



Agency for Development of Higher  
Education and Quality Assurance  
of Bosnia and Herzegovina

# **METHODOLOGY OF WRITING THE REPORT OF THE COMMISSION OF EXPERTS FOR ACCREDITATION OF HIGHER EDUCATION INSTITUTION**





## METHODOLOGY OF WRITING THE REPORT OF THE COMMISSION OF EXPERTS FOR ACCREDITATION OF HIGHER EDUCATION INSTITUTION



Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina



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**“We cannot solve our problems with the same thinking we used when we created them.”**



Albert Einstein

A publication **Methodology of writing the report of the commission of experts for accreditation of higher education institution** has a dual purpose. It is intended primarily for experts in the accreditation of study programs in Bosnia and Herzegovina in the preparation of a quality report on the external evaluation of study programs. At the same time, the publication can also serve higher education institutions in the preparation of self-evaluation reports of study programs.

Considering that the self-evaluation report and the external evaluation report are key documents in the accreditation process, the Agency created this instructional publication, the use of which in accreditation was approved by the Agency's Staring Board

The publication is fully accompanied by the documents of the Agency for the Development of Higher Education and Quality Assurance of BiH:

- **Decision on norms for determining minimal standards in higher education in BiH**
- **Decision on the criteria for accreditation of higher education institution in BiH**

These documents, based on the best European practice, respecting the specificities of higher education in Bosnia and Herzegovina, are the elaboration of the fulfilment of the Standards and guidelines for quality assurance in the European area of higher education, a key European document for this area.

In the columns of the tables next to the text of the criteria and sub-criteria, instructions are given on the basis of which expert committees can assess the new fulfilment of the criteria (and sub-criteria) for the accreditation of study programs: **unfulfilled, partially, substantially and completely fulfilled.**

In the horizontal rows below each criterion are instructions on what to write and describe in the Report as evidence for the given assessment.

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## METHODOLOGY FOR WRITING THE EXPERT PANEL REPORT

### a) QUALITY ASSURANCE POLICY

|     | <b>TEXT OF CRITERIA</b>   | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>   | <b>SUBSTANTIALLY COMPLIANT</b>   | <b>FULLY COMPLIANT</b>  |
|-----|---|--|--|--|---|
| a 1 | <p>The higher education institution defines its vision and mission, which effectively guide its activities. The vision and mission are developed and revised in consultation with relevant internal and external stakeholders and are publicly available.</p> | <p>The higher education institution does not have an established mission or vision, nor has it defined the roles of internal and external participants in the consultation process for developing these documents.</p> | <p>The higher education institution has initiated the process of developing its vision and mission, as well as defining the roles of internal and external stakeholders in the consultation process.</p> | <p>The higher education institution has defined its vision and mission and established the role of internal and external stakeholders who contributed to their development. Improvements are needed to strengthen the alignment between the vision, mission and development plans to ensure effective implementation. The vision and mission are publicly available.</p> | <p>The higher education institution has a clearly defined vision and mission. The roles of internal and external stakeholders are well-established, and all relevant stakeholders contributed to their development. The institution implements and monitors all its activities in accordance with the defined vision and mission and provides clear evidence of this practice. The vision and mission are publicly available.</p> |

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| <p>a 2</p> | <p>The higher education institution has an effective system and procedures for implementing, monitoring, and further developing its strategy and action plans. The institution prepares and regularly revises its strategy in consultation with all relevant stakeholders. The strategy is formally adopted and publicly available. It covers teaching, research/artistic work, and societal contribution, including concrete and achievable strategic goals and activities.</p> | <p>The higher education institution does not have a strategy, or it is still being developed, or public consultations with internal and external stakeholders have only recently begun. Accordingly, the institution has not defined strategic goals, action plans, or indicators of achievement. All activities are at an early stage of implementation.</p> | <p>The higher education institution has a strategy that establishes its mission and vision, but it lacks defined strategic goals, action plans, and procedures for implementing, monitoring, and further developing the strategy and its action plans. Alternatively, the institution may have defined strategic goals but has not developed action plans or monitoring procedures. The institution has a strategy that defines its mission, vision, strategic goals, and relevant plans and activities for each strategic objective; however, the vision, mission, goals, and plans are poorly aligned and unrealistically formulated.</p> | <p>The higher education institution has a strategy that defines its mission and vision, strategic goals, and relevant plans and activities for each strategic objective. However, certain improvements are needed to ensure better alignment among the vision, mission, goals, and plans, so that they become more coherent and easier to implement.</p> <p>The institution has an established system and procedures for monitoring the fulfilment of plans and the implementation of strategic goals. The system is structured and sufficiently interconnected, but it still requires improvement to ensure greater efficiency.</p> <p>The strategy was developed through a public consultation process involving all relevant stakeholders and has been</p> | <p>The higher education institution has fully achieved its strategic goals, as well as the relevant plans and activities for each strategic objective, in accordance with its mission and vision. Clear and easily verifiable evidence of this is available.</p> <p>The institution has an efficient system and procedures for monitoring the fulfilment of plans and the implementation of strategic goals.</p> <p>The system and procedures for monitoring the fulfilment of plans and the implementation of strategic goals are effective, well-structured, interconnected, and fully compliant with prescribed standards.</p> <p>The strategy was developed through a public consultation process involving all relevant stakeholders. It has been</p> |
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|     |   |  | <p>The institution has only recently established a system and procedures for monitoring the fulfilment of plans and the implementation of strategic goals, but the system is not structured, interconnected, or effective. The implementation of goals is difficult to track, and obtaining the necessary feedback is challenging. The strategy has not yet been adopted by the institution's governing bodies and is not publicly available.</p> | <p>adopted by the institution's governing bodies; however, it is not publicly available. Most representatives of the institution are familiar with the strategy.</p>  | <p>formally adopted and is publicly available.<br/><br/>All representatives of the higher education institution are familiar with the strategy and act in accordance with it.</p>   |
| a 3 | <p>The higher education institution has a formally defined and publicly available policy and procedures for internal quality assurance, which also include clearly assigned responsibilities. These procedures are aligned with the institution's strategy.</p> | <p>The higher education institution does not have a defined policy or procedures for internal quality assurance, nor are responsibilities established, or these elements are still in the development phase.</p> | <p>The higher education institution has a defined policy and procedures for internal quality assurance, but responsibilities are not clearly defined. The institution has a defined policy and procedures for internal quality assurance, but they</p>  | <p>The higher education institution has a defined policy and procedures for internal quality assurance, with clearly assigned responsibilities, which are aligned with the institution's strategy. Basic documents have been developed that include clear</p> | <p>The higher education institution has a defined policy and procedures for internal quality assurance, with clearly assigned responsibilities, which are aligned with the institution's strategy. The institution promotes and continuously improves internal quality assurance, and</p> |

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|     |  |   | are not aligned with the institution's strategy. Basic documents prescribing the policy and procedures for internal quality assurance have been developed, but they do not cover all elements of quality assurance and are not sufficiently functional in practice.    | quality assurance procedures, and these procedures function in practice. There are measurable indicators of implementation, but they need further improvement.   | measurable and effective indicators of implementation are in place, serving as a basis for making necessary improvements to the policies and procedures.  |
| a 4 | Internal quality assurance uses the opinions of internal and external stakeholders, as well as data from information systems and monitoring and evaluation systems.  | The higher education institution does not collect the opinions of internal and external stakeholders, nor does it collect data from information systems or monitoring and evaluation systems. | The higher education institution collects the opinions of internal and external stakeholders, as well as data from information systems and from monitoring and evaluation systems but does not apply them systematically in practice (or applies them only partially). | The higher education institution collects and uses the opinions of internal and external stakeholders, as well as data from information systems and from monitoring and evaluation systems, but further improvement is needed in the activities related to the exchange and use of the collected data. | The higher education institution collects and uses the opinions of internal and external stakeholders, as well as data from information systems and from monitoring and evaluation systems and uses the collected data to define and implement measures for improving internal quality assurance. |
| a 5 | The internal quality assurance system is oriented toward the continuous improvement of the higher education institution and provides support for enhancing the teaching process, research work/artistic development, | There are no procedures at the higher education institution that define the establishment, organization, or implementation of internal quality  | Procedures that define the establishment, organization, and implementation of internal quality assurance processes exist at the higher education   | The higher education institution has clearly defined and formally adopted procedures that regulate the establishment, organization, and implementation of internal   | The higher education institution has clearly defined and formally adopted procedures that regulate the establishment, organization, and implementation of internal quality assurance processes, as  |

