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Pursuant to the provisions of Article 31 Paragraph 2 Item 8 of the Act on Quality Assurance in Higher Education and Science (Official Gazette, 151/22) and the provisions of Article 32 Paragraph 1 Sub-paragraph 11 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 22<sup>nd</sup> session, held on April 10, 2025 the Accreditation Council adopted the following

## **QUALITY STANDARDS IN THE PROCEDURE OF CROSS-BORDER EVALUATION OF HIGHER EDUCATION INSTITUTIONS**

### **Article 1**

- (1) The quality standards in the procedure of cross-border evaluation of higher education institutions include standards, quality elements and indicators, as well as criteria based on which the level of their fulfilment is determined and the quality grade is passed.
- (2) The quality standards are grouped into units (five assessment areas) content-wise, and they 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 fulfilment of the standard of a particular aspect of quality of a higher education institution.

*Element of the standard* is an element taken into account in the assessment of compliance of an aspect of quality of a higher education institution and a study programme against a standard.

*Applicable legal provisions* that must be fulfilled during the evaluation of the higher education institution are marked in red in the text.

*Indicators* - indicators used to assess the level of compliance with the standards.

*Sources for verifying fulfilment of the standards* are documents of the higher education institution, websites, or 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, as well as help to the expert panel in assessing the level of fulfilment of quality standards. Both the higher education institution and the expert panel may also utilize other sources and information gathered from the submitted documentation and during the site visit to the higher education institution.

*The level of fulfilment of the standard* is a grade passed by an expert panel which includes recommendations for quality enhancement.

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

## **Article 2**

The quality standards below shall apply in the procedure of cross-border evaluation of universities, university constituents and universities of applied sciences.

## I. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

Standard	Level of fulfilment of the standard							
<b>1.1.</b> <b>The mission of the higher education institution guides the process of operational planning and the development of quality assurance processes.</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>The higher education institution has a published contemporary mission, which, along with defined values and goals, represents the framework and direction of its activities.</p> <p>The mission clearly defines the specific role of the higher education institution in performing higher education, scientific and professional activities, as well as its contribution to the development of modern society. The mission puts the higher education institution in a domestic and international context, guiding the development of content of study and educational programmes, and all activities of the higher education institution.</p> <p>Representatives of various stakeholder groups are involved in the development and definition of the higher education institution's mission.</p> <p>The mission statement serves as the starting point for the strategic planning process and the establishment of strategic goals.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Published mission of the higher education institution;</li> <li>• Published process of designing, adopting, implementing and revising the mission;</li> <li>• Evidence of involvement of various stakeholder groups (internal and external) in the development of the mission;</li> <li>• Missions with the processes of strategic and operational planning;</li> <li>• Data on stakeholder involvement and contribution to the delivery of the higher education institution's mission.</li> </ul>								

Standard	Level of fulfilment of the standard							
<b>1.2.</b> <b>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.</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>The management of the higher education institution is based on the academic self-governance of higher education institutions and university autonomy.</p> <p>University autonomy includes the regulation of internal organisation and management; adopting decisions regarding project acceptance and international cooperation; financial autonomy and accountability to the broader community.</p> <p>The higher education institution, utilizing its quality assurance system and available information systems, collects data through various methods, processes and analyses it and generates reports. Based on the results of these analyses, further activities and improvements are planned using a risk- and opportunity-based approach. The management and competent bodies make informed decisions. Students and other stakeholders are included in these processes.</p> <p>The higher education institution regularly and transparently reports on the implementation of its strategy, operations and programme contracts, where applicable.</p> <p>The higher education institution manages its financial resources transparently, efficiently, purposefully and sustainably.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Statute and underlying ordinances;</li> <li>• Reports on implementation of the strategy;</li> <li>• Annual activity report of the higher education institution;</li> <li>• Financial report;</li> <li>• Financial plan of revenue and expenditures for a period of at least three years, clearly indicating sources of funding and the structure of expenditures by purpose, as well as a report on the implementation of the financial plan of revenue and expenditures for the previous period of at least three years;</li> <li>• Evidence of financial sustainability and transparency.</li> </ul>								

Standard	Level of fulfilment of the standard							
<b>1.3.</b> <b>The higher education institution ensures the collection, analysis and use of information relevant for the effective management of all its activities and publishes information about its operations.</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>Using its quality assurance system and available information systems, the higher education institution collects data (on employees, students, programmes, etc.) using various methods, analyses it and uses relevant information for the purpose of monitoring trends, reporting on its activities, planning future actions and making informed decisions. Students and other stakeholders are involved in these processes.</p> <p>The higher education institution has a digital transformation strategy for education, which is integrated into the overall strategies for institutional development and quality enhancement.</p> <p>The higher education institution has prescribed measures for the use of information systems and for ensuring information security, and consistently implements them.</p> <p>Clear, accurate, objective and up-to-date information on study programmes and the higher education institution's operations is publicly and easily accessible, including in one of the world languages.</p> <p>The higher education institution is obligated to inform the interested public about the 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 regarding the employment of graduates.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Ordinances (regulations) and other documents governing the content and use of information systems, the higher education institution's website, social media, open door days, etc.;</li> <li>• Strategy for the digital transformation of the higher education institution;</li> </ul>								

- List of records, information systems, software;
- Annex I to the analytical supplement to the self-evaluation report;
- Information and documents posted on the website of the higher education institution, brochures, leaflets, etc.;
- Data on co-operation with high schools and programmes organized for prospective students;
- Examples of public campaigns and practices undertaken by the higher education institution aimed at informing the public;
- Analyses of student pass rates, timely identification of students at risk of dropping out, monitoring trends;
- Examples of reports on implemented changes based on the collected data;
- Examples of informing students about implemented changes based on information collected from students;
- Decisions on admission criteria;
- Decisions on enrolment quotas;
- Information package.

