



To
Evaluation Board
Agency for Quality in Higher Education
Kej Dimitar Vlahov 4,
II-Floor Stara Komercijalna Banka 1000 Skopje

SELF-EVALUATION REPORT

Information about the institution for higher education	
Title	
Headquarters	
Contact information	
Authorized person of the institution (name and surname, official contact information)	
External Assessment Coordinator of the institution (name and surname, official contact information)	
Grounds for the External Assessment	<input type="checkbox"/> Annual plan <input type="checkbox"/> Request by the higher education institution <input type="checkbox"/> Request by the National Council for Higher Education and Scientific Research <input type="checkbox"/> Request by the Minister responsible for higher education
Period covered by the report	
Decision on the establishment of the expert committee (decision number and date)	
Was there an objection to the composition of the External Assessment Expert Committee?	YES/NO

Place, date

//seal position//

authorized person of the institution (signature)

Instructions for Report completion

All sections of the Report must be completed accurately and using this prescribed format. The institution is required to fill in the fields marked in white in the tables below. The designated responsible person within the institution bears full accountability for the accuracy of the information provided.

The Report must be submitted **in English**. Additionally, the institution may choose to provide versions in Macedonian and the language spoken by at least 20% of the citizens of the Republic of North Macedonia.

The application must be completed using Arial Narrow font, size 10, without the use of italics or underlining, and with single-line spacing.

Explanations regarding the fulfillment of quality standard indicators **should not exceed one page** per indicator in this format.

For all indicators, the presented information, documentation, and other relevant details must cover the last **five years**. Standards 2, 3, 5, and 6 require an assessment of the fulfillment of indicators **for each study program** accredited by the higher education institution.

The report and documentation are submitted both in electronic form and in printed form in two copies. **For electronic submission, it is recommended that all supporting documents be saved in a single folder and linked with hyperlinks to this form. The attachments, i.e., the documentation for each indicator in this report, are linked to the specific document (Word, PDF, etc.) through hyperlinks. The folder containing the documents and this report is submitted to the Evaluation Committee.**

An example of an explanation of the fulfillment of an indicator and links to attachments is provided at the end of this form (Example 2).

The naming of documents is done in the following way: Attachment_number of indicator_explanation of the document (for example, Attachment 1.2. Questionnaire of conducted evaluations).

If multiple documents are attached for one indicator, the same rule applies by adding a letter in alphabetical order for each additional document (for example, Attachment 1.2.A. Questionnaire of conducted evaluations). The naming is used both in the names of the documents in the folder and in the attachments/links listed in this document.

When submitting attachments, the institution saves them in a format that allows for **easy use of search options**. As an exception, scanned documents may be submitted in attachments only if necessary.

If necessary, in addition to the submitted documentation, the fulfillment of the listed indicators is checked during the visit to the higher education institution.

The statement of accuracy and truthfulness of the data presented in the Self-Evaluation Report is certified by a notary (example 1).

1. GENERAL INFORMATION

GENERAL INFORMATION (filled by the higher education institution)	
Name of the higher education institution	
Location	
Website	
Mission and vision of the institution	
Type of higher education institution (public, private-public non-profit institution and private non-profit institution)	
Data on the latest accreditation of the institution and the study programs of the first, second and third cycles of studies	Institutional Accreditation: First Cycle Study Programmes Second Cycle Study Programmes Third Cycle Study Programmes
Number of employees elected in teaching-scientific, teaching-professional, scientific, teaching and associate titles, who carry out higher education activities	
Number of students in the last academic year, by cycle of studies	
Briefly explain the development of your institution (no longer than 1 page)	
What are your key institutional Capacities? (no longer than 1 page)	
In which areas/issues/standards/indicators has your institution made the biggest progress in the last five years? (no longer than 1 page)	
What are your biggest challenges and weaknesses? (no longer than 1 page)	

