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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 EVALUATION IN THE PROCEDURE OF INITIAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

### Article 1

(1) The standards for external quality evaluation in the procedure of initial accreditation of higher education institutions include quality standards, elements and indicators, as well as the criteria for initial accreditation of higher education institutions and study programmes against which the level of their fulfilment is determined and a quality assessment is passed.

(2) Quality standards shall be grouped into units content-wise, which shall refer to various aspects of quality evaluation of higher education institutions and study programmes.

(3) Within this document, the following expressions shall have the following meaning:

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

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

*Applicable legal provisions* which must be complied with during the initial accreditation of a higher education institution/study programme are highlighted in red in the text below.

*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 fulfilment of the standards. The sources listed 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 request and during the site visit to the higher education institution.

*The level of compliance with a standard* is a quantitative and a qualitative 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 male and female gender.

## Article 2

In the initial accreditation of higher education institutions and study programmes, the following quality standards shall apply:

### I. Organization and internal quality assurance

<b>1.1. The higher education institution has adopted a quality policy and established an internal quality assurance system.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has officially adopted and published a quality policy which represents a common understanding of quality at the level of the higher education institution. The higher education institution plans to implement the quality policy using adequate structures and processes, by including all stakeholders.</i></p> <p><i>The quality policy is part of the strategic and operational management and it will represent a framework for action at the institutional, national and international level in accordance with the chosen strategic direction, goals and target values.</i></p> <p><i>The higher education institution has established a coherent, efficient and fit-for-purpose quality assurance system aligned with the national legislative framework, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and relevant international professional standards. The quality assurance system includes the entire organizational structure of a higher education institution, study programmes and all activities of the higher education institution. The quality assurance system includes all internal and external stakeholders.</i></p> <p><i>The internal quality assurance and enhancement system shall be regulated by a general act of the higher education institution.</i></p> <p><i>In order to implement an internal quality assurance and enhancement system, the higher education institution shall establish an organisational unit for quality assurance and enhancement.</i></p> <p><i>The organisational unit for quality assurance and enhancement shall submit an annual report to the senate, faculty council, academy council or the polytechnic's (university of applied sciences) management board.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• quality policy;</li> <li>• organizational unit for internal quality assurance;</li> <li>• internal documents regulating the internal quality assurance system, its structure, activities and competencies and the manner of involving internal and external stakeholders.</li> </ul>			

1.2. The higher education institution has adopted a mission and established an adequate management system, internal organization and organizational structure.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has officially adopted and published its mission, vision and strategy.</i></p> <p><i>The mission positions the higher education institution in the Croatian and international context and clearly defines a specific role of the higher education institution in performing higher education, scientific and professional activities and in contribution to the development of society.</i></p> <p><i>The mission is a starting point for the process of strategic and operational planning and the development of the quality assurance process.</i></p> <p><i>In accordance with the national legislative framework and its mission, the higher education institution regulated its scope of work, internal organization, powers and decision-making methods at all levels, including the rights and obligations of all stakeholders, by its statute and internal acts.</i></p> <p><i>The management system, internal organization and organizational structure are transparent, visible to stakeholders and ensure the stability of the higher education institution.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• mission, vision and strategy (includes strategic goals, planned activities, necessary resources, monitoring mechanisms, responsibilities and deadlines for the implementation of individual activities);</li> <li>• internal acts of the higher education institution that regulate the organization and organizational structure of the higher education institution;</li> <li>• evidence of compliance of the organization and organizational structure with the mission, strategic goals and plans for the delivery of study programmes and further development.</li> </ul>			