Standard	Level of fulfilment of the standard							
<b>1.4. The higher education institution supports ethical conduct and transparency in its operations, academic integrity and freedom, and actively prevents all forms of unethical behaviour, intolerance and discrimination.</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>The higher education institution continuously promotes, supports and ensures ethical conduct and transparency in its operations, academic integrity and freedom among all stakeholders (both in theory and practice) throughout the entire organisation, thereby demonstrating its social responsibility.</p> <p>The staff, students and external stakeholders of the higher education institution base their work on the principles of academic ethics.</p> <p>The higher education institution effectively implements measures to prevent unethical behaviour, intolerance and discrimination.</p> <p>The higher education institution carries out activities to sanction unethical behaviour, intolerance and discrimination, ensuring fair and impartial implementation of procedures.</p> <p>A system of responsibility for resolving conflicts and irregularities is defined and functional at all levels of the higher education institution.</p>								

The higher education institution encourages research into the causes and consequences of unethical behaviour, the effectiveness of measures taken to prevent it, and reports on research findings and monitors trends.

The higher education institution applies new technologies with the aim of eliminating all forms of unethical behaviour. The higher education institution systematically addresses issues of plagiarism, cheating and falsification of results.

Sources for verifying fulfilment of the standard:

- Policy and strategy of the higher education institution;
- Code of Ethics of the higher education institution;
- Decision on the establishment of a disciplinary committee, ordinance governing disciplinary liability, ordinances governing the implementation 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;
- Evidence of appointment of the student ombudsperson (at the level of the HEI);
- Evidence of 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, ratio of received and processed cases, number of cases referred to a higher instance, trend monitoring, new guidelines.

Standard	Level of fulfilment of the standard							
<b>1.5.</b> <b>The quality assurance system is periodically improved and revised on based on the results of the implementation of regular internal and external quality assurance procedures.</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>The higher education institution supports 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, ensuring they fulfil their purpose to act as a catalyst for change and to provide the higher education institution with new perspectives.</p> <p>The quality assurance system is periodically improved and revised based on the results of the implementation of regular internal and external quality assurance procedures, in accordance with the ESG, and stakeholders are informed about this in a timely, clear, accurate and objective manner.</p> <p>The higher education institution conducts internal evaluation of the internal quality assurance system within a cycle shorter than the duration of the external evaluation cycle.</p> <p>The higher education institution ensures the competence of internal reviewers and encourages and enables them to acquire the necessary knowledge and skills.</p> <p>The higher education institution ensures that, when preparing for internal and external quality assurance procedures, consideration is given to the progress made since the last internal and external quality assurance processes that form a cycle of continuous improvement and contribute to the HEI's accountability.</p> <p>The combined impact of internal and external quality assurance processes on the development of the higher education institution is analysed and monitored.</p> <p>The higher education institution publishes clear, accurate, objective, valid and easily accessible information on internal and external evaluation procedures.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Evidence of dissemination of information on the results of internal evaluations, discussion held and decisions adopted;</li> <li>• Reports on the external evaluations conducted at the higher education institution, decision on their adoption;</li> <li>• Action plan for the follow-up phase in the procedure of external evaluation of the higher education institution;</li> <li>• Report(s) on the implementation of the action plan in the procedure of external evaluation of the higher education institution.</li> </ul>							

## II. Study programmes and lifelong learning programmes

Standard	Level of fulfilment of the standard
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<b>2.1.</b> <b>The intended learning outcomes of the study programme are aligned with the competences that student are expected to acquire upon completion of the study programme and correspond to the appropriate EQF level (ESG 1.2).</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>The intended learning outcomes of the study programmes and all elements of the study programmes (courses, modules, practicals, seminars, student practice, projects, etc.) are clearly defined, using examples of good practice in defining the intended learning outcomes.</p> <p>The intended learning outcomes are aligned with the mission and objectives of the higher education institution.</p> <p>The intended learning outcomes of the study programmes and all the elements of the study programmes are mutually aligned.</p> <p>The intended learning outcomes are used as a starting point for the development and revision of the study programme, its delivery, as well as the assessment and grading of student achievement. They are designed in a way to ensure the smooth progression of students throughout their studies.</p> <p>The intended learning outcomes of the study programmes correspond to the level descriptors of the EQF. The qualifications awarded upon completion of the programme are clearly described and presented.</p> <p>The intended learning outcomes of the study programmes clearly reflect the competencies for employment, continuation of education, or other personal or societal needs.</p> <p>The intended learning outcomes of the study programmes are comparable to the intended learning outcomes of comparable programmes in the EU member states.</p> <p>The intended learning outcomes of the study programmes also include the development of generic (general/key/transferable) and profession-specific competences.</p> <p>The intended learning outcomes of the study programmes also include raising ethical awareness and the ability for ethical reflection and the application of ethical principles in decision-making related to professional matters, as well as matters associated with the profession arising in a multicultural context.</p> <p>Sources for verifying fulfilment of the standard:</p>								

- Intended learning outcomes of all study programmes;
- Conducted constructive alignment of the intended learning outcomes of courses and study programmes, examples of revisions of intended learning outcomes;
- Diploma supplement, qualifications;
- Graduate employment analysis;
- Feedback from graduates and their employers or collaborators;
- Student feedback;
- Alignment of study programmes with the recommendations of professional associations, where applicable;
- Table 2.1. (analytical supplement to the self-evaluation report)

