

Pursuant to the Article 11, Paragraph 1, Clause 7) of the Law on Higher Education („Official Gazette of the Republic of Serbia“, № 76/05) the National Council for Higher Education, at its session of 20 October 2006 adopted the following

## Rules and Regulations

About the Standards for Self-Evaluation and Assessment of Quality of Institutions of Higher Learning

### Article 1

These Rules and Regulations establish the standards for self-evaluation and assessment of quality of institutions of higher learning.

The standards from Paragraph 1 of this article are published together with this Rules and Regulations, being its integral part.

### Article 2

These Rules and Regulations go into effect on the eight day of its publication in the („Official Gazette of the Republic of Serbia“).

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In Belgrade, 20 October 2006

National Council for Higher Education

President

Prof. dr Obrad Stanojević, mp

## STANDARDS FOR SELF-EVALUATION AND ASSESSMENT OF QUALITY OF INSTITUTIONS OF HIGHER LEARNING

### Standard 1: Strategy of quality assurance

An institution of higher learning establishes the strategy of quality assurance, which is publicly available.

#### Guidelines for use of Standard 1:

##### 1.1 Strategy of quality assurance contains:

- determination of an institution of higher learning to continually and systematically work to improve the quality of its programs;
- quality assurance measures;
- quality assurance subjects (expert bodies, students, non-teaching staff) and their rights and obligations in the process;
- areas of quality assurance (study programs, teaching, research, student grading, textbooks and literature, resources, non-teaching support, management process);
- determination towards the establishment of organizational culture of quality;
- association of educational, scientific, artistic, and professional activity;

1.2 Strategy of quality assurance is adopted by the governing organ of an institution of higher learning after the suggestion of the management organ.

1.3 An institution of higher learning publishes the strategy of quality assurance and promotes it both within the institution and in the public.

1.4 An institution of higher learning periodically examines and improves its quality assurance strategy.

### Standard 2: Standards and procedures of quality assurance

An institution of higher learning establishes the way (standards) and procedures of quality assurance, which are publicly available.

#### Guidelines for use of Standard 2:

2.1 Standards for quality assurance contain the minimal level of quality of work of an institution of higher learning.

2.2. Procedures of quality assurance are established individually for each area of quality assurance, arranging in detail the actions of the subjects in the system.

2.3. Standards and procedures of quality assurance are adopted by a professional body of an institution of higher learning after the suggestion of the commission for quality assurance.

2.4 An institution of higher learning is obliged to make available to the teachers, students, and general public, the standards and procedures of quality assurance.

2.5 An institution of higher learning periodically reconsiders and improves the standards and procedures of quality assurance.

### Standard 3: System of quality assurance

An institution of higher learning builds-up the organizational structure for quality assurance.

#### Guidelines for use of Standard 3:

3.1 An institution of higher learning establishes in its statute the activities and tasks of the teachers, students, professional bodies, cathedras, and commission for quality assurance in the adoption and implementation of the strategy, standards, and procedure of quality assurance.

3.2 An institution of higher learning, through its special measures, provides for the participation of students in the adoption and implementation of the strategy, standards, procedure, and culture of quality assurance.

3.3 An institution of higher learning forms a commission for quality assurance from among the teachers, associates, non-teaching staff, and students.

#### Standard 4: Quality of a study program

Quality of a study program is provided through the monitoring and check-up of its aims, structure, student workload, as well as the modernization of study contents and continual collection of information on program quality from relevant organizations in its social surroundings.

##### Guidelines for use of Standard 4:

4.1 An institution of higher learning regularly and systematically checks and, if needed, redefines:

- aims of study programs and their adjustment to the basic goals and objectives of an institution of higher learning;
- structure and contents of study programs in view of the relationship of general academic, scientific-professional, and professional-applicative disciplines;
- student workload, measured in ECTS credits;
- outcomes and the level of expertise of graduates and possibility of employment and further education.

4.2 An institution of higher learning has established procedures for the approval, monitoring, and control of study programs.

4.3 An institution of higher learning regularly gathers feedback information from the employers, representatives of the National Employment Agency and other organizations, regarding the quality of studies and its study programs.

4.4 An institution of higher learning provides for student participation in the grading process and quality assurance of study programs.

4.5 An institution of higher learning provides continual modernization of the curricular contents and its comparability with the curricula of appropriate institutions from abroad.