1.3. Clear justification for the introduction of the new study programme has been provided with regard to the mission and strategic goals of the higher education institution, as well as economic and societal needs.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>In the course of planning and proposing a new study programme, the higher education institution made sure that the study programme was specific and did not overlap with similar programmes in central and southeast Europe and the neighbouring countries, as well as in the Republic of Croatia in general.</i></p> <p><i>In the course of planning and proposing a new study programme, an analysis of programme compatibility with the mission and strategic goals of the higher education institution was considered.</i></p> <p><i>In the course of planning and proposing a new study programme, an analysis of the justification of introducing the new programme was considered, in particular with regard to scientific, artistic, cultural and humanistic needs (if applicable) and societal/economic needs.</i></p> <p><i>The proposed study programme is aligned with labour market needs and ensures student employability in the Republic of Croatia.</i></p> <p><i>Admission quotas are aligned with labour market needs and resources of the higher education institution, and result from systematic strategic consideration.</i></p> <p><i>Admission quotas are aligned with scientific needs (in the case of university study programmes).</i></p> <p><i>Minimal institutional requirements of the proposed study programme are comparable to similar accredited programmes in the Republic of Croatia and EU Member States.</i></p> <p><i>When proposing a study programme, the opinion of the Croatian Employment Service on the compatibility of the study programme with the labour market needs was submitted i.e. evidence that an application to issue an opinion was submitted to the Croatian Employment Service at least 30 days prior.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• mission and strategic goals of the higher education institution;</li> <li>• analysis of justification for launching the study programme;</li> <li>• analysis of employability of students following the completion of the programme, where applicable;</li> <li>• opinion of the Croatian Employment Service on the compatibility of the study programme with the labour market, i.e. evidence that an application to issue an opinion was submitted to the Croatian Employment Service at least 30 days prior;</li> <li>• optimal number of students who may enrol in the programme in accordance with labour market needs and the capabilities of the higher education institution;</li> <li>• analysis of minimal institutional requirements for comparability of the proposed study programmes with similar accredited study programmes in the Republic of Croatia and EU Member States.</li> </ul>			

1.4. The study programme has undergone an appropriate internal quality assurance process and has been formally approved by the higher education institution.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has published a quality assurance policy which encompasses all aspects of education and relevant aspects of research on its website and has made it publicly available.</i></p> <p><i>The development of the new programme has undergone an internal quality assurance process which involved internal and external stakeholders (alumni, employers, the local community, etc.) and students.</i></p> <p><i>The higher education institution collected and analysed relevant data which was used to decide to introduce the new programme, i.e. make changes to an existing programme/mode of delivery of a programme.</i></p> <p><i>The new programme was approved by a competent professional body (for example, the senate, the faculty or academy council, polytechnic/ university of applied sciences council or management board).</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• rules and procedures for adopting new programmes, i.e. revising the existing ones;</li> <li>• evidence of student and external stakeholder involvement in the development of a new programme, or revision of an existing one;</li> <li>• adopted decision of a competent professional body to launch a study programme.</li> </ul>			

1.5. The higher education institution shall collect, analyse and use relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>Management and continuous enhancement of the programme is aligned with the quality assurance policy of the higher education institution.</i></p> <p><i>Processes and key indicators which will be used to monitor the quality of programme delivery have been defined, as well as methods for collecting necessary data.</i></p> <p><i>Target values and deadlines have been defined for all key indicators.</i></p> <p><i>Student, staff and where possible other stakeholder feedback will be used for the continuous enhancement of the programme.</i></p> <p><i>Monitoring will be used to determine if the distribution of ECTS credits, defined learning outcomes and estimated workload are feasible, realistic and appropriate.</i></p> <p><i>Mechanisms which will be used to assess and adapt the delivery mode and teaching methods, as well as student assessment and evaluation methods have been defined.</i></p> <p><i>Monitoring processes will make use of the data on programme duration, completion rate and drop-out rate.</i></p> <p><i>Monitoring results and action plans will be publicly available.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>publicly available quality assurance policy;</li> <li>processes and data which will be used to monitor various aspects of the programme;</li> <li>key indicators which will be used to monitor programme quality and data collection methods;</li> <li>plan for assuring programme quality, including target values for key indicators and deadlines;</li> <li>rules, procedures, activities used to adopt and assure programme quality and continuous enhancement;</li> <li>processes used in quality assurance of programme delivery mode and use of teaching and learning methods, assessment and examination methods (surveys, questionnaires, focus groups, etc.);</li> <li>procedures used to enhance the study programme.</li> </ul>			