Standard	Level of fulfilment of the standard							
<b>2.2.</b> <b>The higher education institution has established processes for the planning and development of new study programmes, as well as for the monitoring and periodic revision of existing study programmes. This ensures that the study programmes are up-to-date, and the alignment of the content of study programmes with the latest scientific / artistic / professional knowledge (ESG 1.2 and ESG 1.9).</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>The processes for the development of new and the continuous improvement of existing study programmes are clearly defined, involve internal and external stakeholders, are consistently implemented, and undergo a formal approval process within the higher education institution.</p> <p>Key indicators for monitoring the quality of study programme delivery are defined along with methods for collecting and analysing the necessary information, which results in reports containing proposals for programme improvement. In order to create an effective learning environment and support for students, the following elements are evaluated: workload, progress, pass rates and completion rates; effectiveness of student assessment procedures; students' expectations, needs and satisfaction regarding the programmes and the learning environment and the adequacy of the support services for the programme.</p> <p>The revisions of the study programmes are recorded, and current versions of the study programmes are published.</p>								

The content of the study programmes enables the achievement of the intended learning outcomes.

The content of the study programmes reflects the latest scientific/artistic and professional research in a given discipline, thereby ensuring the contemporaneity of the programmes, their alignment with the changing needs of society, and the needs and expectations of students.

The content of the study programmes enables the acquisition and advancement of students' digital skills, where applicable.

The content of the study programmes ensures horizontal and vertical student mobility within the national and European education area.

The higher education institution ensures the alignment of ECTS credits with the actual student workload.

Sources for verifying fulfilment of the standard:

- Rules and processes for the development of new study programmes / revision of the existing ones;
- Indicators of modernity and coherence of the study programme organisation (for example, principles of curriculum development, relationships among various courses, fields and areas represented within the study programme, selection of required and supplementary reading, recency of the literature, etc.);
- Evidence of assessment of internal and external stakeholder involvement in the development of new study programmes or revision of existing ones;
- Key indicators for monitoring the quality of the study programmes and methods for collecting the necessary information;
- Examples of improvements made to study programmes based on feedback from internal and external stakeholders;
- Examples of improvements made to study programmes based on recommendations from previously conducted external evaluation procedures;
- Published up-to-date version of the study programmes;
- Intended learning outcomes of all study programmes, examples of revisions of learning outcomes;
- Processes for verifying the alignment of actual student workload and defined ECTS credits;
- Stakeholder feedback on the alignment of actual student workload and defined ECTS credits, as well as on necessary improvements;
- Examples of revisions of ECTS credits aimed at better alignment with actual student workload.

Standard	Level of fulfilment of the standard							
<b>2.3.</b> <b>Student practice is an integral part of study programmes, where applicable.</b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	

### Elements and indicators of the standard

The student practice allows the acquisition of practical skills in accordance with the intended learning outcomes, where applicable.

The student practice is conducted in a systematic and responsible manner.

Student practice is an integral part of study programmes, and is organised outside the higher education institution, in cooperation with industry stakeholders, where applicable.

The higher education institution provides support to student practice supervisors and organisations where students undertake student practice, through orientation programmes and/or training for mentorship of students in the student practice programme.

The processes for monitoring and enhancing the quality of student practice are clearly defined, continuously implemented, and involve both internal and external stakeholders.

Collected and analysed information is used to promote good practices, and to initiate activities necessary for improvement.

Sources for verifying fulfilment of the standard:

- Contracts with employers, ordinance on student practice, student practice logbook;
- Number of ECTS credits allocated for student practice;
- Intended learning outcomes which include the acquisition of practical skills;
- Feedback from students, mentors, employers regarding the quality of student practice;
- Procedure for assessing the achievement of practice-related intended learning outcomes;
- Examples of improvements to student practice;
- Plans and projects for the development and strengthening of the student practice.

Standard	Level of fulfilment of the standard							
<b>2.4.</b> <b>Quality assurance of lifelong learning programmes is part of the internal quality assurance system of the</b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	

<b>higher education institution. This ensures the modernity of the study programmes and their compliance with the current social needs.</b>							
<p><u>Elements and indicators of the standard</u></p> <p>The mission statement and the strategic planning process serve as a starting point for the development of lifelong learning programmes aligned with them.</p> <p>The higher education institution's internal quality assurance system also encompasses processes for quality assurance of lifelong learning programmes.</p> <p>Processes for the development of new and continuous improvement of existing lifelong learning programmes are clearly defined and involve both internal and external stakeholders.</p> <p>Key indicators for monitoring the quality of lifelong learning programme delivery are defined, along with methods for collecting and analysing the necessary information, resulting in reports containing recommendations for programme improvement.</p> <p>Lifelong learning programmes are aligned with the current economic and social needs.</p> <p>Sources for verifying fulfilment of the standard:</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 the new lifelong learning programmes or revision of the existing ones;</li> <li>• Key indicators for lifelong learning programme quality monitoring, and methods for collecting 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 – teaching process and student support