4.6 The curriculum of a study program increases creative thinking in students, deductive research, and application of the knowledge and skills for practical purposes.

4.7 Conditions and procedures necessary for the completion of studies and getting a diploma at a level of study are defined and available to the public, especially in electronic form, and adjusted to the aims, contents, and scope of the accreditation of study programs.

#### Standard 5: Quality of the teaching process

Quality of the teaching process is provided through the interactive nature of teaching, evidence-based teaching, professional work of teachers and associates, adoption and observation of course work plans, as well as the surveillance of quality of teaching and appropriate measures in case that teaching quality is found to be insufficient.

##### Guidelines for use of Standard 5:

5.1 Teachers and associates are professional during lectures and practice, with correct student-teacher relationship.

5.2 Teaching plan and schedule (lectures and practice) are adjusted to student needs and abilities, known before the respective semester, and closely observed.

5.3 Teaching in institutions of higher learning is interactive, involves practical evidence, initiates practical thinking and creativity, independent work and application of acquired knowledge.

5.4 An institution of higher learning makes provisions that at each of the courses, before semester start, schedule of work is adopted and made accessible to students, involving:

- basic data on the course: title, year, number of ECTS credits, conditions;
- course aims;
- contents and structure of the course;

- teaching schedule and plan (lectures, practice);
- grading method at a course;
- textbooks, i.e. mandatory and reference literature;
- information about the teachers and associates at a course.

5.5 An institution of higher learning systematically monitors, assess the quality of teaching at individual courses, and takes corrective measures for its improvement. An institution warns the teachers who do not adhere to the course schedule or who do not achieve certain levels of quality of lectures and practice, suggests the improvement measures, and provides required training.

#### Standard 6: Quality of research, artistic, and professional work

An institution of higher learning continually monitors, checks, and improves the results of research, artistic, and professional work and their inclusion into the teaching process.

##### Guidelines for use of Standard 6:

6.1 An institution of higher learning in its activity unites educational, research, artistic, and professional work.

6.2 An institution of higher learning permanently creates, prepares, and realizes research, artistic, professional and other types of programs, as well as national and international research projects.

6.3 An institution of higher learning systematically monitors and assesses the scope and quality of research activity of teachers and associates.

6.4 The contents and results of scientific, research, artistic, and professional activities of an institution of higher learning are adjusted to the strategic goals of the institution, as well as to the national and European goals and standards of higher education.

6.5 The knowledge acquired in an institution of higher learning during scientific, research, artistic, and professional activities is actively included in the ongoing teaching process.

6.6 An institution of higher learning incites its employees to actively participate in scientific, research, artistic, and professional activities and publish the results of their work.

6.7 An institution of higher learning effectuates its publishing activity in accordance with its abilities.

#### Standard 7: Quality of teachers and associates

Quality of teachers and associates is provided by careful planning and selection through public proceedings, creating the conditions for permanent education and development of teachers and associates and assurance of quality of their teaching.

##### Guidelines for use of Standard 7:

7.1 The procedure and requirements for election of teachers and associates are established in advance, they are public and available for the assessment of professional and general public. The procedure and requirements are subject to periodical check-ups and improvement.

7.2 An institution of higher learning adheres to the set procedures and requirements of election, by way of which it can assess scientific, research, and pedagogic activity of its teachers and associates.

7.3 An institution of higher learning systematically monitors, assesses, and instigates scientific, research, and pedagogic activity of its teachers and associates.

7.4 An institution of higher learning realizes long-term policy of high quality selection of young teachers and their further training, as well as various kinds of continued education.

7.5 An institution of higher learning provides for its teachers and associates permanent education and training via study visits, specializations, participation at scientific, artistic, and professional events.

7.6 An institution of higher learning, in the process of election and improvement of teaching-research activity, artistic, and professional work especially evaluates the association of teaching projects with projects in other areas (industry, social life).

7.7 An institution of higher learning, in the process of election and improvement of teaching-research, artistic, and professional staff, especially evaluates pedagogic abilities of teachers and associates.

#### Standard 8: Quality of students

Quality of students is provided by student selection in a pre-defined and public way, by student work assessment during teaching, by permanent observation and control of the grading results and exam passage rates, taking appropriate measures to eliminate the shortcomings.

#### Guidelines for use of Standard 8:

8.1 An institution of higher learning provides to all potential and admitted students all the relevant information and data related to their studies.