<b>1.6. The higher education institution informs the public about the study programmes it offers, as well as plans to launch new programmes, i.e. revise the existing ones.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>The information published by the higher education institution is clear, well-organised, up-to-date, easily searchable and publicly available.</i></p> <p><i>The higher education institution publishes information on admission requirements, intended study programme learning outcomes, teaching and assessment methods and qualifications which may be gained.</i></p> <p><i>The higher education institution publishes information on the opportunities students have to continue their studies or find employment upon completion of their studies.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• brochures on study programmes;</li> <li>• open days;</li> <li>• organisation of fairs for prospective applicants;</li> <li>• HEI website.</li> </ul>			

## II. Study programmes (lifelong learning programmes)

<b>2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register. *</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>The proposed study programme is compatible with the qualification standard entered in the Croatian Qualifications Framework Register.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"><li>• the qualification standard is entered in the Croatian Qualifications Framework Register;</li><li>• study programme proposal.</li></ul>			

*\* If the qualification standard is not entered in the Croatian Qualifications Framework, the standard does not apply.*

2.2. 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 and EQF level.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The intended programme outcomes are clearly defined and examples of good practice are used to define the intended learning outcomes (for example, 2015 ECTS Users' Guide).</i></p> <p><i>The intended programme outcomes are aligned with the requirements of the profession and internationally recognised professional standards, and they ensure that the programme is contemporary.</i></p> <p><i>The intended programme outcomes clearly reflect the competences required for employment, continue one's education or other needs of individuals, society or scientific discipline (if applicable).</i></p> <p><i>The intended programme outcomes are comparable with the intended outcomes of comparable programmes in the Republic of Croatia and EU Member States.</i></p> <p><i>The intended programme outcomes also include the development of generic (general/key/transferrable) and profession-specific competences.</i></p> <p><i>The intended programme outcomes are aligned with the descriptor of the relevant CroQF and EQF level.</i></p> <p><i>In the case of graduate programmes, the intended programme outcomes reflect a clear distinction between the proposed programme and the existing undergraduate programme.</i></p> <p><i>In the case of graduate programmes, the higher education institution has a document constituting evidence of an accredited undergraduate programme in the same scientific or artistic field.</i></p> <p><i>In the case of university specialist studies, the higher education institution has a document constituting evidence of an accredited graduate programme, i.e. university integrated undergraduate and graduate programme in the same scientific or artistic field.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal;</li> <li>• employer survey regarding competences required on the labour market;</li> <li>• analysis of the alignment with labour market needs;</li> <li>• alignment of intended learning outcomes with recommendations of professional associations, where applicable;</li> <li>• alignment of intended learning outcomes with internationally defined learning outcomes for that profession, if any;</li> <li>• alignment of intended programme outcomes with Croatian Qualifications Framework level descriptors;</li> <li>• Table 2.1. Table linking units of learning outcomes from the qualification standard with programme outcomes.</li> </ul>			

2.3. The intended course outcomes are aligned with the intended programme outcomes.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution clearly defined intended learning outcomes of all content in the study programme (courses, modules, practicals, seminars, student practice, projects, etc.).</i></p> <p><i>The list of learning outcomes of every element of the study programme is extensive and detailed, and it contains what every student has to master upon successful completion of an activity and learning within each element.</i></p> <p><i>The higher education institution checks and ensures the alignment of learning outcomes at the study programme and course level.</i></p> <p><i>Intended learning outcomes at the course level also include the development of generic (general/key/transferable) and profession-specific competencies.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal;</li> <li>• regulations on studies and/or student grading;</li> <li>• intended learning outcomes of the study programme;</li> <li>• learning outcomes at course level;</li> <li>• Table 2. 2. Learning outcomes at the study programme level.</li> </ul>			

2.4. The study programme content allows students to achieve all the intended learning outcomes.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The study programme, in addition to profession-specific knowledge, anticipates the acquisition of generic competences.</i></p> <p><i>The study programme content ensures horizontal and vertical student mobility in the national and European education area.</i></p> <p><i>The higher education institution provides evidence of the alignment of the content of each course with the intended course outcomes.</i></p> <p><i>The higher education institution ensures that courses are offered in an appropriate sequence and has clearly defined the prerequisites for enrolment on each particular course.</i></p> <p><i>The core disciplines for the acquisition of all professional disciplines are well represented.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal;</li> <li>• intended programme and course outcomes;</li> <li>• requirements for enrolment in individual courses;</li> <li>• inclusion of core disciplines necessary for the profession.</li> </ul>			