Standard	Level of fulfilment of the standard
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<b>3.1. Learning and teaching are student-centred and ensure that all intended learning outcomes are achieved.</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>Study programmes, and the method of their delivery, are designed to encourage student motivation, self-reflection and engagement in the learning process.</p> <p>The higher education institution encourages various modes of instruction and the flexible use of various pedagogical methods, in accordance with the intended learning outcomes.</p> <p>The use of diverse pedagogical methods and techniques fosters interactive and research-based learning, problem-solving, and creative and critical thinking.</p> <p>Different modes of instruction, pedagogical methods, and student engagement techniques are regularly evaluated and adjusted based on evaluation results.</p> <p>Teachers regularly engage in reflection on their own teaching practice to continuously improve the educational process.</p> <p>The modes of teaching delivery are adapted to a diverse student population (non-traditional student populations, part-time students, mature students, students from underrepresented* and vulnerable* groups, etc.).</p> <p>The higher education institution ensures the use of state-of-the-art technologies with the aim of modernising teaching and achieving the intended learning outcomes.</p> <p><i>* Underrepresentation in higher education is defined as a lower proportion of a certain group of students compared to population data or in comparison to the situation in other European countries. Underrepresented groups include students whose parents have lower levels of education; female students in technical fields and male students in the humanities; mature students; students with disabilities; students with children and students belonging to the Roma minority.</i></p> <p><i>**Vulnerability is understood as difficulties in academic or social integration of students related to certain personal characteristics of the students.</i></p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Documented examples of the use of teaching and pedagogical methods and techniques (so-called teaching portfolio) of individual teachers, documented examples of self-reflection, and analysis of the connection between the applied methods and teaching processes with the learning process and the achievement of learning outcomes;</li> <li>• Student feedback (surveys, questionnaires, focus groups, etc.);</li> <li>• Mechanisms and processes for the quality assurance of teaching delivery and the use of pedagogical methods (surveys, questionnaires, focus groups, etc.);</li> </ul>				

- Examples of adaptation of teaching delivery modes to various needs and specific characteristics of a diverse student population;
- E-learning systems (LMS, VLS), repositories, etc., and support provided to teachers and students for their use.

Standard	Level of fulfilment of the standard							
<b>3.2.</b> <b>The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved.</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>The criteria and methods for assessment and grading are clear and published before the start of each course. Students are informed about them.</p> <p>The criteria and methods for assessment and grading are aligned with the teaching methods used and the intended learning outcomes. They are implemented consistently and objectively. Mechanisms are in place to ensure the objectivity and reliability of assessment and grading.</p> <p>All staff involved in student assessment receive support in developing their knowledge and skills related to assessment and grading methods.</p> <p>Assessment allows students to demonstrate the extent to which they have achieved the intended learning outcomes.</p> <p>Students receive feedback on the assessment results and, if necessary, guidelines and/or support in their learning process based on the feedback.</p> <p>The process of continuous assessment and monitoring of student achievement enables the identification of students facing difficulties in regularly fulfilling academic obligations, and ensures timely support and assistance in learning.</p> <p>There is a formally defined appeals procedure which is implemented consistently, and students are informed about it in a timely manner.</p>								

Assessment procedures take into account special study circumstances for certain groups of students (adaptation of examination procedures for students with disabilities) while ensuring the achievement of intended learning outcomes.

The higher education institution has established an assessment and grading system that provides information on progress throughout the study and upon completion, at both individual and group levels, serving as a basis for decision-making regarding study management.

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

Sources for verifying fulfilment of the standard:

- Published assessment and grading criteria and methods;
- Analysis of the alignment of teaching methods and assessment and grading methods;
- Examples of activities implemented to support the development of skills related to examination and testing methods those for those involved in student assessment;
- Examples of methods used to identify students experiencing difficulties in fulfilling academic obligations, examples of support provided and outcomes of interventions;
- Student feedback regarding the objectivity, reliability, and consistency in the implementation of assessment and grading methods;
- Mechanisms set to ensure the objectivity and reliability of assessment and grading (for example, double marking);
- Examples of student appeals and how they were resolved, including the number of appeals and trends;
- Examples of adaptations of examination procedures (e.g., for students with disabilities);
- Examples of analyses of pass rates and academic progress, the implementation of necessary interventions and improvements, and trends;
- Examples of the evaluation of grading.

Standard	Level of fulfilment of the standard							
<b>3.3.</b> <b>The conditions for student admission and progression, recognition and certification are clear, publicly available, and consistently applied.</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>								



The higher education institution consistently applies pre-established and published regulations covering all stages of study.

The admission policy is in line with the national legislative framework, the mission and strategy of the higher education institution, and takes into account the higher education institution's capacities and the context in which it operates.

The admission policy and student recruitment strategy are sensitive to the needs and difficulties of students from vulnerable and underrepresented groups, and they both promote inclusion.

The criteria and procedures for student selection and admission prevent discrimination and bias. They are published, consistently applied, and appropriately revised.

The criteria and procedures for student selection and admission ensure the selection of candidates with appropriate prior knowledge, aligned with the requirements of the study programme.

The higher education institution has established adequate procedures for the fair recognition of higher education qualifications, periods of study and prior learning, including recognition of non-formal and informal learning. These procedures are based on:

- alignment of recognition practices at the higher education institution with the principles of the Lisbon Recognition Convention;
- cooperation with other higher education institutions, quality assurance agencies, and national ENIC/NARIC offices.

The higher education institution monitors and analyses student progression throughout their studies and ensures continuity and completion of studies.

There are established mechanisms to enable timely identification of students experiencing difficulties in regularly fulfilling their academic obligations. Timely and continuous learning support and assistance are provided to students.

The higher education institution ensures conditions for student mobility in both national and international contexts.

The higher education institution issues diplomas and diploma supplements (free of charge, in the national language and in English) in accordance with relevant regulations.