2. QUALITY STANDARDS AND INDICATORS

Standard 1

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE	
INDICATOR	DOCUMENTATION
1.1. The institution has a quality assurance policy that is published and publicly available.	Institutional act or other act regulating the quality policy; Link to the publication on the website
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
1.2. The institution implements an efficient and well-structured system to ensure the quality of education. A variety of tools are employed to assess and enhance educational standards, including regular evaluations of courses, teaching staff, support/student services, and overall student satisfaction throughout their studies. These activities are conducted in accordance with a predefined calendar of events.	Information on the tools used to assess and improve the quality of higher education (assessment period, approach, etc.); Questionnaire of all self-evaluations conducted or other tool used for self-evaluation; Annual calendar of activities related to quality assurance.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
1.3. The institution's management demonstrates a strong commitment to the continuous development and enhancement of educational quality. A culture of coordination and collaboration is fostered among all stakeholders involved in the process. The institution actively promotes and ensures the participation of students, employers, and other relevant institutions or organizations in quality assurance and improvement initiatives.	Concrete examples and results, best practices; Relevant reports or recommendations; Examples of the involvement of students, employers and other relevant institutions/organizations in the quality assurance process.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
1.4. Within the institution, a dedicated body is responsible for the development and implementation of the quality assurance policy.	Act establishing the body; Reports on its work or minutes of the sessions held.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
1.5. The institution regularly analyzes the information resulting from the quality assurance system, including statistical information, and takes measures to improve the study programs based on that information. The self-evaluation report is published on the institution's website.	Self-evaluation report conducted in the last five years; Action plan or other relevant document for the implementation of the conclusions and/or recommendations of the self-evaluations; Link to evaluation reports conducted in the last five years.

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

1.6. Quality assurance within the institution is an ongoing process that extends beyond the External Assessment Report and the subsequent monitoring of the institution. The recommendations from the previous external assessment have been implemented, and the progress made since the last external assessment is clearly demonstrated. ¹	External Assessment Report from the previous period; Action Plan; Report on measures taken and activities for the implementation of the Action Plan.
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

Standard 2

STANDARD 2: DESIGN AND APPROVAL OF PROGRAMMES	
INDICATOR	DOCUMENTATION
2.1. The institution has adopted act(s) or rules regulating the procedure for the development and approval of study programs for the first, second and third cycles of studies (if applicable).	Act regulating the issue;
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
2.2. The content of the study programmes offered at the institution is well-structured and clearly described. It aligns with the objectives of the programme and supports the achievement of the intended learning outcomes. The objectives of the courses are defined and harmonized with the overall educational goals (learning outcomes). The study programmes are designed to facilitate the students' continuous development, enabling them to acquire academic knowledge and skills, including transferable skills that contribute to their personal growth and future professional development.	Study Programs: All accredited study programs at the first, second, and third cycle (if applicable), including those conducted in the last five years, are submitted. Course Programs (Syllabuses): The syllabuses for all study programs and subjects are provided. Description of Determined Outcomes: A description of the defined learning outcomes for all study programs is included. Concrete Examples and Results, Best Practices:
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
2.3. The study programs respond to the development needs of society and the economy.	Concrete examples and results, best practices; Relevant reports or recommendations.

¹ This indicator will be subject to assessment after the completion of the first External Assessment, i.e. during the next External Assessment of the institution.

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

2.4. Study programs are developed and revised in collaboration with students and other relevant stakeholders, including the business community, government agencies, and other organizations. The information collected is carefully analyzed, and the program is adjusted to prevent obsolescence. This process fosters an efficient learning environment and provides strong student support.

Concrete examples and results of cooperation with students and other stakeholders, best practices;
Relevant reports or recommendations;
Minutes of meetings held with students and other participants in the process for the purpose of amending the study programs;

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

2.5. The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.

Syllabuses for all study programs (with basic and additional literature);
List of external/foreign teachers or experts involved in the study programs in the last five years.
Specific examples of compliance of study programs with best foreign practices and experiences.

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

2.6. Study programs clearly define the overall expected workload of the student and include well-structured external activities, such as training, practical work, and other activities that take place outside the institution but provide the student with field-specific experience. The workload is designed to allow students to participate in external activities during their studies. Practical teaching is appropriately accounted for in the workload, and its implementation is regularly monitored.

A report on the expected workload of students (for all study programs shown in the number of hours (teaching, classes, etc.), ECTS and expected workload for mastering the subject programs);
A report on the inclusion of practical teaching in the subject or study programs;
A report on implemented practical teaching and external activities (training, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies) in the last five years for all study programs.