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|  | <p>societal contribution, and managerial and administrative processes.</p> | <p>assurance processes. The institution's management does not promote a culture of quality, and the higher education institution does not have a developed internal quality assurance system aimed at improving teaching, scientific research work, or management and administrative processes.</p> | <p>institution, but they have not been formally adopted. Indicators used to assess the effectiveness of the internal quality assurance process are not defined, and it is not clearly specified how the internal quality assurance system can support improvements in the teaching process, research/artistic development, societal contribution, or managerial and administrative processes. The higher education institution does not sufficiently promote a culture of quality nor adequately develop its internal quality assurance system for the purpose of improving teaching, scientific research, and management and administrative processes. These processes are still in the early stages of being established.</p> | <p>quality assurance processes. The indicators used to assess the effectiveness of internal quality assurance processes have been formally adopted, but they require further elaboration and improvement in certain areas. The higher education institution promotes a culture of quality, although additional efforts are needed to further strengthen it. A system for internal quality assurance has been developed with the aim of improving teaching, scientific research, and management and administrative processes.</p> | <p>well as indicators used to assess the effectiveness of these processes. There is evidence that the system is effective and supports the improvement of the teaching process, research work/artistic development, societal contribution, and managerial and administrative processes.</p> |
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| a 6 | <p>The higher education institution has a strategy for the international aspects of its work, which is aligned with the institution's overall strategy and provides an overview of its international activities, such as international projects, bilateral agreements, joint programs, and similar initiatives.</p> | <p>The higher education institution does not have a defined strategy for the international aspects of its work, or such a strategy is still in the development phase. The institution has not established international cooperation (it has no signed bilateral agreements, joint programs, European or other international projects, or similar forms of collaboration).</p> | <p>The higher education institution has a defined strategy for the international aspects of its work, but it is either not aligned with the institution's overall strategy or has not yet been formally adopted by the institution's governing bodies. The institution is only in the early stages of establishing international cooperation through bilateral agreements, joint programs, European (international) projects, and similar activities.</p> | <p>The higher education institution has a defined and formally adopted strategy for the international aspects of its work, which is aligned with the institution's overall strategy. However, practical implementation has shown that certain improvements are needed. The higher education institution has established international cooperation through bilateral agreements, joint programs, and European (international) projects.</p> | <p>The higher education institution has a defined and formally adopted strategy for the international aspects of its work, which is aligned with the institution's overall strategy and is fully applicable in practice. The institution has developed various forms of international cooperation through European (international) projects, bilateral agreements, joint programs, and similar activities, and it uses the results of these initiatives for institutional development.</p> |
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When assessing the level of fulfilment of the criterion *Quality Assurance Policy*, experts must indicate the following in the report:

- whether the mission and vision of the higher education institution have been adopted by the institution's governing bodies and whether they are publicly available;
- describe the process and participants involved in the consultation for developing the mission and vision, their contributions, the method used to assess whether the mission is realistic, implementable, motivating, and clear, as well as the mechanisms used to monitor the achievement of the defined mission and vision (mechanisms for change);
- describe the process of drafting, adopting, and revising the strategy (who prepared it, when it was prepared, who considered it, who adopted the Strategy), as well as the role and contribution of internal and external stakeholders in the consultation process;
- indicate the document referring to the meetings where the Strategy was considered and/or adopted, or provide an extract from the minutes of the session of the body that adopted the institution's Strategy; indicate whether the Strategy is publicly available and where it can be accessed;

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- indicate whether all relevant stakeholders participated in the development of the Strategy (academic community, students, employers' representatives, alumni associations, founders' representatives, representatives of the wider community, etc.);
- state whether the defined strategic goals are clear, realistic, and implementable, and whether the fulfilment indicators correspond to the purpose of the Strategy;
- describe the way in which the higher education institution implements action plans and how it monitors them to ensure implementation of the Strategy (distribution of responsibilities, timelines, mechanisms for systematic monitoring); state whether the institution has a department or body responsible for strategic planning, and indicate the indicators demonstrating the impact of the Strategy on community development;
- describe how the internal quality assurance policy is implemented in practice at the institution (organizational structure of quality assurance), and indicate whether the entire higher education institution is enabled to participate and contribute. State whether the institution has clearly defined processes for implementing, monitoring, and revising the internal quality assurance policy, and whether these are established through official acts (Internal Quality Assurance Strategy, Institutional Strategy, Statute, regulations, Senate decisions, and other relevant acts);
- describe the roles and responsibilities of governance and management bodies, the method of their appointment, their mutual relations; explain how the internal quality assurance process is organized and monitored; identify who is involved in defining the internal quality assurance policy (prescribed indicators, work of the competent body, responsible persons), and describe how the implementation of internal quality assurance contributes to improving the performance of the higher education institution;
- describe how the institution promotes a culture of quality;
- indicate how the implementation of the internal quality assurance system affects the teaching process, research work/artistic development, contribution to society, and managerial and administrative processes; identify the key indicators of successful implementation of internal quality assurance aimed at continuous development, rather than merely meeting minimum legal requirements;
- indicate whether the institution has a body or persons responsible for quality assurance (Quality Committee, Quality Office, Quality Manager, etc.) responsible for implementing policies and procedures for quality assurance; state whether all relevant stakeholders participate in quality assurance processes (academic staff, students of all study cycles, alumni, non-academic staff, etc.);
- indicate whether the institution conducts regular evaluations of its activities, analyses the evaluation results, and processes them for the purposes of institutional planning and development;
- indicate whether the institution develops its international cooperation in a planned manner, and whether the action plan for international cooperation is defined in the international cooperation strategy or in the institution's overall strategy adopted by the governing body;
- specify the forms of international cooperation carried out by the institution and the practical benefits the institution obtains through international cooperation (sustainability of project results);
- explain the mechanism for conducting procedures and using resources for achieving the defined goals of international cooperation (availability, access, opportunities for applying, transparency of information, etc.).

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In addition, the Expert Commission Report must list the titles of all official acts that fulfil the requirements of this criterion, as well as the names of the bodies that adopt these acts and the bodies responsible for implementing them.

| <b>b) DESIGN AND APPROVAL of PROGRAMS</b> |  |  |   |  |  |
|---|--|--|---|--|--|
|   | <b>TEXT OF CRITERIA</b>  | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>   | <b>FULLY COMPLIANT</b>   |
| b1  | The higher education institution has established procedures for the creation and approval of study programs, and these procedures are aligned with the institution’s strategy. | The higher education institution does not have defined procedures for proposing, creating, approving, monitoring, and implementing study programs. The higher education institution does not conduct analyses of the study programs it delivers. | Procedures for proposing, creating, approving, monitoring, and implementing study programs have been established but are applied only to a certain number of study programs and/or are not aligned with the institution’s strategy. The higher education institution does not conduct analyses on a regular basis, nor does it use the results of such analyses to improve existing study programs. | Procedures for proposing, creating, approving, monitoring, and implementing study programs have been established and are applied to every study program, and they are aligned with the institution’s strategy. Analyses have shown that certain improvements and more consistent application in practice are needed. The higher education institution periodically conducts analyses of its study programs and uses the results to improve them. | Procedures for proposing, creating, approving, monitoring, and implementing study programs are fully established and consistently applied to every study program, and they are aligned with the institution’s strategy. The higher education institution thoroughly analyses and successfully implements the results of those analyses for the continuous improvement of study programs. |
| b2  | The higher education institution has established procedures to ensure that the intended learning   | The higher education institution does not have developed, adopted, and   | The higher education institution has developed, adopted, and published  | The higher education institution has developed, adopted, and published   | The higher education institution has developed, adopted, and published   |

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|  | <p>outcomes and the use of the credit system expressed through ECTS credits are aligned with the applicable qualifications framework, that they are applied to all study programs, and that opportunities are provided for acquiring knowledge and skills outside the institution.</p> | <p>published procedures to ensure that the intended learning outcomes and the use of the credit system expressed through ECTS— for each study program, each course/subject, and each study cycle offered — are aligned with the applicable qualifications framework.<br/>The learning outcomes are not clearly defined.</p> | <p>learning outcomes for each study program, each course/subject, and each study cycle offered, but it is not clearly defined how student workload is determined.<br/>The learning outcomes are defined, but they do not provide sufficient information about the knowledge and skills that students are expected to acquire during their studies.</p> | <p>learning outcomes for each study program, each course/subject, and each study cycle offered, with clearly defined student workload.<br/>The learning outcomes clearly describe the knowledge and skills that students will possess upon completion of their studies, but additional work is needed to further develop procedures that ensure appropriate conditions for acquiring knowledge and skills outside the institution.</p> | <p>learning outcomes for each study program, each course/subject, and each study cycle offered, as well as a clearly described method for determining the expected student workload.<br/>The learning outcomes clearly describe the knowledge and skills that students will have upon completing their studies, and students are provided with opportunities to acquire knowledge and skills outside the institution.</p> |
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When assessing the fulfilment of the criterion *Design and Approval of Programs*, experts should include the following in the report:

- indicate the procedures and acts that regulate the creation and approval of study programs (Statute, regulations, etc.) and describe the procedures for the adoption of these acts within the institution (scientific/artistic-teaching councils, relevant committees, Senate sessions, etc.);
- specify whether all relevant stakeholders participated in the process of creating and approving study programs (members of the academic community, representatives of the founder, representatives of the business sector and professional associations, alumni representatives, representatives of the wider community, and student representatives);
- state which body within the institution initiates the process of amending a study program, in what time intervals study programs are revised, who adopts the amendments, and who participates in discussions regarding the proposed changes;
- specify the indicators used to determine the need for developing new study programs (labor market influence/employability; local or regional economic environment; interest of prospective students), as well as the relevance of participants in the consultation process; describe the procedures for adopting new study programs (composition of the body proposing a new or revised study program; composition of the body that adopts it; relation to licensing; whether analyses are used for revising study programs; who is responsible for the analyses);

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- indicate whether learning outcomes are developed and published for each study program and each course/subject, and describe how the expected student workload is determined; state whether the learning outcomes clearly describe the knowledge and skills students will acquire upon completing their studies;
- specify the teaching methods used to deliver knowledge and whether they are adequate and encourage students toward independent learning and personal responsibility (case studies, projects, workshops, seminar papers, interactive learning, etc.);
- indicate how students are enabled to apply newly acquired practical knowledge, such as through professional internships, volunteering, and other opportunities for gaining knowledge and skills outside the classroom;
- state how the institution ensures that the allocation of ECTS credits represents a realistic estimate of student workload.

**c) STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT**

|    | <b>TEXT OF CRITERIA</b>   | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>   | <b>FULLY COMPLIANT</b>   |
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| c1 | The higher education institution applies procedures that ensure fair, transparent, and consistent student assessment, and that provide students with the possibility to appeal. These procedures are formalized and publicly available. | The higher education institution does not have defined procedures, or the procedures have not been formally adopted by the Senate. | The higher education institution has procedures established through a formal act, but they have not been adopted by the Senate, they are not publicly available, and they do not provide the possibility for student appeals. | The higher education institution has and implements procedures that ensure fair, transparent, and consistent student assessment. These procedures are established through a formal act, adopted by the Senate, and are publicly available. Students and teaching staff should be better familiarized with these procedures to ensure their more consistent application. The higher education institution has defined procedures that provide | The higher education institution fully implements procedures that ensure fair, transparent, and consistent student assessment. These procedures are established through a formal act, adopted by the Senate, and their implementation is monitored by the Senate. The procedures are publicly available. Students and teaching staff are well acquainted with these procedures, and they are applied consistently. The higher education institution has defined procedures that allow students |

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|    |  |  |   | students with the possibility to submit appeals.   | to submit appeals and applies these procedures in practice.   |
| c2 | The higher education institution encourages the active engagement of students in governance processes.   | The role of students from all three study cycles in the governance of the higher education institution and within the internal quality assurance system is not institutionally defined.  | The role of students from all three study cycles in the governance of the higher education institution and within the internal quality assurance system is institutionally defined, but it is not implemented in practice.  | The role of students from all three study cycles in the governance of the higher education institution and within the internal quality assurance system is institutionally defined, but practice has shown that the institution needs to further refine these procedures and encourage students to engage more actively. | Students from all three study cycles are fully informed about the governance and functioning of the higher education institution. Their role within the internal quality assurance system is clearly visible, and monitoring shows that this role is effectively utilized.  |
| c3 | The higher education institution encourages and ensures the international mobility of students and staff and manages a system for disseminating their experiences and examples of good practice. | The higher education institution does not have institutionally established support for the mobility of students and teaching staff, nor does it monitor the application of the experience gained through its international activities. | The higher education institution has procedures regulating support for the mobility of students and teaching staff, but these procedures are either not implemented in practice or are inadequate. The institution does not systematically monitor the application of the experience gained through these activities. | The higher education institution has procedures regulating support for the mobility of students and teaching staff, but there is room for improvement. The institution regularly monitors the application of the experience gained through its activities.   | The higher education institution encourages and fully ensures the international mobility of students and teaching staff and monitors the application of the experience gained through these activities. Relevant information serves as the basis for planning processes and for ensuring continuous further cooperation |

When assessing the fulfilment of the criterion *Student-Centred Learning, Teaching and Assessment*, experts should include the following in the report:

- describe the student assessment procedures adopted at the higher education institution, ensuring that they are transparent and consistently applied;

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- specify whether the assessment procedures regulate continuous monitoring and evaluation of student progress for each course, provide the possibility for students to review their work, and include appeal procedures and the option to take examinations before a committee;
- indicate whether the criteria and methods for assessment and grading are published in advance, and whether the examination schedule—including dates, locations, and names of responsible teachers—is provided at the beginning of each semester;
- specify whether the institution has established and adopted procedures for student assessment and appeals, and indicate where these procedures are published (students must be informed in advance about assessment procedures and methods for written/practical work, oral examinations, seminar papers, etc.; exam schedules; publication of exam results); identify who monitors the implementation of the procedures and in what manner (questionnaires, surveys, evaluations, number of appeals, dropout rates, pass rates);
- describe how the outcomes of appeal procedures are used to improve teaching processes and support student progress throughout their studies;
- describe how students are involved in the governance of the higher education institution and the internal quality assurance system, and assess their contribution in practice. List the acts that regulate student engagement, including procedures for selecting student representatives in governing bodies, participation in quality assurance bodies, involvement in student surveys, and other institutional activities;
- describe how the institution encourages and supports the work of student bodies, as well as the election of student leadership and student representatives in the institution's governance structures;
- describe how the institution encourages and ensures international mobility of students and staff, as well as the mechanisms for disseminating the experiences and good practices gained through mobility;
- describe how the institution motivates academic staff and students to participate in study stays or exchange programs abroad;
- indicate whether the institution provides conditions for hosting visiting professors and international students, for enabling its own academic staff to teach abroad, and for organizing international summer schools;
- describe the mechanisms supporting the mobility of students and staff (names of programs through which mobility is realized—ERASMUS+, EURAXESS, etc.; mobility support services; recognition of learning outcomes acquired during exchange; membership in European higher education associations such as EUA, EURASHE, the Danube Rectors' Conference, etc.);
- provide data on the achieved mobility of students and staff (number of students studying abroad, the institutions they attend, the number of foreign students and guest lecturers at the higher education institution);

In addition, the report of the Expert Commission must list the act(s) that form the basis for the implementation of these procedures.

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**d) STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION**

|     | <b>TEXT OF CRITERIA</b>   | <b>NON-COMPLIANT</b>  | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>  | <b>FULLY COMPLIANT</b>   |
|-----|---|---|---|---|--|
| d 1 | The higher education institution ensures adequate conditions and provides support for the academic progression of students, guaranteeing equal opportunities.   | The higher education institution does not have defined procedures that establish the conditions for students' academic progression.           | The higher education institution has defined procedures that establish the conditions for student progression, but they have not been adopted by the institution's highest governing body. Mentor availability is not ensured. Students are not familiar with the procedures. | The higher education institution has adopted procedures that ensure fair, transparent, and consistent conditions for student progression, but further improvements are needed. The availability of mentors is ensured. Students, as well as teaching staff, should be better informed about these procedures to ensure their more consistent application. | The higher education institution has and applies fair, transparent, and consistent procedures that ensure equal conditions for the progression of all students, and both students and teaching staff are informed about them in advance. The institution has established procedures that ensure the continuous availability of mentors. The system is fully formalized, well-developed, and effective, and there is evidence demonstrating this. |
| d 2 | The higher education institution has an established system for the recognition of qualifications and periods of study in accordance with the Lisbon Recognition Convention, as well as for the recognition of prior learning. | The higher education institution does not have defined procedures for the recognition of qualifications, periods of study, or prior learning. | The higher education institution has established procedures defining the recognition of qualifications, but the method of implementation is not clearly defined.  | The higher education institution has established procedures defining the recognition of qualifications, but further improvements are needed to ensure their full implementation.  | The higher education institution has established and formally adopted procedures, which it applies in practice, that define the recognition of qualifications, as well as the way previously acquired knowledge and skills are applied, adequately validated,  |