2.5. ECTS distribution is aligned with the anticipated actual student workload.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>ECTS credits are allocated in accordance with rules and recommendations applicable in the European Higher Education Area.</i>  <i>ECTS credits are allocated for every element of the study programme based on total student workload, which includes all planned activities.</i>  <i>An appropriate number of ECTS is allocated to each student obligation in accordance with the actual student workload.</i>  <i>The higher education institution has appropriate mechanisms to ensure that ECTS allocation is aligned with the actual student workload.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal;</li> <li>• ECTS credits allocated to courses on the study programme;</li> <li>• planned mechanisms for checking the alignment of ECTS credits with the actual student workload;</li> <li>• planned mechanisms for enhancement and revision of student workload expressed as ECTS credits.</li> </ul>			

2.6. <i>Student practice is an integral part of the study programme (if applicable).</i>	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>Student practice is an integral part of study programmes and will be carried out outside the higher education institution, in cooperation with the labour market, where this is applicable.</i></p> <p><i>Student practice is allocated an appropriate number of ECTS.</i></p> <p><i>Mechanisms are ensured to allow student practice to be carried out in a systematic and responsible manner which will ensure the achievement of intended learning outcomes connected with student practice.</i></p> <p><i>The opportunity to learn and acquire practical skills is planned.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal which includes practical skills;</li> <li>• intended programme outcomes and particular course outcomes which include the acquisition of practical skills;</li> <li>• a procedure for assessing the achievement of intended practice-related learning outcomes;</li> <li>• number of ECTS credits allocated for student practice;</li> <li>• contracts with employers, regulations on student practice;</li> <li>• feedback from employers in cooperation with whom student practice will be carried out;</li> <li>• planned mechanisms to assure the quality of student practice (student practice records, evaluation questionnaires for students and mentors at the higher education institution and outside the institution, etc.).</li> </ul>			

2.7. If the completion of the study programme allows students access to a regulated profession, the programme is aligned with national and European regulations and the recommendations of national and international professional associations.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The study programme is aligned with the minimum training conditions defined by EU directives and the Act on Regulated Professions and the Recognition of Foreign Professional Qualifications.</i></p> <p><i>The proposed study programme is included in the list of regulated professions in the Republic of Croatia, where applicable.</i></p> <p><i>The higher education institution acknowledges and applies the recommendations of professional associations.</i></p> <p><i>The joint programme produces competitive professionals for national and international labour markets.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• opinion of a competent body on compliance with the requirements stipulated for regulated professions (included in the list of regulated professions in the Republic of Croatia);</li> <li>• consent/opinion of a competent professional chamber included in the list of regulated professions or another professional association (if there is any) on the acceptance of the proposed study programme and the opportunity to take a qualifying professional examination;</li> <li>• analysis of study programme alignment with rules and recommendations.</li> </ul>			

<b>2.8. 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.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<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. Internal quality assurance system of the higher education institution also includes the processes for quality assurance of lifelong learning programmes. Processes for the development of new lifelong learning programmes and continuous enhancement of the existing ones are clearly defined and involve both internal and external stakeholders.</i></p> <p><i>The key indicators for monitoring the quality of lifelong learning programme delivery, methods of collecting and analysing the necessary information have been defined.</i></p> <p><i>The 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>• proposals of lifelong learning programmes;</li> <li>• rules and processes for the development of new lifelong learning programmes / revision of existing ones;</li> <li>• evidence of internal and external stakeholder involvement in the development of lifelong learning programmes;</li> <li>• key indicators for monitoring quality of lifelong learning programme delivery and methods for collecting necessary information.</li> </ul>			