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

2.7. The information about the study program published on the institution's website corresponds to the official records. The information is also published in the language in which the program is conducted.

Link to the website where the information is published.²

This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

² The expert committee may request the coordinator at AKVO to compare the published information with the official records at AKVO.

2.8. Higher education institutions monitor and periodically review their study programs to ensure they meet the established goals and address the needs of students and the community. The review process focuses on the continuous improvement of the study programs. All relevant stakeholders should be informed about the activities planned or undertaken as a result of the review.	<p>Reports on teaching or information on monitoring teaching;</p> <p>Indicators and conclusions;</p> <p>Overview of revised study programs in the last five years with information on the nature of the change, the reasons for the changes implemented and the expected results.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
2.9. Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.	<p>Statistical data (number of courses offered, number of students, average grades per course, number and reasons for dropping out, etc.) by academic year for the last five years.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	

Standard 3

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT	
INDICATOR	DOCUMENTATION
3.1. The institution has developed a mechanism that ensures that programs are delivered in a manner that motivates students to take an active part in creating the learning process and that student assessment reflects this process.	<p>A description of the teaching system at the institution level;</p> <p>Act/rules/Standards or Indicators for quality in teaching;</p> <p>Specific examples of active participation of students in the learning process.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
3.2. The institution respects the diversity of students and their needs, allows for flexible learning approaches. Different models of teaching implementation are used where possible, as well as a variety of pedagogical methods.	<p>A description of the implementation of teaching for each study program separately;</p> <p>A description of the methods of teaching for all study programs; Specific examples of innovative methods in teaching.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
3.3. The institution regularly adapts its teaching methods. Teaching is based on interactive and student-oriented learning. The learning approach is focused on the student, the development of his/her skills and competencies. The approach is	<p>Examples of case studies used in teaching, implemented teaching projects or other methods relevant to the study program etc.;</p> <p>Examples/report on monitoring teaching and addressing weaknesses;</p> <p>Examples of adaptations made to teaching methods</p>

interdisciplinary, based on case studies adapted to the study cycle. The study program also includes project-based learning.	
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
3.4. All those involved in student assessment (teachers, colleagues, etc.) are familiar with existing testing and examination methods and receive support in developing their own skills in this field; assessment includes various formal assessment tools, laboratory exercises, assignments, projects, etc..	An overview of the methods of student assessment and examination for each subject in the study program with a presentation of various formal assessment tools, laboratory exercises, assignments, projects, etc.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, doc</i>	
Overview of the methods of assessment and examination of students for each subject of the study program with a presentation of various formal assessment tools, laboratory exercises, assignments, projects, etc..	
Annexes	
3.5. The criteria and methods for evaluating and assessing students are published and known in advance..	Link to a website or other document describing the criteria and methods of evaluation and assessment
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
3.6. Assessment enables students to demonstrate the level of learning outcomes achieved. Students receive feedback which, where necessary, is linked to advice on further learning. Assessment is carried out consistently and fairly for all students, in accordance with existing procedures. Results meet the expected learning outcomes. The assessment method is adapted to the objectives of the courses. Where possible, assessment is carried out by multiple examiners.	<p>Average grades achieved by students per subject for all study programs, per academic year for the last five years (if applicable);</p> <p>Information on the method of providing feedback to students in the assessment area;</p> <p>Specific examples of innovative approaches to assessment;</p> <p>Examples of subjects where assessment is conducted by multiple examiners.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
3.7 The institution has a formal complaint procedure, including reporting of corruption by students of all types of studies. The system is functional and efficient.	<p>Act regulating the procedure for student complaints; Acts for preventing corruption in the institution;</p> <p>A list of student complaints submitted, including reports of corruption in the last five years, with a percentage of positively and negatively resolved complaints;</p> <p>A list of reports of corruption in the institution.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	