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|     |   |   |   |   | and used throughout further studies.  |
| d 3 | The higher education institution provides students in a timely manner with a certificate of graduation, including the diploma supplement. | The higher education institution does not have a defined procedure for issuing the certificate of graduation or the diploma supplement. | The higher education institution has a defined procedure for issuing the certificate of graduation, as well as a defined template for the diploma supplement, but these have not been formally adopted. | The higher education institution uses procedures for issuing the certificate of graduation, as well as the adopted diploma supplement template, but both require further improvement in terms of providing the necessary information and ensuring up-to-date content. | The higher education institution has and applies in a timely manner the procedures for issuing the certificate of graduation, which also include issuing the diploma supplement that provides students or other interested parties with sufficient information about the qualifications the student has acquired while study. |

When assessing the fulfilment of the criterion *Student Admission, Progression, Recognition and Certification*, experts should include the following in the report:

- describe the adopted procedures for student admission, procedures for the recognition of prior achievements and study periods completed at another higher education institution, and indicate whether the admission processes and criteria are applied consistently and transparently, and whether they are publicly available;
- state whether the higher education institution has a defined procedure for collecting, monitoring, and acting upon information regarding student progression during their studies;
- state whether the institution continuously collects data and analyses student performance (pass rate analysis) at the level of the study program, and whether it undertakes activities, measures, and recommendations to improve student success based on pass rate analyses, surveys, and feedback from students and teaching staff;
- indicate how the higher education institution ensures equal conditions for acquiring knowledge and competencies for the student population (international students, part-time students, employed students, etc.) regardless of nationality, ethnicity, race, gender, and whether adequate access and facilities are provided for persons with disabilities and special needs;
- describe how the institution provides support services that contribute to students' academic progression (mentors, advisory services, support services), and explain their availability;
- describe how the institution consistently implements predetermined and published regulations that cover all stages of study: admission, progression through studies, and recognition of acquired qualifications;

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- describe how the institution provides fair recognition of higher education qualifications, study periods, and prior learning, including the recognition of non-formal and informal learning; explain how the system for recognizing qualifications is established, implemented, and monitored in accordance with the Lisbon Recognition Convention;
- describe how institutional consistency in the recognition of qualifications is ensured, in a manner that promotes mobility (recognition of study periods and prior learning, including recognition of extra-institutional and implicit learning);
- state whether the institution has and consistently applies the procedures for issuing the certificate of graduation, the diploma, and the diploma supplement;
- indicate the internal acts that regulate the issuance of the diploma supplement, in accordance with the current Guidelines for Issuing the Diploma Supplement.

**e) TEACHING STAFF**

|     | <b>TEXT OF CRITERIA</b>  | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>  | <b>FULLY COMPLIANT</b>   |
|-----|--|--|---|---|--|
| e 1 | The higher education institution employs enough academic staff.  | The higher education institution does not ensure enough qualified teaching staff (teachers and associates) to achieve educational objectives, establish and supervise academic standards, and ensure the sustainability of its study programs. | The higher education institution ensures a certain number of qualified teaching staff (teachers and associates), but not enough to fully achieve its educational objectives, establish and supervise academic standards, and ensure the sustainability of its study programs. | The higher education institution ensures enough qualified teaching staff (teachers and associates), but additional efforts from the teaching staff are required to achieve the educational objectives, establish and supervise academic standards, and ensure the sustainability of the study programs. | The higher education institution employs enough qualified teaching staff (teachers and associates) in full-time positions and employs an adequate number of associates and/or research assistants, thereby achieving its educational objectives, establishing and supervising academic standards, and ensuring the sustainability of its study programs. |
|     | The higher education institution prepares a staffing plan and a career development plan, in accordance with an analysis that is conducted regularly. | The higher education institution does not have a defined policy for the professional development of teaching   | The higher education institution has a formally adopted policy for the professional development of teaching staff, but it is  | The higher education institution has a formally adopted policy for the professional development of teaching staff and provides  | The higher education institution has a formally adopted policy for the professional development of teaching staff, which is fully  |

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| e 2 |   | staff and does not provide opportunities for their professional or scientific advancement.   | not implemented in practice, and the institution does not regularly conduct analyses of the performance of its teaching staff.  | opportunities for the professional and scientific development of its academic personnel. However, this activity needs to be improved by ensuring additional resources to increase the number of staff involved. A significant number of teaching staff have participated in professional development at foreign institutions through various projects.   | implemented, thereby enabling the professional and scientific development of all academic staff, as well as career advancement. There are established development plans and programs, records of implementation, and measures for improvement.   |
| e 3 | The higher education institution applies fair and transparent processes and procedures in the recruitment and promotion of staff. The procedures are predetermined, publicly available, and aligned with applicable legal regulations. Members of the committee for the election to academic titles are competent in the relevant scientific/artistic field (areas and branches) in which the candidate is seeking promotion. | The higher education institution does not have defined and established procedures for the selection and promotion of teaching staff, or such procedures are still in the process of being developed. | The procedures for the selection and promotion of teaching staff are formally established, but they are not publicly available and are not implemented in practice. The procedures clearly prescribe the competencies required of the committee members responsible for the election to academic titles, in accordance with the competencies of the | The procedures for the selection and promotion of teaching staff are predetermined, publicly available, and aligned with applicable legal regulations. The composition of the committee for election to academic titles is competent in the scientific field (areas and disciplines) in which the applicant is seeking appointment. However, practice has shown that these procedures require further improvement. | The procedures for the selection and promotion of teaching staff are predetermined, publicly available, and aligned with applicable legal regulations. The composition of the committee for election to academic titles is competent in the scientific field (areas and disciplines) in which the applicant seeks promotion. Clear provisions exist, they are appropriate for their purpose, and they are fully implemented in practice. |

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|     |   |  | candidates applying for promotion.  |   |   |
| e 4 | The higher education institution provides opportunities for the professional development of all its employees and encourages them to make use of these opportunities. | The higher education institution does not have a plan or program for the professional development of its teaching staff that would ensure quality and continuity in learning and professional growth for all employees.  | The higher education institution periodically prepares a plan and program for the professional development and training of its staff, thereby encouraging its employees to engage in professional development activities.   | The higher education institution prepares a plan and program for the professional development and training of its staff, which ensures quality and continuity of learning, thereby encouraging its employees to engage in professional development activities.  | The higher education institution regularly prepares and updates its plan and program for the professional development and training of its staff, ensuring quality and continuity of learning. In this way, it encourages its employees to engage in professional development activities and ensures the continuous academic and professional advancement and growth of all staff members. |
| e 5 | The higher education institution provides appropriate conditions for the active engagement of academic staff in research activities.                                  | The higher education institution does not have, or is only beginning to establish, procedures and resources to support the research activities of academic staff. The institution lacks mechanisms for supporting research, does not provide support for academic staff in obtaining research grants, and does not | The higher education institution has procedures in place and provides a portion of the resources needed to support the research activities of academic staff. The institution is establishing mechanisms to support research, provides support to academic staff in applying for grants, but the level of teaching workload | The higher education institution has defined procedures and allocated resources to support the research activities of academic staff, but these resources are not sufficiently utilized. The institution has mechanisms in place to support research, provides support to academic staff in applying for grants, and has a clearly defined teaching | The higher education institution has defined and formalized procedures, as well as allocated resources, to support the research activities of academic staff. The institution has and uses mechanisms to support research, provides support to academic staff in applying for grants, and has a clearly defined teaching workload allocation for academic staff.                          |