Sources for verifying fulfilment of the standard:

- Continuously publicly available (published) latest current criteria and procedures for student selection and admission (optional exams, additional knowledge and skills tests) in the national language and one of the world languages;
- Defined procedures for decision-making regarding admission criteria and the need for their revision, the number of appeals regarding the admission process, trends;

- Defined recognition procedures and examples of the 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 and examples of good practices in including students from other higher education institutions or study programmes;
- Feedback from students transferring from other higher education institutions regarding their experiences with recognition of higher education qualifications, periods of study and prior learning;
- Data on pass rates, completion rates and drop-out rates;
- Examples of measures to increase student pass rates and completion rates (e.g. a mentoring programme, bridging courses, changes to admission criteria, curricula, teaching and assessment 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	Level of fulfilment of the standard							
<b>3.4.</b> <b>The higher education institution ensures sufficient and easily accessible resources to support students.</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>The higher education institution provides support to students in learning and academic progress, 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 underrepresented groups, support for students involved in international mobility programmes, library services, etc.) at the institutional level.</p> <p>Students are informed about the various forms of support available to them.</p> <p>The higher education institution provides support to students in acquiring and developing digital skills.</p> <p>Student support is tailored to a diverse student population (part-time students, mature students, international students, students from underrepresented and vulnerable groups, students' difficulties in mastering the curriculum and progressing through their studies, etc.).</p> <p>The higher education institution systematically monitors the various needs of students, especially those from vulnerable and underrepresented groups; it ensures study conditions, and adjusts teaching methods and assessment of knowledge and skills according to their individual needs.</p>								

The higher education institution employs an adequate number of qualified and dedicated professional, administrative, and technical staff.

Sources for verifying fulfilment of the standard:

- Ordinance on studies, ordinance on internal organisation;
- Information packages for new students;
- Decisions on establishment and ordinances on the work of the library and advisory services;
- Established student support and counselling services (academic/study counselling, career counselling, psychological counselling, legal counselling, support services for students from vulnerable and underrepresented groups, support for students participating in international mobility programmes, etc.) at the institutional level;
- Student feedback on satisfaction with the professional support provided by the higher education institution and counselling services (tutors, mentors, advisors, ECTS coordinators, student services, services for career, psychological, and legal counselling, support for students from vulnerable and underrepresented groups, the office for international cooperation, library services, etc.);
- Examples of educational activities (short educational programmes, courses, etc.) aimed at acquiring and developing students' digital skills;
- Data on vulnerable and underrepresented groups utilizing support services are collected in accordance with relevant legislation;
- Spatial accessibility is adapted for students with disabilities.
- Examples of adjustments in the admission process, teaching methods, and knowledge and skills assessment, spatial conditions, etc., tailored to the individual needs of students from vulnerable and underrepresented groups;
- Examples of providing financial support to students from vulnerable and underrepresented groups;
- Examples of higher education institution's support to student associations and organisations and examples of teaching and other staff involvement in the activities of student associations and organisations;
- Availability of teachers to students (e.g. published consultation hours);
- Number, educational structure and availability of staff in the library and administrative services;
- Data on plans and implementation of training, professional development, and exchange of library and administrative staff (e.g., within Erasmus programs).

Standard	Level of fulfilment of the standard							
<b>3.5.</b> <b>The higher education institution ensures favourable conditions and support for students participating in outgoing and incoming international mobility programmes.</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>Domestic students are informed about the opportunities to complete part of their studies abroad.</p> <p>The higher education institution encourages students to participate in outgoing mobility programmes through various promotional activities, providing information, and a regulated and flexible system for the recognition of ECTS credits earned during mobility periods.</p> <p>The higher education institution offers support to students during the application and realization of exchange programmes.</p> <p>The higher education institution ensures the recognition of ECTS credits earned at another higher education institution.</p> <p>International students are provided with detailed information about enrolment and study opportunities in a foreign language.</p> <p>The higher education institution is actively engaged in attracting international students to participate in mobility programmes and/or enrol in study programmes and obtain full qualifications.</p> <p>The higher education institution provides support to international students during the application process, integration and studies at the domestic higher education institution.</p> <p>International students have the opportunity to attend classes in a foreign (English) language.</p> <p>Learning the national language is enabled for international students at the institutional level.</p> <p>The higher education institution collects and analyses feedback on the satisfaction of students participating in outgoing and incoming mobility programmes regarding the quality of support provided by the higher education institution, and actively informs students and other stakeholders about implemented interventions and improvements.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Erasmus Charter for Higher Education and other types of exchange agreements (bilateral agreements) or projects enabling outgoing and incoming student mobility;</li> <li>• Established international cooperation office / support service for international exchange students / ECTS coordinator at the institutional level;</li> <li>• Examples and results of conducted activities / reports on the work of the international cooperation office / support service for international exchange students / ECTS coordinator at the level of the higher education institution;</li> <li>• Number of students participating in incoming / outgoing mobility;</li> </ul>							

- Number of international students involved in full degree programmes at the higher education institution;
- Examples of evaluation and recognition of ECTS credits earned at foreign higher education institutions;
- Foreign language instruction, international dimension of programmes (exposure of students to foreign literature, international experiences and practices, and foreign professors and peers);
- Delivery of entire or part of the study programme in a foreign language;
- National language learning programmes at the institutional level and number of international students participating in learning the national language;
- Analysis of feedback on student satisfaction with the quality of support provided by the higher education institution;
- Examples of implemented improvements and informing the students and other internal and external stakeholders about them;
- Table 3.5. of the analytical supplement to the self-evaluation report.

