, efficiently and appropriately.</i></p> <p><i>Additional funding sources are used for institutional development and improvement.</i></p> <p><i>Additional funding sources are secured through national and international projects, cooperation with the economy, local community, etc.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• financial plan of income and expenses for a three-year period;</li> <li>• data on sustainability and transparency of funding;</li> <li>• rationale for distribution of funds from subsidies and tuition fees;</li> <li>• regulations on the manner of use of own or dedicated funds;</li> <li>• Table 4.8 of the Analytical Supplement to Self-Evaluation Report.</li> </ul>								

## V. Research/ artistic and professional activity

Standard	The level of fulfilment of the standard							
<b>5.1.</b> <i>The higher education institution is recognisable by scientific research and/or artistic achievements in all the scientific fields in which it conducts studies.</i>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The scientific work of the higher education institution is grounded in original ideas and an original scientific approach.</i></p> <p><i>The number and quality of the higher education teachers' published papers is at the highest level.</i></p> <p><i>Results of research conducted by the teachers significantly contribute to the development of the scientific and/or artistic field in which they are active.</i></p> <p><i>The higher education institution has a satisfactory number of scientific papers in prestigious primary scientific outlets in its area/field.</i></p> <p><i>There is a satisfactory number of papers of the higher education institution presented at prestigious conferences.</i></p> <p><i>The higher education institution is involved in a satisfactory number of competitive projects.</i></p> <p><i>The higher education institution organizes scientific conferences that are recognized at the national and international level.</i></p> <p><i>The higher education institution teachers participate in the work of committees and other bodies in higher education and science.</i></p> <p><i>External collaborators are recognized as experts in their fields, they have published adequate scientific or professional papers, and have the appropriate work experience.</i></p> <p><i>The higher education institution teachers participate in the editorial boards of scientific journals.</i></p> <p><i>The higher education institution has an organised publishing activity and it is the publisher of scientific publications that are nationally and internationally</i></p>								



*significant and recognisable.*

Sources for verifying compliance with the standard:

- Table 4.2. Teachers at the higher education institution (Analytical Supplement to Self-Evaluation Report);
- Table 5.1. Bibliography of the higher education institution in the last five years (Analytical Supplement to Self-Evaluation Report);
- Table 5.2. Prominent publications of the institution in the last five years (Analytical Supplement to Self-Evaluation Report);
- Table 5.4. Artist's bibliography in the last five years (Analytical Supplement to Self-Evaluation Report);
- Table 5.6. Projects in the last five years (Analytical Supplement to Self-Evaluation Report);
- list of projects involving teachers;
- list of scientific conferences, etc. organized by the higher education institution;
- list of publications issued by the higher education institution;
- teachers' involvement in committees and other bodies related to higher education and science;
- CVs of external associates with a list of publications in the last five years;
- participation of teachers in the editorial boards of scientific journals;
- CROSBİ – CroRIS.

Standard	The level of fulfilment of the standard							
<b>5.2.</b> <b><i>The higher education institution is distinguished by its professional achievements in all fields in which the professional study programme is delivered.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The quality of the published professional publications of higher education institution's teachers is at the highest level.</i></p> <p><i>The results of teachers' professional research contribute significantly to the development of the profession.</i></p> <p><i>The higher education institution has a satisfactory number of professional publications in prestigious professional journals.</i></p> <p><i>There is a satisfactory number of papers of the higher education institution presented at prestigious professional conferences and symposia.</i></p> <p><i>The higher education institution is involved in a satisfactory number of professional projects.</i></p> <p><i>The higher education institution organizes professional conferences that are recognized at the national and international level.</i></p> <p><i>The higher education institution teachers participate in editorial boards of professional and popular journals.</i></p> <p><i>The higher education institution has an organised publishing activity and it is the publisher of professional publications relevant to the development of the profession.</i></p> <p><i>The higher education institution teachers participate in the work of committees and other bodies relevant to development of the profession.</i></p> <p><i>External collaborators are recognized as experts in their fields, they have published adequate professional papers and have the appropriate work experience.</i></p>								

Sources for verifying compliance with the standard:

- Table 4.2. Teachers at the higher education institution (Analytical Supplement to Self-Evaluation Report);
- Table 5.1. Bibliography of a higher education institution in the last five years (Analytical Supplement to Self-Evaluation Report);
- Table 5.2. Prominent publications of the institution in the last five years (Analytical Supplement to Self-Evaluation Report);
- Table 5.6. Projects in the last five years (Analytical Supplement to Self-Evaluation Report);
- list of projects involving teachers;
- list of professional conferences, etc. organized by the higher education institution;
- teachers' involvement in committees and other bodies relevant to the profession;
- participation of teachers in editorial boards of professional and popular journals;
- CROSBİ – CroRIS.