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|  |  | have a defined teaching workload allocation for academic staff. | allocation for academic staff is not sufficiently clear. | workload allocation for academic staff. |  |
| <p>When assessing the fulfilment of the criterion <i>Teaching Staff</i>, experts should include the following in the report:</p> <ul style="list-style-type: none"> <li>• indicate the number of employed teaching staff according to official documentation, i.e., state the total number of teachers at the higher education institution and within each study program delivered by the institution;</li> <li>• specify the categories of academic staff (e.g., professors, assistants, visiting professors), the teacher–student ratio, the proportion of own staff versus visiting staff, the availability of teachers to students, and teaching coverage; report the teacher–student ratio for each study program and indicate whether the institution employs a sufficient number of academic and non-academic staff to implement all study programs in accordance with workload norms prescribed by the competent educational authorities;</li> <li>• state whether the institution regularly conducts an analysis of academic staff based on indicators such as teaching load plans, data on the number, gender, age, years of service, academic titles of staff, the ratio of full-time staff to external associates, teacher–student ratio, analysis of teacher evaluations conducted by students, etc., and whether the institution takes measures to improve identified shortcomings;</li> <li>• indicate the workload of teachers per study program in relation to prescribed norms, and whether this is regulated by internal documents;</li> <li>• describe how the institution ensures the continuity of academic advancement and the development of its own staff to maintain the sustainability of study programs, and indicate what types of support the institution provides to employees during professional development;</li> <li>• state how the higher education institution ensures financial and other resources needed for continuous professional development;</li> <li>• indicate how staff members are selected for professional development opportunities (transparency of procedures, predetermined selection criteria, level of information available), and what types of financial support the institution provides (contracts, projects, cooperation, etc.);</li> <li>• describe whether the institution has defined and adopted a procedure for the selection of academic staff, based on public competition announcements, clearly established criteria for election to scientific or artistic-teaching titles, deadlines, methods of evaluating scientific, artistic, and teaching achievements, composition of election committees, and appeal procedures, all regulated by formal acts;</li> <li>• state whether the institution and its study programs have a prescribed nomenclature of scientific fields, according to which criteria it was developed, and whether a teacher elected in one narrow scientific field may be promoted into another narrow field;</li> <li>• indicate how the institution supports research activities (research support service, support for grant applications), how it ensures flexibility between teaching and research duties, how much time academic staff may devote to research (teacher workload levels), and whether it is possible to reduce teaching load during periods of intensive research;</li> <li>• indicate where, how, and when the institution publishes the scholarly output of its teaching staff, and whether it conducts an annual analysis of publications and according to which indicators;</li> <li>• specify at which scientific conferences, both domestic and international, academic staff have participated, and provide examples of commercialisation of research or consultancy activities conducted by academic staff;</li> </ul> |  |   |  |   |  |

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- explain how the institution ensures fair and transparent recruitment procedures in accordance with its staffing plan and institutional needs; describe the competition process, timeline for announcements and implementation, defined deadlines and appeal procedures; specify the criteria used for selecting committee members responsible for appointment to academic titles, and how conflicts of interest are regulated, and whether all of this complies with applicable legal regulations;
- describe how the implementation of staffing plans and career development planning is monitored, including alignment with the institution’s strategy, and how professional training and development are ensured for staff;
- indicate the number of full-time teachers required by the competent educational authority for licensing the institution and its study programs;
- state how many compulsory and elective courses a teacher delivers in the first, second, or third study cycle;
- state the weekly teaching load (in hours) of each teacher;
- indicate whether the institution appoints the same teacher to multiple scientific fields;
- describe whether the institution continuously designs, prepares, and implements scientific research projects of national or international significance, and whether the results of scientific/artistic research and professional activities are aligned with the institution’s strategic objectives;
- indicate whether the institution continuously monitors and analyses financial investments in research infrastructure and the use of research capacities, and whether it prepares investment plans for improving research conditions.

Additionally, the report must list the act(s) that serve as the basis for meeting the requirements of this criterion.

| <b>f) INFRASTRUCTURE</b> |   |   |   |   |  |
|--------------------------|---|---|---|---|--|
|                          | <b>TEXT OF CRITERIA</b>   | <b>NON-COMPLIANT</b>  | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>  | <b>FULLY COMPLIANT</b>   |
| f 1                      | The higher education institution has sufficient resources (classrooms, laboratories and laboratory equipment, computers, individual and group study spaces, etc.) and adequate conditions for all staff and all students. | The higher education institution does not have sufficient resources for its staff and enrolled students. The adequacy of existing resources for the delivery of study programs — including their functionality, age, ergonomics, and accessibility — is not | The higher education institution provides resources for its staff and enrolled students, but they are still insufficient to ensure their effective use. The adequacy of resources for the delivery of study programs— including their functionality, age, ergonomics, and | The higher education institution ensures sufficient and efficient use of resources for all staff and enrolled students. The adequacy of resources for the delivery of study programs — including their functionality, age, ergonomics, and accessibility — is regularly | The higher education institution provides sufficient resources for all staff and enrolled students and ensures their efficient use. The adequacy of resources for the delivery of study programs — including their functionality, age, ergonomics, and accessibility — is continuously evaluated |

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|     |  | evaluated through internal assessments.  | accessibility — is evaluated only occasionally.   | evaluated, but the institution has identified that certain improvements are needed and has not implemented the necessary measures.   | through internal assessments, for which clear and systematic documentation exists, and improvement measures are fully implemented.   |
| f 2 | The higher education institution has a library equipped with an adequate number of library resources in both print and electronic formats, as well as appropriate space and equipment for the use of library services by both academic staff and students. | The higher education institution does not have a library or is only in the initial phase of equipping the library with a limited number of library units in print or electronic form. The higher education institution plans to provide appropriate space for the use of library services. | The higher education institution has a library that is equipped with the minimum required number of appropriate library units in print or electronic form. The space available for the use of library services is not adequate. | The higher education institution has a library equipped with the required number of appropriate library units in print or electronic form, but further enrichment of the library collection with relevant and up-to-date titles is needed. The higher education institution has appropriate space for the use of library services. | The library is equipped with the required number of library units in both print and electronic formats. The relevance and currency of titles are continuously monitored, and ongoing efforts are made to enrich the library collection. The space is accessible and suitable for the use of library services. The library has access to reputable databases. |
| f 3 | The higher education institution systematically and effectively plans, uses, and monitors its resources in accordance with its strategic plan.   | The higher education institution does not have investment plans for allocating financial resources to improve its physical infrastructure.   | The higher education institution occasionally prepares investment plans for allocating financial resources to improve its physical infrastructure. However, these plans are not implemented in practice.                        | The higher education institution prepares an annual investment plan for financial resources in accordance with its needs and implements it to a certain extent.  | The higher education institution prepares an annual investment plan for financial resources to ensure the availability of all resources. The plan is regularly updated in accordance with institutional needs and is fully implemented, with systematic monitoring of its execution.   |

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| f 4 | The higher education institution employs enough administrative and support staff.   | The higher education institution does not employ enough administrative and support staff to ensure the regular performance of its activities, nor does it provide opportunities for their training and professional development. | The higher education institution provides a certain number of administrative and support staff to meet the prescribed standards.  | The higher education institution provides enough administrative and support staff, but additional efforts are needed to ensure the regular performance of activities. The higher education institution conducts regular evaluations and provides resources for training and professional development. | The higher education institution provides enough administrative and support staff, ensures the regular and efficient performance of activities, and provides resources for their training and professional development, which are carried out on a regular basis. |
| f 5 | The higher education institution has adequate procedures and resources for implementing its strategy for international aspects of work.   | The higher education institution does not have established procedures and does not provide resources to support international activities, or the procedures are still in the process of being adopted.                           | The higher education institution has established procedures to support international activities, but they are not implemented in practice. The higher education institution does not have a plan for providing resources to support international activities. | The higher education institution has established procedures and provides resources to support international activities.   | The higher education institution has established procedures and fully ensures the resources necessary to support international activities. The procedures are fully systematized and fit for purpose.   |
| f 6 | The higher education institution has established procedures to ensure budget sustainability, as well as a defined process for planning investments and the rational use of resources in | The higher education institution does not have established procedures to ensure budget sustainability and does not have defined plans  | The higher education institution has established procedures to ensure budget sustainability, but they are not implemented in practice.  | The higher education institution has established procedures to ensure budget sustainability and prepares an annual investment plan for financial resources with   | The higher education institution has established procedures to ensure budget sustainability and prepares an annual investment plan for financial resources, which is  |

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|  | accordance with institutional needs and the strategic plan (including allocations for the procurement of new resources and the renewal of existing ones).   | for investment and the rational use of resources in accordance with the strategic plan.   | The higher education institution has defined plans for investment and the rational use of resources in accordance with the strategic plan, but these plans are not carried out in practice.  | the aim of ensuring the rational use of resources.  | fully implemented in accordance with the strategic plan.<br>The higher education institution regularly analyses the investment planning process in order to improve the use and renewal of existing resources and the procurement of new ones, and assesses the condition of its resources so that improvements can be made based on the results. |
| f7   | The higher education institution has adopted procedures that define the way resources are ensured to support international activities, with particular emphasis on the interest of international partners in cooperation (interest in developing joint programs, hosting foreign students and lecturers, etc.). | The higher education institution does not have procedures in place and does not provide resources to support international activities, or the procedures are still in the process of being adopted. | The higher education institution has established procedures to support international activities, but they are not implemented in practice.<br>The higher education institution does not have a plan for providing resources to support international activities. | The higher education institution has established procedures and provides resources to support international activities. | The higher education institution has established procedures and fully ensures the resources needed to support international activities. The procedures are fully systematized and fit for purpose.  |
| <p>When assessing the fulfilment of the criterion <i>Infrastructure</i>, experts should include the following in the report:</p> <ul style="list-style-type: none"> <li>describe the availability of resources at the higher education institution for carrying out scientific and teaching activities for all students and all staff; state the amount of usable space available per student;</li> <li>describe whether the higher education institution has adequate infrastructural resources (classrooms, laboratories, individual and group learning spaces, offices for teaching staff, and offices for professional and administrative services) in accordance with the standards and regulations issued by the competent educational authorities;</li> </ul> |   |   |  |   |   |