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

Standard	Level of fulfilment of the standard							
<b>4.1.</b> <b>The higher education institution ensures adequate teaching capacities.</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>The higher education institution employs an adequate number of full-time teachers in the scientific area and field in which its study programmes are delivered.</p> <p>The ratio of the total number of enrolled students to the total number of full-time teachers and those with nominal teaching titles does not exceed 30 : 1.</p> <p>The total annual teaching load of an individual teacher does not exceed 20% of the total annual standard teaching load.</p> <p>The workload distribution ensures a balanced allocation of teaching duties, scientific/artistic work, professional and personal development, as well as administrative duties.</p> <p>All teachers, including external associates, are qualified for the courses they teach, possess relevant work experience, and incorporate the latest trends and knowledge from the labour market into the teaching process.</p>								

Sources for verifying fulfilment of the standard:

- Documented procedure for the entire process of selection and recruitment / engagement of full-time teachers and external associates in the teaching process;
- Data on each teacher engaged in the study programme (their CV);
- Data on external associates;
- Data on teaching coverage for the study programme;
- Data on student/teacher ratio;
- Information on faculty teaching workload;
- Table 1a. (analytical supplement to the self-evaluation report)
- Table 1 b. (analytical supplement to the self-evaluation report)
- Table 1 d. (analytical supplement to the self-evaluation report)
- Tables 4.1., 4.2., and 4.3. of the analytical supplement to the self-evaluation report.

Standard	Level of fulfilment of the standard			
<b>4.2.</b> <b>Employment, promotion and reappointment of the teaching staff are based on objective and transparent procedures which include the evaluation of excellence.</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>The higher education institution has developed and regularly updates its staff employment policy in order to ensure adequate teaching capacities. The overall process of attracting, applying selection methods, selecting, employing, developing and promoting teaching staff is based on professional, objective and transparent procedures and criteria that promote excellence and are consistently applied.</p> <p>The procedures for the employment of teachers stem from the development goals of the higher education institution and are aligned with applicable legal regulations and internal acts.</p> <p>In the selection, appointment and evaluation of teachers, their past activities are taken into account (teaching activities, research activities, student feedback, etc.).</p>				

The higher education institution has appropriate methods for selecting the best candidates for each position, and in addition to the prescribed national minimum requirements for individual positions, it has established competitive criteria to ensure excellence.

Procedures for the promotion of faculty members to higher academic titles are based on the evaluation and recognition of excellence and consider significant achievements (such as international contributions to the scientific discipline, high-impact publications, significant scientific discoveries, successfully implemented projects, successfully secured additional funding, mentorship, supervision of final and graduation theses, authorship of study materials, textbooks, popular lectures, etc.).

Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the higher education institution.

Additional criteria for the promotion of faculty to higher academic titles reflect the strategic goals of the higher education institution.

Sources for verifying fulfilment of the standard:

- Internal acts prescribing the procedure for the selection of teaching staff;
- Published job vacancies for teaching staff;
- Examples of completed employment procedures (copies of vacancy announcements, selection committee reports and decisions of expert bodies);
- Examples of completed promotions to higher academic titles and reappointments;
- Regulations or procedures for evaluating and rewarding teacher excellence;
- Additional requirements set by the higher education institution for promotion.

Standard	Level of fulfilment of the standard							
4.3. The higher education institution ensures support to teachers in their professional development.	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>  The higher education institution has a teacher development plan with defined performance indicators. It determines annual priorities for the professional development of teaching staff. Criteria for promotion and rewarding excellence are clear, transparent, and consistently applied.								

The higher education institution has clearly defined the way it supports teaching staff in their professional development and career advancement. The higher education institution encourages knowledge transfer within the organisation.

The higher education institution promotes and provides opportunities for enhancing teachers' competencies at the institutional level.

The higher education institution supports and encourages the development of teachers' digital skills.

The higher education institution fosters the improvement of teaching staff competencies based on collected and analysed feedback from evaluations of their effectiveness and efficiency (self-reflection, peer observation, student surveys, focus groups, etc.).

The higher education institution encourages the participation of teaching staff in international mobility programmes, collaborative networks and similar initiatives.

The higher education institution encourages teaching staff to participate in international and national competitive projects and provides support in doing so.

Sources for verifying fulfilment of the standard:

- Plan for the professional development of teaching staff;
- Data on methods of encouraging and actual participation of teaching staff in programmes aimed at improving teaching competencies (workshops, seminars), with an emphasis on supporting student learning;
- Data on participation of teaching staff in programmes for improving digital competence;
- Data on methods of encouraging teaching participation in mobility programmes and actual mobility of teaching staff abroad;
- Data on the use of sabbatical leave;
- Data on methods of motivating teachers to increase their scientific/artistic output and data on the growth of scientific/artistic productivity over the past five years;
- Data on methods of encouraging teaching staff to participate and on actual participation of teaching staff in international scientific projects (e.g. organisation of relevant workshops, system of material and non-material incentives, provision of professional and administrative technical support, etc.);
- Tables 4.2. and 4.3. in the analytical supplement to the self-evaluation report.

Standard	Level of fulfilment of the standard							
<b>4.4.</b> <b>The premises, equipment and overall infrastructure are appropriate for carrying out teaching, scientific/artistic, and professional activities.</b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled.	



<p><b><u>Elements and indicators of the standard</u></b></p> <p>The higher education institution plans and improves its infrastructure development in accordance with its strategic goals.</p> <p>The higher education institution is equipped with classrooms, laboratories, i.e. spaces for conducting practical classes, a library, an information technology (IT) classroom, offices for teaching staff and offices intended for administrative services.</p> <p>Classrooms are furnished with seating for students, a lectern and equipment for presenting instructional content. Laboratories are equipped with adequate laboratory equipment necessary for conducting university-level research and for carrying out practical classes. Staff offices for teachers and offices for administrative services are equipped with office equipment necessary for the work of teaching and administrative staff.</p> <p>The higher education institution has ensured an adequate supply of computers available to students, as well as wireless internet access in all student-designated areas.</p> <p>The higher education institution utilizes appropriate technologies that support all teaching and research needs.</p> <p>The space, equipment and overall infrastructure (including laboratories, IT services, work facilities, libraries, reading rooms, studios, galleries, multimedia halls, teachers' offices, storage spaces, etc.) are suitable for the delivery of study programmes and ensure the achievement of the intended learning outcomes.</p> <p>The space, equipment and overall infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the implementation of scientific/artistic and professional activities.</p> <p><u>Sources for verifying fulfilment of the standard:</u></p> <ul style="list-style-type: none"> <li>• Data on premises (ownership documents, right-of-use documents or other documents showing the legal right to use the premises);</li> <li>• Data on provided own equipment or leased equipment;</li> <li>• Overview of optimal number of students that can be enrolled considering the available space, equipment and number of teachers;</li> <li>• Table 4.5. (analytical supplement to the self-evaluation report)</li> </ul>								