Annexes

Standard 4

STANDARD 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	
INDICATOR	DOCUMENTATION
4.1. The higher education institution shall properly implement the previously established and published regulations covering all phases of study, i.e. enrolment, progress during studies, diploma and certificates. The regulations shall be publicly available.	Act regulating the issue; Link to the announcement's website.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
4.2. The institution has developed a functional procedure and/or tools for collecting and monitoring student progress and acts on the information received.	Information on the existence of appropriate tools for monitoring student progress; Proof that the system is functional.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
4.3. The higher education institution has developed a procedure for the recognition of periods of study and prior learning, which includes the recognition of non-formal and formal learning, of students during their studies, including during student mobility.	Act regulating the issue; List of students whose non-formal and formal learning, including during mobility, has been recognized, for the last five years.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
4.4. Upon completion of their studies, students receive Documentation that clarifies the acquired qualification, competencies and learning outcomes, the level, content and status of the successfully completed studies. Documentation is clear, understandable and comprehensive.	Diploma, certificate and diploma supplement
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	

Standard 5

STANDARD 5: TEACHING STAFF ³	
INDICATOR	DOCUMENTATION
5.1. The higher education institution ensures the engagement of competent teaching staff for the delivery of its study programs. The qualifications of the teaching staff are aligned with the profile and concept of the study programs, as well as the requirements of the designated teaching subjects.	<p>Biographies of engaged teaching staff of all study programs in Europass format (with information for the last five years, profile information including completed study cycles and acquired title, data on accomplished scientific research work and results);</p> <p>Decisions on appointment to title;</p> <p>Overview of subjects taught by the staff in the past five years in all study cycles of the institution (displayed individually and in alphabetical order of the surname of the employee/engaged person).</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
5.2. The published works of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, that is, the scientific field.	<p>Overview of the number of published papers in reference scientific publications (in accordance with Art. 2, item 21 of the Higher Education Act) of the teaching staff in the last five years, presented grouped by categories provided for in Art. 2, item 21 (A-F) of the Higher Education Act. For each category, the results are presented in alphabetical order of the surname of the employee/engaged person as well as the total number of papers for the higher education institution;</p> <p>List of published papers in reference scientific publications with a link to the publication/paper.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
5.3. The workload of the teaching staff is balanced and aligned with legal provisions. Teaching staff are engaged in a manner that ensures the number of teaching hours per year is adequate for delivering quality education.	<p>Overview of Teaching Hours and Subjects: A detailed report showing the number of classes conducted by each teaching staff member and the subjects they taught, organized individually and listed alphabetically by surname. This report should cover all study cycles (first, second, and third, if applicable). The report should consider the application of Article 161, paragraphs 9 and 10 of the Higher Education Act⁴.</p> <p>Decisions on work schedules and work assignments for all study cycles in the last five years;</p> <p>Reports on teaching conducted for all study cycles in the last five years (if applicable);</p> <p>Proof that the institution has at least 10 people in teaching and research positions in full-time employment.</p>
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
The higher education institution maintains clear, transparent, and fair recruitment	Institutional act (for example, the Rulebook for selection in teaching-scientific titles that is applied or another act that regulates the procedure and criteria

³ Refers to persons elected to teaching-scientific, teaching-professional, scientific, teaching and associate positions, who perform higher education activities.

⁴ A person elected to a teaching-scientific and teaching title during one semester of the academic year may teach a maximum of four subjects in the first cycle of studies, at one or more universities, and a maximum of four subjects in the second cycle of studies, at one or more universities.