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- indicate whether the institution provides sufficient laboratory space for learning and scientific-research work for each study program and in accordance with the total number of study programs offered;
- state whether the institution provides adequate material and technical resources to support the teaching process and students, and whether it regularly conducts reviews of the efficiency of resource use, collects feedback from staff and students on the availability and adequacy of resources, and prepares investment plans aimed at improving operational efficiency;
- indicate whether the higher education institution employs a sufficient number of administrative and support staff to ensure the regular implementation of activities; describe how and how often the institution analyzes the structure and competencies of all employees (and which data are used in this analysis);
- state the indicators used to determine the quality of existing resources and the need for new ones; describe the mechanism for assessing the adequacy/quality of library resources (relevance, age, authors, alignment with the study programs offered by the institution, etc.); specify representative equipment, if applicable;
- describe the library resources of the higher education institution and the manner in which access to library services is ensured for academic staff and students (available space, accessibility, the amount of available literature relative to the number of students); state the number of books per student and the number of available scientific databases;
- indicate whether library spaces and student reading rooms are adequately equipped, whether they are managed by professional staff, and whether their working hours meet the needs of students, academic staff, and potentially external users;
- state whether the higher education institution ensures the quality of library services and resources, the alignment of library resources with the needs of study programs, and whether it conducts user satisfaction surveys;
- describe, if applicable, the investment plan for improving infrastructural and other resources, in line with the strategic plan of the higher education institution;
- describe the procedures for implementing the strategy for international aspects of work, and state whether the institution has adopted regulations and procedures that support international mobility and the recognition of study periods spent abroad;
- indicate whether the higher education institution delivers study programs in foreign languages (including the motivation for offering them), whether it offers joint programs (list the partners), describe the interest of foreign students in studying at the institution, and state whether the institution has signed cooperation agreements with other universities and institutions within and outside Bosnia and Herzegovina.

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| <b>g) INFORMATION MANAGEMENT</b> |  |   |   |  |  |
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|                                  | <b>TEXT OF CRITERIA</b>  | <b>NON-COMPLIANT</b>  | <b>PARTIAL COMPLIANT</b>  | <b>SUBSTANTIALLY COMPLIANT</b>   | <b>FULLY COMPLIANT</b>   |
| g 1                              | The higher education institution uses information systems for collecting, analysing, and using data to improve the effectiveness of the teaching process, research/artistic development, contribution to societal development, and managerial and administrative activities. | The higher education institution does not have an established information system and does not collect information for the improvement of its activities, including teaching, scientific research, and administrative operations.  | The higher education institution collects information relevant to the improvement of its activities in an unsystematic and occasional manner, but it does not analyse or use the collected information to enhance its teaching, scientific research, or administrative activities.  | The higher education institution has an established information system through which it collects, analyses, and to some extent uses information relevant to improving its activities, including teaching, scientific research, and administrative operations.  | The higher education institution has an established information system that continuously collects, analyses, and fully utilizes information relevant to improving its activities, including teaching, scientific research, and administrative operations.  |
| g 2                              | The higher education institution regularly collects and analyses data on student progression throughout their studies, success and dropout rates, the student–staff ratio, and other relevant indicators.  | The higher education institution does not have information systems that enable precise analyses of student pass rates by examination period for each course, year, and study program, the teacher–student ratio, etc., or it has such systems but has not yet begun using them. | The higher education institution is working on establishing information systems for collecting and analysing data on student pass rates by examination period for each course, year, and study program, the teacher–student ratio, etc., or it already has an information system in place, but the data are not processed systematically. | The higher education institution has established information systems that enable analyses of student pass rates by examination period for each course, year, and study program, the teacher–student ratio, and similar indicators. However, the systematically processed information is not used to a sufficient extent. | The higher education institution has, and systematically uses, information systems that enable precise analyses of student pass rates by examination period for each course, year, and study program, the teacher–student ratio, and similar indicators. The information is systematically and purposefully shared among all |

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|     |   |   |   |  | organizational units of the higher education institution. Procedures for evaluating learning outcomes are continuously being improved.   |
| g 3 | The higher education institution regularly collects and analyses data on the work, age structure, and qualifications of academic staff, including the ratio of its own staff to visiting staff. | The higher education institution does not analyse the age structure of its teaching staff, nor does it monitor the ratio of its own staff to visiting staff, their qualifications across all study programs, or in highly specialized subjects. | The higher education institution occasionally analyses the age structure of its teaching staff and occasionally reviews the ratio of its own staff to visiting staff, as well as their qualifications across all study programs and in highly specialized subjects. | The higher education institution regularly monitors and analyses the age structure of its teaching staff, the ratio of its own staff to visiting staff, and the qualifications of teaching staff across all study programs, especially in highly specialized subjects. Based on the conducted analyses, the higher education institution has developed an action plan for improvement. | The higher education institution regularly and thoroughly analyses the age structure of its teaching staff, the ratio of its own staff to visiting staff, and the qualifications of teaching staff across all study programs, especially in highly specialized subjects. In accordance with the conducted analyses and the established action plan, the institution implements measures for improvement. |

**When assessing the fulfilment of the criterion *Information Management*, experts should include the following in the report:**

- describe how the institution’s internal quality assurance system is based on effective processes for collecting and analyzing various types of information about the institution’s activities and all other operations;
- specify which body within the higher education institution makes decisions regarding the establishment, maintenance, and improvement of information systems; describe the way information systems operate at the institution (e.g., internal platforms, software solutions — centralized/decentralized systems, etc.) in the phases of collecting, analyzing, and using information; describe the functioning of the student database(s), and specify which information is collected (data on students by study program, study cycles, years of study, gender and age structure, duration of study, percentage of graduates);
- indicate whether the information systems comply with the minimum requirements prescribed by the criterion;
- describe the functioning of the academic staff database(s) (specify which information is collected, e.g., data on academic and other staff, data on academic staff qualifications and references, publications, teaching assignments per course, gender and age structure, academic promotions, etc.).

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| <b>h) INFORMING THE PUBLIC</b> |  |  |  |   |   |
|--------------------------------|--|--|--|---|---|
|                                | <b>TEXT OF CRITERIA</b>  | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>   | <b>SUBSTANTIALLY COMPLIANT</b>  | <b>FULLY COMPLIANT</b>  |
| h 1                            | <p>The higher education institution publishes relevant information about its activities on its website, including information about the study programs and academic titles it offers, and these are clear, accurate, objective, up-to-date, and easily accessible. The information is published in one of the official languages of Bosnia and Herzegovina and in English.</p> | <p>The higher education institution does not have an established website in BHS and English. Alternatively, the higher education institution does not publish on its website information about all the study programs and academic titles it offers.</p> | <p>The higher education institution does not regularly publish information about all the programs and academic titles it offers, or the information is incomplete or not objective. It has a website, but not all information is published in BHS and English.</p>                 | <p>The higher education institution regularly publishes impartial, objective, and publicly verifiable information about all the programs and academic titles it offers, at a minimum on its website, in one of the official languages of Bosnia and Herzegovina and in English. It uses mechanisms for collecting feedback, but this feedback is not sufficiently used for improvement.</p> | <p>On the website, impartial, objective, and publicly verifiable information about all the programs and academic titles it offers is published in one of the official languages of Bosnia and Herzegovina and in English. The higher education institution has and uses mechanisms for collecting user satisfaction feedback, and this feedback is used to improve further work processes and activities.</p> |
| h 2                            | <p>The higher education institution provides on its website information about its research-related activities and information on the work of its academic staff (publications, projects, conferences, etc.).</p>   | <p>The higher education institution does not publish, or publishes only occasionally, information on research activities and other information about the work of its academic staff. The higher education institution does not issue</p>                 | <p>The higher education institution has a designated person responsible for providing information to prospective students as well as other interested parties about all activities of the institution. The higher education institution occasionally prepares a freshman guide</p> | <p>The higher education institution has a designated person responsible for providing information to prospective students as well as other interested parties about all activities of the institution. The higher education institution ensures the preparation and distribution</p>  | <p>The higher education institution has an established body or a designated person responsible for providing information to prospective students as well as other interested parties about all activities of the institution. The higher education institution ensures the preparation and distribution of</p>  |