<b>4.5. The library, its equipment, and access to additional resources, ensure access to literature and library resources necessary for</b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
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<b>high-quality studies and research-teaching and artistic-teaching activities.</b>								
<p><u>Elements and indicators of the standard</u></p> <p>The library and its equipment, and access to additional resources, ensure access to literature and library services necessary for the study programme delivery, as well as for scientific/artistic and professional activities (availability of teaching materials and literature for scientific/artistic and professional work, availability of information and communication technology resources, access to library materials in both printed and/or electronic formats).</p> <p>The library and its equipment, as well as additional resources, meet the conditions for a high quality of studying in the study programme. The higher education institution has provided teaching literature and literature needed for scientific and professional activity.</p> <p>Information and communication technology resources are available to students and teachers.</p> <p>Students and teachers are provided with access to library materials in printed and/or electronic format. The library and its equipment, as well as additional resources, meet the requirements for quality studying.</p> <p>The library and its equipment, as well as additional resources, meet the requirements for quality scientific-teaching / artistic-teaching activities.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>• Examination of library resources during the site visit (for all levels);</li> <li>• Availability of modern teaching literature;</li> <li>• Subscriptions to appropriate bibliographic databases and full-text databases;</li> <li>• Availability of the library's online catalogue of the respective higher education institution;</li> <li>• An appropriate number of stored final, graduation, specialist, and doctoral theses in the institutional repository (in relation to the number of graduates of the evaluated higher education institution);</li> <li>• Availability of teaching materials via protected websites;</li> <li>• An adequate number of copies of required reading, relative to the number of students;</li> <li>• Student feedback regarding the possibilities of using the library (such as all-day working hours), availability of required domestic and international literature, and access through remote access;</li> <li>• Table 4.6 (analytical supplement to the self-evaluation report).</li> </ul>								

Standard	Level of fulfilment of the standard							
<b>4.6.</b> <b>The higher education institution ensures the necessary financial resources to conduct teaching, scientific and professional activities.</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>The higher education institution has developed a financial plan that includes planned revenue and expenditures for carrying out higher education and professional activities over a three-year period (the financial plan of the university, faculty, arts academy or a university of applied science should also include planned revenue and expenditures for conducting scientific, i.e. artistic and professional activities).</p> <p>Financial sustainability and efficiency are evident in all aspects of the higher education institution's operations.</p> <p>The higher education institution manages financial resources transparently, efficiently and purposefully.</p> <p>Additional sources of funding are used for the higher education institution's development and improvement.</p> <p>Additional sources of funding are secured through domestic and international projects, cooperation with industry, the local community, etc.</p> <p>Sources for verifying fulfilment of the standard:</p> <ul style="list-style-type: none"> <li>Financial plan of revenue and expenditures for a three-year period;</li> <li>Evidence of financial sustainability and transparency;</li> <li>Data on the expenditure of revenue from subsidies and tuition fees;</li> <li>Ordinance on the manner of use of own and earmarked funds;</li> <li>Table 4.7. (analytical supplement to the self-evaluation report)</li> </ul>								



## V. Scientific/ artistic and professional activity

Standard	Level of fulfilment of the standard					
<b>5.1.</b> <b>The higher education institution is recognised for its scientific research and/or artistic achievements in all scientific fields in which it conducts studies.</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>The higher education institution's scientific activity is based on original ideas and an original scientific approach.</p> <p>The number and quality of published papers authored by the HEI's teaching staff are at the highest level.</p> <p>The research results of the teaching staff significantly contribute to the development of the scientific area and field and/or the artistic area and field in which they operate.</p> <p>The higher education institution has a satisfactory number of scientific papers published in prestigious primary scientific communication outlets within its area /field.</p> <p>The higher education institution has a satisfactory number of papers presented at prestigious conferences.</p> <p>The higher education institution is involved in a satisfactory number of competitive projects.</p> <p>The higher education institution organizes scientific conferences that are recognized at the national and international level.</p> <p>The HEI's teaching staff participate in the work of committees and other bodies related to higher education and science.</p> <p>External associates are renowned experts in their field, possess relevant scientific or professional publications, and have relevant work experience.</p> <p>Teaching staff employed at the higher education institution are involved in editorial boards of scientific journals.</p> <p>The higher education institution has an organized publishing activity and publishes scientific publications that are nationally and internationally significant and recognized.</p>						

Sources for verifying fulfilment of the standard:

- Table 4.2. (analytical supplement to the self-evaluation report);
- Table 5.1. (analytical supplement to the self-evaluation report);
- Table 5.2. (analytical supplement to the self-evaluation report);
- Table 5.4. (analytical supplement to the self-evaluation report);
- Table 5.6. (analytical supplement to the self-evaluation report);
- List of projects in which teaching staff participate;
- List of scientific conferences and/or symposia 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, including a list of papers published in the last five years;
- Teachers' involvement in editorial boards of scientific journals.