### III. Teaching process and student support

<b>3.1. Admission requirements and criteria as well as the admissions procedure are clearly defined and transparent, and guarantee that students will possess the necessary prior knowledge.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>The criteria for admission or continuation of studies are clearly defined.</i> <i>The planned criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.</i> <i>The higher education institution has defined procedures for the recognition of prior learning.</i> <i>The higher education institution has defined the type of evidence which will be required/accepted for admission.</i> <i>Admission requirements, admission criteria and enrolment procedure are clearly defined, published on time and publicly available.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"><li>• clear admission criteria (evaluation of high school performance, the level of obligatory courses exams of the state graduation exam (<i>državna matura</i>), elective exams, additional assessments of knowledge and skills);</li><li>• defined decision-making procedure in relation to the admission criteria;</li><li>• defined procedures for recognising Croatian and foreign higher education qualifications, periods of study and prior learning in case of continuation of studies;</li><li>• anticipated number of students on the programme (for the first year of study);</li><li>• proposed manner of publishing all information related to enrolment in the study programme.</li></ul>			

3.2. The intended teaching methods ensure student-centred learning and the achievement of all intended learning outcomes.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>Various modes of programme delivery have been planned in accordance with the intended learning outcomes.</i></p> <p><i>Various teaching methods have been planned 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>The planned modes of teaching delivery are adjusted to a diverse student population (non-traditional student population, part-time students, mature students, under-represented* and vulnerable groups**, etc.).</i></p> <p><i>The student workload has been distributed appropriately throughout the day, week, semester and year so as to avoid overloading students.</i></p> <p><i>The use of advanced/modern technologies and staff training has been planned. The necessary conditions have been ensured to enable this.</i></p> <p><i>Mechanisms for the assessment and adjustment of the used modes of programme delivery and teaching methods have been ensured.</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 the humanities; mature students; students with disabilities; students with children; minority students.</i></p> <p><i>**Vulnerability means difficulties in the academic or social integration of a student, associated with certain personal characteristics of that student.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal and curriculum;</li> <li>• modes of delivery and use of teaching methods;</li> <li>• planned mechanisms for monitoring the quality of programme delivery mode and use of teaching methods (surveys, questionnaires, discussions, etc.);</li> <li>• e-learning systems (LMS, VLS), repositories, etc.</li> </ul>			

<b>3.3. The higher education institution has provided evidence that adequate support will be ensured for future students.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has ensured that future students will have the opportunity to receive guidance on studying and career opportunities (for example, tutors, supervisors and other advisers as support in student learning and progress).</i></p> <p><i>The higher education institution has planned functional procedures for future 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 the level of the university, faculty or polytechnic/ university of applied sciences.</i></p> <p><i>The planned 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 professionals, 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 and job profiles;</li> <li>• information packages for new students;</li> <li>• number, qualification structure and availability of library and administrative staff;</li> <li>• decisions on establishing and regulations on the work of library and advisory services;</li> <li>• established student support and counselling services (psychological, academic/study, legal, career guidance) at the level of higher education institution;</li> <li>• availability of teaching staff to students (for example, information on office hours is published).</li> </ul>			

3.4. <i>Objective and consistent evaluation and assessment of student achievements is planned so as to ensure the achievement of all intended learning outcomes.</i>	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The criteria and methods for evaluation and assessment are clear and planned to be made publicly available before individual courses begin.</i></p> <p><i>The criteria and methods for evaluation and assessment are aligned with the intended learning outcomes.</i></p> <p><i>The criteria and methods for evaluation and assessment are aligned with the planned teaching methods.</i></p> <p><i>Mechanisms are planned to ensure the impartiality and objectivity of evaluation and assessment of student achievements.</i></p> <p><i>The planned evaluation methods consider special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.</i></p> <p><i>A student appeals procedure is planned, as well as provision of feedback on the results of evaluation and assessment.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• study programme proposal;</li> <li>• criteria and methods for evaluation and assessment;</li> <li>• defined procedure on how to ensure objectivity and consistent implementation of evaluation and assessment procedures;</li> <li>• defined procedure on how to implement activities to support skills development related to testing and examination methods for those who evaluate students;</li> <li>• defined procedure on how to modify examinations processes (for example, for students with disabilities);</li> <li>• planned functional student appeals procedure.</li> </ul>			