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|     |   | a freshman guide nor an information package containing data on research activities, study programs (including curricula with ECTS credits), or other promotional materials. | and an information package that contains certain information about research activities, study programs (including curricula with the number of ECTS credits), and other promotional materials. | of a freshman guide and information packages containing all relevant data on research activities, study programs (including curricula with the number of ECTS credits), and other promotional materials. | a freshman guide and the preparation of information packages containing all relevant data on research activities, study programs (including curricula with the number of ECTS credits), and other promotional materials.  |
| h 3 | The higher education institution ensures systematic communication with external stakeholders. | The higher education institution does not have a defined public communication policy and does not have a developed communication strategy for target groups.                | The higher education institution communicates with the public in an unsystematic manner and has an insufficiently developed communication strategy for its target groups.                      | The higher education institution has a defined public communication policy and a developed communication strategy that identifies its target groups.   | The public communication policy of the higher education institution is clear and effectively implemented. The communication strategy clearly defines the target groups (students, graduates, the surrounding community, governments and public authorities, the non-governmental sector, the business sector, and the social sector) and the forms of communication with each target group. |

**When assessing the fulfilment of the criterion *Public Information*, experts should include the following in the report:**

- describe the procedure for publishing the information required by this criterion on the institution’s website (IT/technical support for website maintenance; web editorial team); describe the activities related to monitoring the information published and user satisfaction with the provided information (relevance, timely publication, clarity, etc.);
- describe how the higher education institution promotes itself to prospective students (a designated person in the student services office who provides information exclusively to prospective students; preparation and distribution of freshman guides; information packages containing all relevant data on study programs, including curricula with ECTS credits, as well as other promotional materials);

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- indicate whether the higher education institution publishes complete, accurate, and clear information about its activities intended for students, prospective students, and other interested parties;
- state whether the higher education institution has an established public communication policy and has developed a communication strategy that defines its target groups (students, alumni, founders, the community, the business environment, etc.) and the forms of communication with each group as well as with the general public;
- indicate whether the higher education institution prepares an information package useful for prospective students that contains all relevant data on study programs, including curricula and syllabi, as well as the academic titles awarded;
- state whether all relevant information about the institution’s mission, vision, strategy, organizational structure, management, academic staff, study programs and titles, research activities, and all events and updates are available on the website, whether the website is regularly updated, and whether it is available in one of the official languages of Bosnia and Herzegovina and in English;
- describe how the higher education institution monitors and supports the scientific/artistic research work of its academic staff and how it publishes information about research results on its website.

Additionally, list the act(s) that serve as the basis for meeting the requirements of this criterion.

**i) CONTINUOUS MONITORING AND PERIODIC REVIEW OF PROGRAMMES**

|     | <b>TEXT OF CRITERIA</b>   | <b>NON-COMPLIANT</b>   | <b>PARTIAL COMPLIANT</b>   | <b>SUBSTANTIALLY COMPLIANT</b>  | <b>FULLY COMPLIANT</b>   |
|-----|---|--|--|---|--|
| ii1 | The higher education institution regularly monitors and further develops its study programs, with the involvement of relevant stakeholders. | The higher education institution does not have defined procedures for the regular monitoring and improvement of the study programs it delivers, or such procedures exist but have not been adopted and made publicly available (formally confirmed composition of the body proposing a new or revised study program; | The higher education institution has adopted procedures for approving new study programs and revising existing ones, but they are not publicly available (formally confirmed composition of the body that proposes a new or revised study program; composition of the body that adopts it; relation to licensing, etc.). | The higher education institution has adopted and publicly available procedures for approving new study programs and revising existing ones (formally confirmed composition of the body that proposes a new or revised study program; composition of the body that adopts it; relation to licensing, etc.). Study program analysis is conducted regularly, but the | The higher education institution has adopted and publicly available procedures for approving new study programs and revising existing ones (formally confirmed composition of the body that proposes a new or revised study program; composition of the body that adopts it; relation to licensing, etc.). Study program analysis is conducted regularly for the |

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|     |  | <p>composition of the body adopting it; relation to licensing, etc.).<br/>The higher education institution does not have a formally defined role or involvement of stakeholders in the process of monitoring and developing study programs.</p> | <p>The higher education institution has, through a formal act, defined the role and involvement of stakeholders in the process of monitoring and developing study programs.</p>       | <p>results of the analyses and the collected data are not used for improvement.<br/>The procedure for revising study programs is regulated by the institution's internal acts, which also designate the responsible persons or bodies that monitor the improvement of study programs.<br/>The higher education institution has a formally defined role and involvement of stakeholders in the process of monitoring and developing study programs..</p> | <p>purpose of improvement, and the procedure for revising study programs is regulated by the institution's internal acts, which also designate the responsible persons or bodies that monitor the enhancement of study programs, all with the active involvement of relevant stakeholders.</p>                                 |
| i 2 | <p>The higher education institution has defined and adopted procedures for the regular monitoring of the implementation of study programs.</p> | <p>The higher education institution does not have defined and adopted procedures regulating the monitoring of the implementation of study programmes, or the procedures are still in the preparation phase.</p>                                 | <p>The higher education institution has defined and adopted procedures regulating the monitoring of the implementation of study programmes, but they are not applied in practice.</p> | <p>The higher education institution has defined and adopted procedures regulating the monitoring of the implementation of study programmes, which are applied in practice, but the collected data are not used to improve the implementation or the overall functioning of the higher education institution/study programme.</p>  | <p>The higher education institution has defined and adopted procedures regulating the monitoring of the implementation of study programmes, which are applied in practice. The collected data are analysed and used to improve the implementation and the functioning of the higher education institution/study programme.</p> |

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|    |   |   |   |   |  |
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| i3 | The higher education institution analyses how the procedures for collecting information and the actions taken have contributed to the improvement of the study programme. | The higher education institution does not have defined and formally adopted procedures for collecting information and determining activities that would lead to the improvement of the study programme. | The higher education institution has an adopted procedure for collecting information, but the institution collects information in an unsystematic manner. | The higher education institution collects, analyses, and to a significant extent uses information relevant for the improvement of its study programs. | The higher education institution continuously collects, analyses, and uses information relevant for the improvement of its study programs. |
|----|---|---|---|---|--|

When assessing the fulfillment of the criterion *Continuous Monitoring and Periodic Review of Programs*, experts should include in the report:

- Indicate whether the monitoring of the implementation of study programs is carried out regularly during the academic year through the analysis of reports and proposed improvement measures;
- Describe the procedure for monitoring and reviewing study programs, and state whether the revision process is oriented toward continuous improvement in accordance with: new scientific/artistic research in the relevant discipline, student workload, student progression and pass rates, expected needs and student satisfaction, the structure and quality of the study program, the learning environment and auxiliary services, and their support in the implementation of the program;
- State whether all relevant stakeholders participate in the revision and modification of existing study programs, and whether the higher education institution collects feedback from employers, employment services, alumni associations, and other organizations regarding the quality of studies and study programs;
- Describe how the financial and material resources required for the improvement of study programs are ensured;
- Indicate whether the monitoring of the implementation of study programs is carried out regularly, on what basis enrollment quotas are determined, and who prepares the relevant analyses;
- List the act(s) that define the responsibilities of the persons or bodies responsible for the continuous monitoring and periodic review of programs.

**j) PERIODIC EXTERNAL QUALITY ASSURANCE**

Higher education institutions should periodically undergo an external quality assurance process.

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## Appendix

### Accreditation of study programs

Process of accreditation of higher education is a graduated competence between the state of BiH and lower levels of: the entity of Republika Srpska (RS), the cantons in the entity of the Federation of BiH (FBiH) and the Brčko District of BiH (BD BiH). The participants in the accreditation process are:

1. Higher Education Institution,
2. CEAs<sup>1</sup>
3. Agency for the Development of Higher Education and Quality Assurance of Bosnia and Herzegovina
4. Commission of domestic and international experts for accreditation<sup>2</sup>.

The process of accreditation in BiH is structured in 4 steps:

1. Report prepared by the higher education institution through self-evaluation (Self-evaluation report),
2. Visit of a committee of experts to a higher education institution,
3. External evaluation report published by the competent educational authorities, and
4. follow-up activities carried out by the higher education institution according to the recommendations from the external evaluation report.