processes, ensuring that working conditions acknowledge the significance of teaching. Recruitment is based on academic qualifications and merit, providing equal opportunities to all candidates. The institution's practices align with the established criteria.	<p>for selection in teaching-scientific, teaching-professional, scientific, teaching and associate titles);</p> <p>Overview of persons selected in teaching-scientific, teaching-professional, scientific, teaching and associate titles (with an overview of the number of candidates who applied, the number of candidates who were selected and the number of persons who were not selected for all competitions in the last five years).</p> <p>Link to the Bulletin in which reviews for the selection of teaching staff are published with page numbers.</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.5. The institution has established a procedure to ensure suitable working conditions for its teaching staff. This includes providing appropriate IT equipment, access to relevant electronic databases related to their field or study program, adequate spatial conditions, and other necessary resources to support their work.	<p>Institutional act or other act regulating the provision of appropriate working conditions for teaching staff;</p> <p>Inventory of functional IT, laboratory, etc. type of equipment in the institution;</p> <p>Inventory of IT, laboratory, etc. type of equipment in the institution, provided in the last five years (with the value of the equipment and the source of financing);</p> <p>Overview of relevant electronic databases in the field/study program to which access is provided in the institution;</p> <p>Overview and description of spatial conditions for the implementation of the study programs.</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.6. The institution provides opportunities for the professional development of its teaching staff and actively motivates them to advance their expertise. It regularly organizes training sessions aimed at enhancing proactive and innovative teaching methods, as well as improving pedagogical and technical skills. Additionally, the institution consistently monitors the technical competencies of its teaching staff.	<p>Institutional act or other act regulating the professional development of teaching staff.</p> <p>List of trainings for teaching staff in the function of developing proactive and innovative teaching methods implemented in the last five years and financed by the institution with a list of participants and program;</p> <p>List of trainings for teaching staff in the function of developing proactive and innovative teaching methods implemented in the last five years financed by other institutions/organizations with a list of participants and program.</p> <p>Specific examples and results, best practices for motivating teaching staff in the last five years;</p> <p>Report/analysis on the technical skills of teaching staff (if applicable).</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.7. The institution engages visiting teachers, renowned scientists, artists, and practitioners from both the country and abroad as part of the study program implementation. Their expertise is closely aligned with the study program, contributing significant added value to the educational experience.	<p>List of visiting teachers, renowned scientists, artists and practitioners from the country and abroad within the framework of the realization of the study program (type of engagement, area/subject and period) for the last five years;</p> <p>Biographies of the engaged visiting teachers, renowned scientists, artists and practitioners from the country and abroad within the framework of the realization of the study program of all study programs (Europass format).</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.8. Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.	Concrete examples and results, best practices.
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.9. The higher education institution encourages innovation in teaching methods and the use of new technologies.	Concrete examples and results of introduced innovations in teaching methods and in the use of new technologies.
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.10. The institution has an established system of academic integrity and prevention of plagiarism.	Institutional act or other act regulating the Indicator; Reports on the conducted plagiarism check through the system for textbooks, teaching aids or scientific papers published by the institution (reports for at least 5% of the published publications in the last five years).
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.11. The institution has a policy, document, or act governing scientific research work. Clear indicators for assessing scientific research activities have been established and are regularly monitored.	Institutional act or other act regulating scientific research work and/or establishing the Indicators for scientific research work. Report/analysis on the fulfillment of the Indicators for scientific research work (if applicable).
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

5.12. The research is in line with local, regional, and national development objectives, as well as the socio-economic and cultural environment. The effect of this research on these goals is consistently evaluated, and necessary adjustments are made based on the results.	Concrete examples and results, best practices; Relevant reports or recommendations
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

Standard 6

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT	
INDICATOR	DOCUMENTATION
6.1. The institution provides adequate funding for learning and teaching activities and thus provides adequate and easily accessible resources for learning and support for students. The system for funding the institution, i.e. study programs, is efficient and based on the needs of students. The institution has a comprehensive and efficient system for funding scientific research activities.	Financial plan for the previous five years Financial reports for the previous five years A presentation of financing of scientific research activities (with a specified percentage of total/own income allocated for scientific research work)
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.2. The technical resources of the institution (libraries, laboratories, work rooms, IT equipment, etc.) are adequate for the implementation of the study program.	Total area (owned and rented space) with area of buildings (amphitheaters, classrooms, laboratories, organizational units, services);
Students and teaching staff, including people with special needs, have access to all resources. The institution has an appropriate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.	Inventory of functional IT equipment intended exclusively for students; Inventory of the institution's library collection as well as an inventory of library collection acquired in the last five years (the relevance of the library collection for each study program is assessed); Inventory of IT resources for distance learning; Information on resources available to people with special needs; Information on monitoring of technical resources in the institution.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.3. The organization of support and administrative services is well-structured to serve the purpose of internal quality assurance. These services take into account flexible learning and teaching methods, as well as the diverse needs of different student groups (e.g., students over 25, part-time and employed students, international students, and students with special needs). The number of staff in support and administrative roles, along with their qualifications, is appropriate for the student population across all study types. Additionally, support and administrative staff are provided opportunities to develop their skills and competencies.	Overview of the opportunities that exist within the support/administrative services for the needs of the different student population: students older than 25 years, part-time and employed students, students from abroad and students with special needs; Overview of the number of employees and their profile in the support/administrative services; List of employees in the support and administrative staff who have attended training for the development of their own competencies in the past five years (with specified period).
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	