#### IV. Teaching capacities and infrastructure

4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has an adequate number of teachers employed on scientific-teaching i.e. artistic-teaching positions full time (for universities i.e. constituent unit of the university), i.e. an adequate number of teachers appointed full time (for polytechnics/ universities of applied sciences) with an adequate number of teachers elected in the scientific field in which the programme is being proposed (21 teachers at universities, at least three of which are from said scientific field, and at least seven teachers at faculties or academies of art, at least three of which appointed in the relevant scientific field, and seven teachers at polytechnics/ universities of applied sciences, at least three of which are from said scientific field).</i></p> <p><i>At the time of submitting the request, the higher education institution is employing teachers who are delivering courses in the total value of at least 50% of any type of direct instruction in the case of the first year of a university study programme, i.e. 35% of any type of direct instruction in the case of the first year of a professional study programme (the higher education institution must submit employment contracts to the Agency which constitute evidence that this requirement set forth in Paragraph 3 of this Article has been met for the year ahead).</i></p> <p><i>The higher education institution employs an adequate number of teachers full time on an indefinite term basis.</i></p> <p><i>At philological studies, a maximum of half the teachers may hold the 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 meet the number of working hours required of a full-time teacher).</i></p> <p><i>Total annual teaching load of all teachers does not exceed 20% of the total annual standard 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>The teachers are qualified to deliver the course(s) they teach.</i></p> <p><i>Lead course instructors are qualified for the courses where they assume this role.</i></p> <p><i>The higher education institution clearly defined how it intends to support teachers in their scientific, teaching and/or professional development.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• information on whether courses on a study programme have been covered;</li> <li>• information on student/teacher ratio;</li> <li>• information on teacher workload;</li> <li>• information on the number of teachers holding a doctoral degree;</li> <li>• information on each teacher involved in the delivery of the study programme (their CV, employment contract, decision on appointment to a title, evidence of the teacher being registered in order to receive health and pension insurance);</li> </ul>			

- information on lead course instructors;
- alignment of staff numbers with the relevant CroQF standard;
- Table 1.a. Student-teacher ratio at the higher education institution;
- Table 1.b. Value of all types of direct instruction included in the study programme;
- Table 4.1. Teachers at the higher education institution.

4.2. The qualifications and professional experience of external associates are appropriate for the delivery of the study programme and the achievement of the intended learning outcomes.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>External associates have relevant work experience.</i>  <i>External associates include the latest research, trends and professional expertise from the labour market in the teaching process.</i>  <i>The higher education institution encourages the participation of external associates in the supervision of bachelor and master theses.</i>  <i>The higher education institution encourages the organization of professional practice in the home institution in which the external associate is employed.</i>  <i>If external associates come from the business sector and/or from abroad the higher education institution organises training on the preparation and delivery of teaching and introduces the external associates to the regulations and practices in higher education (for example, ECTS credits, learning outcomes, teaching methods).</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• list of external associates, their home HEIs and their positions;</li> <li>• qualifications of external associates for courses they teach (submitted CVs);</li> <li>• written statement provided by each external associate stating that they are prepared to teach classes;</li> <li>• written statement by the head of the higher education institution where the teacher is employed, as well as the course and the period for which permission is granted;</li> <li>• examples of co-supervision;</li> <li>• contract regulating the organisation of student practice;</li> <li>• Table 4.1. Teachers at the higher education institution.</li> </ul>			

<b>4.3. The space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></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 furnished with office equipment necessary for the work of teaching staff and professional services.</i></p> <p><i>The higher education institution has ensured an adequate supply of computers made available to students, as well as wireless internet access in all rooms intended for students.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT service, work facilities, etc.) are adequate for the delivery of the study programme and ensure the achievement of intended learning outcomes and the conduct of scientific activity.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT service, work facilities, etc.) are adequate for the conduct of professional and/or scientific research.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• data on space (documents proving ownership or the right to use the premises);</li> <li>• evidence of the institution's own or rented equipment required for the achievement of the intended learning outcomes;</li> <li>• optimal number of prospective students given the premises, equipment and number of teachers;</li> <li>• availability of literature in the library;</li> <li>• access to relevant databases;</li> <li>• alignment of material conditions with the relevant CroQF level;</li> <li>• Table 4.2. Premises.</li> </ul>			