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<sup>1</sup> CEAs are Competent Education Authorities. I FBiH CEAs are cantonal ministries of education; in BD BiH Department for Higher Education; in RS CEA is HEARS (Higher Education Agency of Reublika Srpska)

<sup>2</sup>Them members of Commission of domestic and international experts for accreditation are: representative of the academic community in BiH; representative of economy and practice in BiH; student and international expert.

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**All steps and intermediate steps of the accreditation process are listed below and shown in the figure**

- HEI applies the Request for accreditation to the CEA
- CEA defines with its act the content of the Request for accreditation
- CEA check the completeness of the Request for accreditation
- CEA prescribe the form of the Request
- SER of HEI is the most important part of the Request
- CEA check the structure of the SER
- The structure of the SER must be in accordance with the Decision on norms that define minimum standards in higher education in BiH
- SER must be in one of the languages in BiH and in English
- CEA define the manner of reply, deadlines for amendments to the Request for accreditation
  
- CEAs deliver the completed Request and the Proposal of the Panel of Experts (PoE) to the Agency
- The proposed experts must be from the List of Experts
- The Proposal must contain all categories
- The Proposal (should) contain(s) more than minimum number of experts from all categories
  
- The Agency reviews the proposal, checks the conflict of interest and the availability of experts. Agency has criteria for the selection of proposed experts:
  - *The absence of conflict of interest.*
  - *Availability and possibility to participate in the Committee,*
  - *Experience in the internal and external processes of QA*
  - *Participation in trainings*
  - *Experience in projects related to quality assurance*
  - *promptness in submitting data to the Agency*
  - *gender representation*
- The Agency passes the Decision on the appointment of PoE. For each expert Committee Agency named coordinator from Agency staff.
- The Decision is brought by coordinator to: each member of the PoE, CEA, HEI and the archives of the Agency. The Decision for international expert who does not speak any of the official BiH languages must be in English.

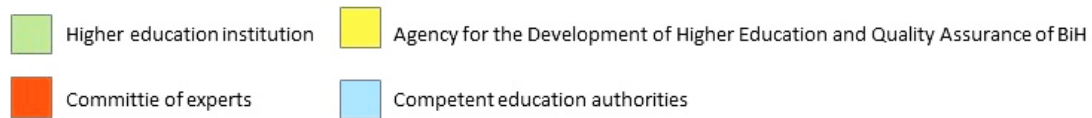
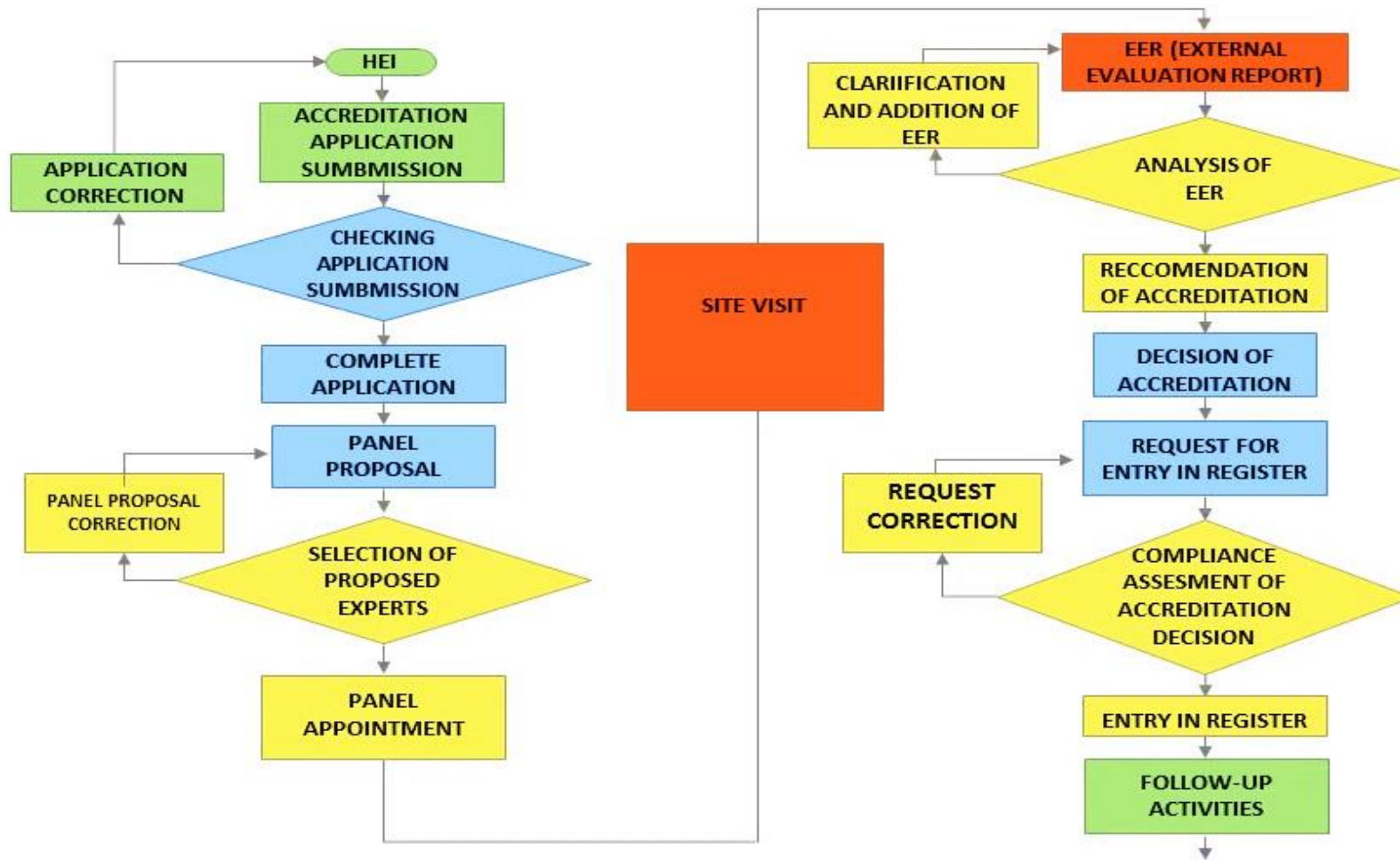
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- The Decision defines: the composition of the PoE, the rights and obligations of the PoE, referring to the acts of the Agency and the CEA.
- The coordinator organise first online introducing meeting, informs the commission about the task, method of work, the obligations of the participants and the deadlines.
  
- The members of PoE agree on terms and schedule of visits.
- The day before the visit the coordinator has a consultative meeting with PoE and the CEAs
- The Secretary of the PoE takes the minutes of the meeting as a rule
  
- The PoE as a rule brings decisions unanimously, and if not than each member of the PoE can give their own opinion
- The PoE describes the completeness of criteria as: fully completed, substantially completed, partially completed and unfulfilled
- The Report on external evaluation (EER) must be in one of the BiH official language and in English
- The structure of the EER must be in accordance with the Decision on norms that define minimum standards in HE in BiH
- The Agency analyses EER and has the option of returning the EER for additions and clarifications.
  
- The Agency issues a Recommendation on the accreditation of HEIs (one copy for HEI, CEA and the Agency's archive).
- The recommendation refers to the outcome of accreditation.
- The recommendation reviews the fulfilments of each criterion.
  
- CEA issues a Decision of accreditation.
- The decision is issued for a period of 5 years.
- The decision refers to the Agency's Recommendations.
- CEA submits a request to the Agency for assessment of compliance of Decision of accreditation and entry in the State Register of Accredited HEIs in BiH
  
- The Director of the Agency appoints the Committee for Assessment of Compliance.
- The Committee consists of three civil servants in the Agency.
- The committee works in accordance with the Instruction on the evaluation method of compliance of the decision on accreditation with the minimum standards in the area of HE and the criteria for accreditation of HEIs in Bosnia and Herzegovina.

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- The Committee keeps the minutes and gives the director a proposal on the entry of the HEI into the Register.
- Members of the Committee have the right to separate opinions.
  
- The Director of the Agency issues a Decision on the entry of the HEI into the Register.
- The person responsible for keeping the Register enters the HEI in the Register.
- The Agency informs the CEA about the entry in the Register, within three days after the entry has been made (Rulebook on Keeping the State Register of Accredited HEIs).
  
- The HEI prepares an Action plan of Follow-up activities and publishes it on its website.
- Once a year, the HEI prepares a report on the activities undertaken to implement the Action plan. The report on the undertaken activities of the HEI should be published on the website.
- The implementation of Follow-up activities is monitored by CEA and the Agency.

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SMEQA project BiH HEI consortium partners:



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