Standard	The level of fulfilment of the standard							
<b>5.3.</b> <b><i>The higher education institution influences the economy and society in general through the scientific and/or artistic work of its teachers.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has appropriate mechanisms in place to disseminate its activities to society.</i></p> <p><i>The higher education institution develops cooperation with external stakeholders.</i></p> <p><i>The higher education institution is involved in the formulation of public policies in the context of the scientific and/or artistic field and area in which it operates.</i></p> <p><i>Higher education institution teachers are involved in different scientific or management bodies, both national and international.</i></p> <p><i>Higher education institution teachers participate in national and international reviews of projects, programmes and scientific papers.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• mechanisms for dissemination of the higher education institution’s activities to society;</li> <li>• documents supporting cooperation with external stakeholders;</li> <li>• examples of teacher involvement in national and international scientific or management bodies;</li> <li>• examples of teacher involvement in national and international reviews of projects, programmes and scientific papers.</li> </ul>								

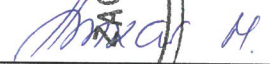
Standard	The level of fulfilment of the standard							
<p><b>5.4.</b>  <i>Doctoral studies of the higher education institutions are aligned with the higher education institution's strategic programme, state-of-the-art scientific/artistic achievements, or professional standards and internationally accepted standards of high-quality doctoral education, where applicable.</i></p>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>Planning and proposing doctoral study programmes is in line with the mission and strategic goals of the higher education institution.</i></p> <p><i>Planning and proposing doctoral study programmes contributes to the national development of higher education and science.</i></p> <p><i>Doctoral studies and doctoral theses reflect the scientific and/or artistic research and achievements of the higher education institution.</i></p> <p><i>The higher education institution's doctoral studies follow the latest scientific and/or artistic knowledge and skills.</i></p> <p><i>Doctoral study programmes of the higher education institutions are aligned with professional standards and recent achievements in the respective field.</i></p> <p><i>The higher education institution encourages creativity in the design of doctoral study programmes.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• process of designing and proposing new doctoral studies at the higher education institution;</li> <li>• procedure for revising and amending doctoral studies at the higher education institution;</li> <li>• examples of cooperation with stakeholders in proposing new doctoral studies at the higher education institution.</li> </ul>								

Standard	The level of fulfilment of the standard							
<b>5.5.</b> <b><i>The higher education institution applies the principles of open science in its activities, processes and acts.</i></b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution adopted an open science policy encouraging the application of principles of open science at an institutional level and ensuring open access to student theses (bachelor and master theses and doctoral dissertations), scientific and professional publications, educational resources and research data from its staff and students.</i></p> <p><i>The higher education institution has its own institutional repository allowing its staff and students to store their graded theses, scientific and professional publications, educational content and research data, and it ensures open access to them.</i></p> <p><i>The higher education institution encourages and evaluates the application of open science principles through different in-house and/or institution validation processes.</i></p> <p><i>If the higher education institution has an organised publishing activity, the publications (books, journals and other types) are available in open access.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• institution-level open science policy adopted;</li> <li>• the percentage of bachelor, master and doctoral theses available in open access through the institutional repository;</li> <li>• the percentage of scientific and professional publications available in open access;</li> <li>• the number of research datasets stored in the institutional repository / the number of research datasets available in open access through the institutional repository;</li> <li>• a description of the processes and/or evaluation processes in which open-science-related activities of scientists are specifically motivated, evaluated and rewarded;</li> <li>• Tables 5.3. and 5.5. in the Analytical Supplement to Self-Evaluation Report;</li> <li>• percentage of own editions (books, journals and other types) available in open access, using open licences and a defined open access publishing policy.</li> </ul>								

**Article 3**

The Quality Standards shall be published on the website of the Agency for Science and Higher Education and shall enter into force on the day of their publication.

President of the Accreditation Council



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Prof. Mirjana Hruškar, PhD