4.4. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard</u></p> <p><i>The higher education institution has ensured the literature needed to deliver the proposed study programme and to conduct scientific and professional activity.</i></p> <p><i>Students and teachers on the proposed study programme have access to ICT resources.</i></p> <p><i>Students and teachers on the proposed study programme have access to library materials in print and/or in an electronic format.</i></p> <p><i>The library premises and resources, including additional resources, meet the conditions for a high quality of study in accordance with, among other things, the conditions specified in the Standard for Higher Education, University and Scientific Libraries (Official Gazette, 81/22).</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• examination of library premises;</li> <li>• availability of up-to-date literature;</li> <li>• number of copies of required readings for each course on the proposed study programme;</li> <li>• subscriptions to appropriate bibliographic databases and databases with full-text access;</li> <li>• availability of the network library catalogue of the higher education institution;</li> <li>• availability of teaching materials via protected website;</li> <li>• Table 4.3. Library premises and resources.</li> </ul>			

<b>4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and provide a high quality of delivery of the proposed study programme.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard</u></p> <p><i>Financial resources have been ensured for organisation of work and delivery of the study programme, and achievement of the intended learning outcomes. The higher education institution has provided evidence of financial sustainability and efficiency.</i></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, faculty or arts academy should include the planned income and expenses to conduct research activity, i.e. 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 concluded programme agreement or projections of income from tuition fees or other sources.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• calculations showing planned expenses for the delivery of the proposed study programme (per student, per year of study);</li> <li>• financial plan of income and expenses for a period of at least three years which clearly indicates the source of funding for all existing study programmes as well as the proposed study programme, and a breakdown of expenses;</li> <li>• evidence of ensured financial resources in accordance with the list of expenses;</li> <li>• Table 4.4. Financial sustainability.</li> </ul>			

## V. Research and/or artistic and/or professional activity of the higher education institution

<b>5.1. Teachers employed at the higher education institution are recognized for their research and/or artistic and/or professional achievements in all fields in which study programmes will be delivered.</b>	<b>Not fulfilled</b>	<b>Partially fulfilled</b>	<b>Fulfilled</b>
<p><u>Elements and indicators of the standard:</u></p> <p><i>Results of research carried out by teachers significantly contribute to the development of the field in which they are active.</i></p> <p><i>Teachers at a higher education institution have a satisfactory number of research and/or artistic and/or professional papers in prestigious primary outlets in their scientific area/field.</i></p> <p><i>Teachers at the higher education institution have a satisfactory number of papers presented at prestigious conferences.</i></p> <p><i>Teachers at the higher education institution have adequate experience in project implementation.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"><li>• Table 4.1. Teachers at the higher education institution;</li><li>• Table 5.1. The bibliography of the higher education institution, where applicable (if a status change is concerned);</li><li>• list of projects in which teachers participated;</li><li>• teachers' involvement in committees and other bodies in the area of higher education and science;</li><li>• CROSBİ – CroRIS.</li></ul>			

5.2. Strategic research agenda is well defined and sound from a scientific standpoint, if applicable.	Not fulfilled	Partially fulfilled	Fulfilled
<p><u>Elements and indicators of the standard:</u></p> <p><i>The higher education institution has drafted a high-quality, feasible strategic research agenda, which is sound from a scientific standpoint.</i>  <i>The higher education institution has adequate scientific capacities for the fulfilment of the strategic research agenda.</i>  <i>The higher education institution has an appropriate system for monitoring and reporting, and introducing changes and improving the research topics work plan.</i></p> <p><u>Sources for verifying compliance with the standard:</u></p> <ul style="list-style-type: none"> <li>• strategic plan;</li> <li>• Table 4.1. Teachers at the higher education institution;</li> <li>• Table 5.1. Bibliography of the higher education institution, where applicable (in case of a status change of the higher education institution);</li> <li>• planed system of monitoring, reporting and improving the work plan.</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

*Mirjana H.*  
 Prof. Mirjana Hruškar, PhD