6.4. The institution encourages the involvement of students in scientific research projects at all study cycles.	List of students who have been engaged in a research project in all study cycles in the past five years (with project title, project implementer, funding information and link to project results); Percentage of students involved in research projects in relation to the total number of students by study cycle.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.5. Students have specific forms of support available to them, including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career Center, mentoring sessions, psychological support, etc.	A description of specific forms of support for students at the institution; Number of students who have used specific forms of support in the last five years; A description of Career Center services and activities carried out in the last five years; Number of students who have followed training/internship or other type of support through the Career Center in the last five years.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.6. The institution has a well-established system for monitoring its Alumni members. The Alumni community is actively involved in the institution's development plans. Regular events and/or initiatives are organized to maintain ongoing contact with graduates.	A description of the Alumni Community tracking system (if applicable); Number of Alumni Community members registered in the system (if applicable); A description of activities with the Alumni Community in the last five years;
.	Proof that the system is functional.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.7. Students play an active role in the management of the institution. The institution has a student assembly and a student ombudsman or deputy to represent their interests. The institution supports students' social, cultural, and sports activities by providing dedicated spaces, assistance, and an annual budget.	Act regulating the issue of student participation in governance; A report on student participation in the bodies of the higher education institution (with relevant indicators); A decision on the election of members of the Student Assembly and a report on the last elections; A decision on the election of a student ombudsman or his deputy; A report on the social, cultural and sports activities of students supported by the institution (listed by name of activity, time period, budget) for the last five years.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
6.8. Students are familiar with the services and opportunities available to them.	A description of how students are introduced to the services and opportunities available; Promotional materials, publications or links to announcements on a website.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	

Annexes

Standard 7

STANDARD 7: INFORMATION MANAGEMENT	
INDICATOR	DOCUMENTATION
7.1. The higher education institution regularly gathers, analyzes, and utilizes information essential for the successful implementation of study programs and other activities. Through an efficient process of collecting and analyzing data on study programs and other activities, the information is incorporated into the internal quality assurance system.	Description and presentation of the information collection and processing system Regulatory act (if applicable) Proof that the system is functional.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
7.2. The collected information is relevant to the institution's profile and study programs and includes key performance indicators, the profile of the student population, student progress, success and dropout rates, the extent to which students meet the expectations of the study programs, available learning resources and support, graduate employment data, and career outcomes, among other factors. Students and staff are actively involved in the processes of gathering and analyzing data, as well as in planning activities based on the findings.	A description of the data collected and the method of analysis of the collected data; Specific examples of the involvement of students and employees in the process; Specific examples of the use of the information provided in the process.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
7.3. The institution maintains a register of significant events, activities and processes. The data is collected, analyzed and used for the needs of the strategic management of the institution.	Information about significant events, activities and processes.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
7.4. The security of information, both in printed and electronic form, especially regarding student data, exam results, discussions on digital platforms, and similar sensitive information, is properly safeguarded. The institution ensures adequate protection of the personal data of all stakeholders.	Institutional Act; Description of the personal data protection practice; Other relevant documents or policies of the institution.
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	