8.2 In the selection of students for admission, an institution of higher learning validates the results achieved in previous education and results achieved at admission exam, i.e. the exam to check the talents and abilities, in accordance with the law.

8.3 Equality of students in all areas (race, color of the skin, gender, sexual orientation, ethnic, national, and social background, language, religion, political or other convictions, status gained at birth, sensory or motor handicaps, socioeconomic status) are guaranteed, as well as the accessibility of studies for students with special needs.

8.4 An institution of higher learning develops and informs students in advance with the obligation to attend the teaching.

8.5 Students are graded using the criteria, rules, and procedures published in advance.

8.6 An institution of higher learning systematically analyzes, evaluates, and improves the methods and criteria of student grading by courses, and pays special attention whether the grading is course-adjusted, is student work is assessed during teaching, what is the relationship of grades earned for student work during teaching and grades at final exam in the final grade, and whether the students' ability to use their knowledge is graded?

8.7 Grading methods and knowledge adopted during the teaching-research process are adjusted to the aims, contents, and study program accreditation scope.

8.8 An institution of higher learning provides fair and professional behavior of its teachers in student grading (objectivity, ethics, correct relationship with students).

8.9 An institution of higher learning systematically monitors and checks student grades by courses and takes appropriate measures if irregularities in grade distribution is encountered (too much high or low grades, irregular distribution of grades) in longer periods of time.

8.10 An institution of higher learning systematically monitors and checks exam passage rates by courses, programs, years, and takes appropriate measures in case of low rates or other grading irregularities.

8.11 An institution of higher learning makes provisions for students to be adequately organized, to act and be involved in decision-making, in accordance with the law.

#### Standard 9: Quality of textbooks, literature, library, and information technology resources

Quality of textbooks, literature, library, and information technology resources is provided by the adoption and implementation of an appropriate subordinate legislation act.

#### Guidelines for use of Standard 9:

9.1 An institution of higher learning provides for its students the textbooks and other literature necessary for the required courses timely and in appropriate amounts.

9.2 Courses taught are covered with appropriate textbooks and other teaching aids, known in advance and publicly known.

9.3 An institution of higher learning adopts a general act on its textbooks. In accordance with that act, the institution systematically monitors and assess the quality of its textbooks and other teaching aids from the perspective of content quality (up-to-datedness, accuracy), structure (examples, questions, summaries), style and size (coordination with ECTS credits); textbooks and other teaching aids which do not satisfy the standards are improved or withdrawn and replaced with the ones of higher quality.

9.4 An institution of higher learning provides a student library equipped with the appropriate numbers of library units, and the equipment for work.

9.5 An institution of higher learning systematically monitors, assesses, and improves the structure and size of the library funds.

9.6 An institution of higher learning provides for its students the necessary information technology resources: the required numbers of computers of suitable quality, other IT equipment, Internet access, and other communication equipment.

9.7 The number of employees in the library and in other accessory departments, as well as the type and level of their education, are in accordance with the national and European standards for this kind of service.

9.8 The competence and motivation of the support personnel in the library, reading room, and IT centre are constantly monitored, assessed, and improved.

9.9 Students are systematically educated about the way of work in the library and IT centre.

9.10 The facilities dedicated for the placement of the library funds, archive, and other electronic materials, and especially student reading room, are situated in an appropriate part of the building, providing for the students, teachers, and non-teaching staff adequate working conditions. Library and its complete funds are open to access at least 12 hours a day.

Standard 10. Quality of management of institution of higher learning and quality of non-teaching support

Quality of management of an institution of higher learning and quality of non-teaching support is provided through the establishment of authorities and responsibilities of management organs and units for non-teaching support and by permanent monitoring and check-up of their work.

Guidelines for use of Standard 10:

10.1 Governance and management organs, their competences and responsibilities in the organization and management of an institution of higher learning are established in the general document of the institution in accordance with the law.

10.2 Structure, organizational units, and their scope of work, as well as their co-ordination and control, are established in the general document of the institution in accordance with the law.

10.3 An institution of higher learning systematically monitors and assesses the organization and management, taking measures for their improvement.

10.4 An institution of higher learning systematically monitors and assesses the work of management and non-teaching staff, taking measures for the improvement of quality of their work; it especially monitors their relations with students and motivation in work with students.

10.5 The conditions and procedure of employment and advancement of non-teaching staff is established in the general document of the institution and are publicly available.