Standard	Level of fulfilment of the standard							
<b>5.2.</b> <b>The higher education institution is recognized for its professional achievements in all areas/fields in which it delivers professional study programmes.</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>The quality of professional papers published by the HEI's teaching staff is of the highest level.</p> <p>The results of the professional research conducted by the HEI's teaching staff significantly contribute to the advancement of the field.</p> <p>The higher education institution has a satisfactory number of professional papers published in prestigious professional journals.</p> <p>The higher education institution has a satisfactory number of papers presented at prestigious professional conferences and gatherings.</p> <p>The higher education institution is involved in a satisfactory number of professional projects.</p> <p>The higher education institution organizes professional conferences that are nationally and internationally recognized.</p>								

Teaching staff members of the higher education institution participate in the editorial boards of professional and popular science journals.

The higher education institution has established a publishing activity and publishes professional publications that are important for the development of the profession.

Teachers participate in the work of committees and other bodies important for the development of the profession.

External associates are recognized experts in their field, possess relevant professional papers and relevant work experience.

Sources for verifying fulfilment of the standard:

- Table 4.2. (analytical supplement to the self-evaluation report);
- Table 5.1. (analytical supplement to the self-evaluation report);
- Table 5.2. (analytical supplement to the self-evaluation report);
- Table 5.6. (analytical supplement to the self-evaluation report);
- List of professional projects in which HEI teachers participate;
- List of professional conferences and/or symposia organized by the HEI;
- Teachers' involvement in committees and other professionally relevant bodies;
- Teachers' participation in the editorial boards of professional and popular science journals.

Standard	Level of fulfilment of the standard							
<b>5.3.</b> <b>The higher education institution, through the scientific and/or artistic work of its teaching staff, has an impact on the economy and society as a whole.</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>  <p>The higher education institution has appropriate mechanisms for the dissemination of its activities to society.</p> <p>The higher education institution has developed cooperation with external stakeholders.</p> <p>The higher education institution participates in the development of public policies within the scientific and/or artistic area and field in which it operates.</p>								

The higher education institution's teaching staff are involved in various scientific or management bodies, both nationally and internationally.

The teaching staff of the higher education institution participate in national and international reviews of projects, programmes and scientific papers.

Sources for verifying fulfilment of the standard:

- Mechanisms for the dissemination of higher education institution's activities to society;
- Supporting documentation evidencing collaboration with external stakeholders;
- Examples of faculty participation in national and international scientific or governing bodies;
- Examples of teachers' involvement in national and international reviews of projects, programmes and scientific papers.

Standard	Level of fulfilment of the standard							
<b>5.4.</b> <b>The doctoral programmes of the higher education institution are aligned with the higher education institution's strategic programme, state-of-the-art scientific/artistic achievements, professional standards and internationally accepted standards of high-quality doctoral education, where applicable.</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>The planning and proposal of doctoral study programmes are aligned with the mission and strategic goals of the higher education institution.</p> <p>The planning and proposal of the doctoral study programmes contribute to the national development of higher education and science.</p> <p>The doctoral programmes and doctoral theses reflect the scientific and/or artistic research and achievements of the higher education institution.</p> <p>The doctoral study programmes of the higher education institution are in keeping with the latest scientific and/or artistic knowledge and skills based thereon.</p> <p>The doctoral study programmes of the higher education institution are aligned with professional standards and recent achievements in the respective field.</p> <p>The higher education institution encourages creativity in the doctoral studies design.</p> <p>Sources for verifying fulfilment of the standard:</p>								



- Procedure for designing and proposing new doctoral study programmes at the HEI;
- Procedure for amendments to doctoral study programmes at the HEI;
- Examples of cooperation with stakeholders in proposing new doctoral study programmes at the HEI.

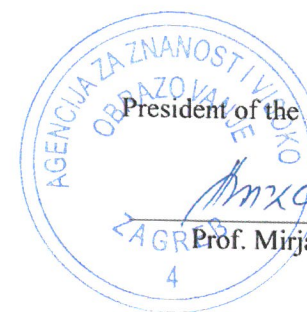
Standard	Level of fulfilment of the standard							
<b>5.5.</b> <b>The higher education institution applies the principles of open science in its activities, processes and acts.</b>	The standard is not fulfilled		Minimal fulfilment of the standard		Satisfactory fulfilment of the standard		The standard is completely fulfilled	
<p><u>Elements and indicators of the standard</u></p> <p>The higher education institution has adopted an open science policy fostering the application of open science principles at the institutional level, ensuring open access to review papers (final and graduation theses and doctoral dissertations), scientific and professional publications, educational materials and research data produced by its staff and students.</p> <p>The higher education institution maintains its own institutional repository allowing its staff and students to store and providing open access to their theses, scientific and professional publications, educational materials, and research data.</p> <p>The higher education institution encourages and evaluates the application of open science principles through various internal processes and/or evaluation processes at the institution.</p> <p>If the higher education institution has established a publishing activity, the publications it issues (books, journals, etc.) are available in open access.</p>								

Sources for verifying fulfilment of the standard:

- Adopted institutional open science policy;
- Percentage of final and graduation theses and doctoral dissertations available in open access through the institutional repository;
- Percentage of scientific and professional publications in open access;
- Number of research datasets stored in the institutional repository /number of research datasets available in open access through the institutional repository;
- Description of the processes and/or evaluation procedures in which researchers' activities related to open science are specifically encouraged, evaluated, and rewarded;
- Tables 5.3. and 5.5. in the analytical supplement to the self-evaluation report;
- Percentage of in-house publications (books, journals, etc.) available in open access, using open licences and a defined open-access publishing policy.

### Article 3

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



President of the Accreditation Council

*Mirjana H.*

Prof. Mirjana Hruškar, PhD