Standard 8

STANDARD 8: PUBLIC INFORMATION	
INDICATOR	DOCUMENTATION
8.1. The higher education institution regularly publishes data about its activities and study programs. The information shared on the institution's website and other media (print, social media) is accurate, clear, precise, objective, up-to-date, and easily accessible. The institution actively participates in or organizes fairs to present its activities and study programs. The information provided is valuable for potential and current students, former students, and the general public.	<p>Link to publications or delivery of printed materials through which the institution's activities are announced;</p> <p>Report on implemented activities, press clipping or other relevant presentation of the presence in the media;</p> <p>Report on participation in or organization of fair(s);</p> <p>Other relevant materials or specific examples.</p>
<p><i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i></p>	
Annexes	
8.2. The higher education institution has published data on its activities, including information on the study programs it implements, the admission criteria, the intended learning objectives, the qualifications that the student acquires as a result of the learning, the procedures applied in teaching, learning and assessment, the pass rates and learning conditions available to students, information on potential employment of graduates as well as the documents provided for in Article 21, paragraph 3 of the Law on Higher Education.	<p>Link to the listed elements in Indicators;</p> <p>Links to the documents provided for in Article 21, paragraph 3 of the Higher Education Act: The Statute of the unit (with all amendments and supplements) and other acts regulating internal relations; 2. The decision on accreditation of each study program separately and the decision on commencement of work for each study program separately; 3. The systematization act; 4. The rules of procedure of the teaching-scientific, i.e. scientific council; 5. The rulebook on salaries and allowances of the unit; 6. Report and decision on the final election in title for each teacher and associate published in the Bulletin, 7. The schedule of work tasks for the current academic year, 8. Final account, 9. Annual report, 10. Accepted topics for the preparation of master's theses; 11. Accepted topics for the preparation of doctoral theses; 12. Acts adopted by the unit in accordance with other laws and 13. The Code of Ethics.</p>
<p><i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i></p>	
Annexes	
8.3. The key learning outcomes and research work are published on the institution's website. For instance, prior to the defense of a doctoral dissertation, it is required to be published on the website of the higher education institution offering the third cycle of studies (if applicable).	<p>Link to relevant publications on the institution's website related to learning outcomes or research work;</p> <p>Link to published doctoral dissertations and other relevant learning outcomes (if applicable).</p>
<p><i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i></p>	
Annexes	

Standard 9

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION	
INDICATOR	DOCUMENTATION
9.1. Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.	Number and list of students who have used mobility, shown by study programme in the last five years for all study cycles (with indication of mobility period, host institution, study programme) including mobility through the Erasmus+ programme; Percentage of students who have used mobility as a share of the total number of students (for the last five academic years, for all study cycles); Information on the practice of appropriate assessment and recognition of student mobility (act/s or specific examples).
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
9.2. The institution has developed a policy for international cooperation and internationalization. It has established indicators for fulfilling the priorities of international cooperation and internationalization. These indicators are regularly monitored. A special body responsible for international cooperation and internationalization has been designated within the institution.	Act/policy for international cooperation and internationalization; Indicators for fulfilling the priorities of international cooperation and internationalization; Report on monitoring the Indicators for fulfilling the priorities of international cooperation; Act on the establishment of a special body responsible for international cooperation and internationalization; Minutes of sessions held or other document showing that the body is functional (annual plan, report on implemented activities, etc.).
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	
9.3. The institution has adequate financial resources at its disposal for the implementation of international cooperation. For the needs of international cooperation, the institution allocates financial resources from its own revenues, but also uses funds from the national budget, foreign donors and programs, local government, etc.	Overview of planned and used financial resources for international cooperation of the institution in the last five years with a presentation of the source of funding (budget, own revenues, etc.).
<i>This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.</i>	
Annexes	

9.4. The institution cooperates with other institutions in the country and abroad in order to implement study programs. It implements joint projects with foreign universities (conferences, mobility and other collaborations), and the results of those projects are relevant to the study programs. The institution implements joint programs with foreign universities.	<p>List of international cooperation agreements including for the Erasmus+ program;</p> <p>Overview of specific collaborations (conferences, mobility and other collaborations) with other institutions in the country and abroad (overview for the last five years with a description of the collaboration and relevance to the study programs);</p> <p>Number and list of teaching staff who participated in forms of international cooperation (overviewed by year for the last five years);</p> <p>Information on the implementation of joint programs with foreign universities.</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

9.5. The institution has established a system for attracting teachers and students from abroad. Foreign professors are regularly involved in teaching, are engaged as mentors or members of committees for evaluating master's and doctoral theses, etc. The number of foreign students is increasing.	<p>List of teachers from abroad who teach or are involved in teaching (with information on the scope of participation in teaching, period and home higher education institution);</p> <p>List of teachers from abroad involved as mentors or members of committees for assessment/defense of master's and doctoral theses;</p> <p>Number of enrolled foreign students per study program for all cycles of studies in the past five years.</p>
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This section is filled in by the higher education institution. The explanation of the fulfillment of the indicator should be specific, concise and supported by relevant facts, information, documents, etc.

Annexes

3. ADDITIONAL INFORMATION

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Additional information relevant to the quality of higher education may be provided in this section. This section should not exceed 3 pages.