10.6 The work and actions of the management and non-teaching staff are available for assessment by teachers, non-teaching staff, students, and general public.

10.7 An institution of higher learning provides the number and quality of non-teaching staff in accordance with accreditation standards.

10.8 An institution provides permanent professional education and training to the management and non-teaching staff.

Standard 11: Quality of facilities and equipment

Quality of facilities and equipment is provided via their adequate size and structure.

#### Guidelines for use of Standard 11:

11.1 An institution of higher learning have adequate spatial capacity: classrooms, labs, library, reading room, and similar, for high quality work.

11.2 An institution of higher learning have adequate and modern technical, lab, and other specific equipment providing high quality teaching at all levels and types of study.

11.3 An institution of higher learning continually monitors and adjusts its spatial capacities and equipment with the requirements of teaching process and student numbers.

11.4 An institution of higher learning provides free access to all its employees and students to the various types of information in electronic form and information technologies, in order to use the information in research-educational purposes.

11.5 An institution of higher learning has at least one room equipped with up-to-date technical and other devices enabling students and employees to successfully use the PCs themselves and use the services of the computer centre (photocopying, printing, scanning, burning of CD/DVD materials).

#### Standard 12

Quality of financing of an institution of higher learning is provided through the quality of funding resources, financial planning, and transparency in expenditure, leading to long-term financial stability.

#### Guidelines for use of Standard 12:

12.1 An institution of higher learning has provided long-term financial resources necessary for the realization of teaching-research process, research projects, artistic, and professional activities.

12.2 Financial resources of an institution of higher learning can be as follows:

- resources provided by the founder;
- scholarships;
- donations, gifts, legacies;
- resources for the financing of research, artistic, and professional work;
- projects and contracts related to the realization of teaching, research, and consultant services;
- income from commercial and other services;
- founder-rights from third-party contracts;
- other resources, in accordance with the law.

12.3 An institution of higher learning independently plans the schedule and purpose of finances, providing long-term financial stability and liquidity.

12.4 An institution of higher learning provides for public access and transparency of its own funding resources and ways to use financial means, through the business report and yearly accounting report, adopted by the council.

#### Standard 13: Student role in self-evaluation and quality control

Institutions of higher learning provide for significant participation of students in the process of quality assurance through the activity of student organizations and student representatives in the institution organs, as well as through student questionnaires on the institution quality.

#### Guidelines for use of Standard 13:

13.1 Student representatives are the members of the commission for quality assurance of institutions of higher learning.

13.2 Students appropriately give their opinion about the strategy, standards, procedures, and documents aimed to provide quality of an institution of higher learning, including the results of self-evaluation and assessment of quality.

13.3 A mandatory element of self-evaluation of an institution of higher learning is the questionnaire, examining the attitudes and opinion of the students about the issues assessed in the process of self-evaluation. An institution of higher learning is obliged to organize and perform the poll and to make publicly available the results, including them in the comprehensive assessment of self-evaluation and quality grades.

13.4 Students actively participate in the processes of permanent creation, realization, development, and evaluation of curricular study programs and in the development of grading methods.

#### Standard 14: Systematic surveillance and periodic quality control

An institution of higher learning continually and systematically collects the required information about quality assurance and performs periodic controls in all areas of quality assurance.

#### Guidelines for use of Standard 14:

14.1 An institution of higher learning implements the established standards and procedures of quality evaluation and provides the performance of all quality-concerned subjects in the quality assurance system of the institution.

14.2 An institution of higher learning provides the conditions and infrastructure for regular, systematic collection and processing of data required for quality assessment in all areas of self-evaluation.

14.3 An institution of higher learning provides regular feedback information from employers, representatives of the National Employment Agency, its former students, and other relevant organizations about the competence of its graduates.

14.4 An institution of higher learning provides the data necessary for quality comparisons with foreign institutions of higher learning.

14.5 An institution of higher learning performs periodical self-evaluation and check of quality level, assessing the implementation of established strategy and procedures of quality assurance, as well as the attainment desired quality standards. In periodic self-evaluations it is mandatory that results of student polls should be included as well. Self-evaluation should be done at least once every three years.

14.6 The teachers and associates are informed about the results of self-evaluation through their departments and professional organs, students are informed through their student organizations, and the Commission for Accreditation and Quality Assurance and the general public are informed too.