

## Standard 1

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE	
INDICATOR	DOCUMENTATION
The institution has a quality assurance policy that is published and publicly available.	Institutional act or other act regulating the quality policy; Link to a website announcement.
The institution has an efficient and logical system for ensuring the quality of education. It uses various tools for assessing and improving the quality of education and regularly conducts evaluations that cover subjects, teaching staff, the work of support/student services and the general level of satisfaction during the studies. Activities are carried out based on a established calendar of activities.	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.
The management of the institution is committed to the development and improvement of the quality of education. There is a culture of coordination and cooperation between the stakeholders in the process. The institution encourages and ensures the involvement of students, employers and other relevant institutions/organizations in the process.	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.
A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.	Act establishing the body; Reports on its work or minutes of the sessions held.
The institution regularly analyzes the information arising 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.
Quality assurance in the institution is a continuous process that does not end with the External Assessment Report or with the further monitoring of the institution. The recommendations from the previous external assessment have been implemented. The progress achieved since the last external evaluation is clearly demonstrated. <sup>4</sup>	External Assessment Report from the previous period; Action Plan; Report on measures taken and activities for the implementation of the Action Plan.

<sup>1</sup> Standards 2, 3, 5 and 6 assess the fulfillment of the Indicators for each study program accredited at the higher education institution.

<sup>2</sup> For all Indicators, information, acts and other relevant information for the last five years are displayed.

<sup>3</sup> If necessary, in addition to the submitted Documentation, the fulfillment of the listed Indicators is checked during the visit to the higher education institution

<sup>4</sup> 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.

## Standard 2

STANDARD 2: DESIGN AND APPROVAL OF PROGRAMMES	
INDICATOR	DOCUMENTATION
The institution has adopted an act/s or rules regulating the procedure for the development and approval of study programs for the first, second and third cycle of studies (if applicable).	Act regulating the issue;
The content of the study programs offered at the institution is well designed and described. It is relevant to the purpose of the program and the achievement of learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed with the aim of uninterrupted student development and enable students to acquire academic knowledge and skills, including those that can be transferred, which means that they can influence their personal development and can be applied in the development of their future professions.	Study program (all study programs accredited at the first, second and third cycle, if applicable, and which have been carried out in the last five years are submitted); Course programs (syllabuses) for all study programs and all subjects; Description of the determined outcomes of the educational process for all study programs; Specific examples and results, best practices.
The study programs respond to the development needs of society and the economy.	Concrete examples and results, best practices; Relevant reports or recommendations.
The study programs are developed/revised in cooperation with students and other relevant stakeholders (business community, state authorities and other organizations). The collected information is analyzed, and the program is adjusted in order to avoid its obsolescence. The process creates an efficient learning environment and 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;
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 the study programs with the best foreign practices and experiences.
Study programs clearly outline the expected overall workload of students and incorporate well-organized external activities (such as training, practical work, and other activities that take place outside the institution, but offer students practical experience in their field of study). The workload is designed to allow students to engage in external activities during their studies. Practical teaching is appropriately accounted for in the workload, and its implementation is regularly monitored.	A description of 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 description of 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 every study programme

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. <sup>5</sup>
Higher education institutions monitor and periodically revise their study programs in order to achieve the set goals and meet the needs of students and the social community. The revision is aimed at continuous improvement of the study programs. All affected participants should be informed about the activities planned or undertaken on the basis of the revision.	Reports on conducted teaching or information on monitoring the performance of teaching; Indicators and conclusions; Overview of revised study programs in the last five years with information on the nature of the change, the reasons for the implemented changes and the expected results.
Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.	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.

### Standard 3

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT	
INDICATOR	DOCUMENTATION
The institution has developed a mechanism that ensures that programs are implemented in a way that motivates students to take an active part in creating the learning process and that student assessment reflects this process.	Overview of the teaching system at the institution level; Act/rules/Standards or Indicators for quality in teaching; Specific examples of active participation of students in the learning process.
The institution respects the diversity of students and their needs, allows flexible learning approaches. Different models of teaching implementation are used where possible, as well as a variety of pedagogical methods.	Overview of the implementation of teaching for each study program separately; Description of the methods of teaching for all study programs; Specific examples of innovative methods in teaching.
The institution regularly adapts the methods of teaching. 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 interdisciplinary, based on case studies (case study) adapted to the study cycle. The study program also includes project-based learning.	Examples of case studies used in teaching, implemented projects in teaching or other methods relevant to the study program, etc.; Examples/report for monitoring teaching and dealing with weaknesses; Examples of adaptations made to the methods of teaching.
All those who participate in student assessment (teachers, associates, etc.) are familiar with the 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.	Overview of the methods of assessment and examination of students for each subject in the study program with a description of various formal assessment tools, laboratory exercises, assignments, projects, etc.
The criteria and methods of evaluating and grading students are published and known in advance.	Link to a website or other document describing the criteria and methods of evaluation and assessment

<sup>5</sup> The expert committee may request the coordinator at AKVO to compare the published information with the official records at AKVO.

Assessment allows students to demonstrate the level of learning outcomes achieved. Students receive feedback that is linked to advice on further learning where necessary. Assessment is carried out consistently and fairly for all students, in accordance with established 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.	Average grades achieved by students per subject for all study programs, by academic year for the last five years (if applicable); Information on the method of providing feedback to students in the assessment section; Specific examples of innovative approaches to assessment; Examples of subjects where assessment is conducted by multiple examiners.
The institution has a formal complaint procedure including reporting of corruption by students in all types of studies. The system is functional and efficient.	Act regulating the procedure for student complaints; Acts for preventing corruption in the institution; A list of student complaints submitted, including reports of corruption in the last five years with the percentage of positively and negatively resolved complaints; A list of reports of corruption in the institution.

#### Standard 4

STANDARD 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATIONS	
INDICATOR	DOCUMENTATION
The higher education institution shall properly implement the pre-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 website of the announcement.
The institution shall have developed a functional procedure and/or tools for collecting and monitoring student progress and shall act on the basis of the information obtained.	Information on the existence of appropriate tools for monitoring the student's progress; Proof that the system is functional.
The higher education institution shall have developed a procedure for the recognition of periods of study and prior learning, including 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.
Upon completion of their studies, students shall receive Documentation that clarifies the acquired qualification, competences and learning outcomes, the level, content and status of the studies successfully completed. The documentation shall be clear, understandable, and comprehensive	Diploma, certificate and diploma supplement

## Standard 5

STANDARD 5: TEACHING STAFF <sup>6</sup>	
INDICATOR	DOCUMENTATION
The higher education institution provides competent teaching staff for the implementation of study programs. The qualifications of the teaching staff involved in the implementation of the study programs are appropriate to the profile and concept of the studies as well as the planned teaching subjects.	<p>Biographies of engaged teaching staff of all study programs in Europass format (with information for the last five years, information about the profile including completed study cycles and acquired title, data on accomplished scientific research work and results);</p> <p>Decisions on selection in title;</p> <p>Overview of subjects that the staff has taught 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>
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 or 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 displayed 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>
The teaching workload is balanced. The teaching staff is engaged in accordance with legal provisions. The number of teaching hours per year is adequate for the implementation of quality teaching.	<p>Overview of the number of classes held by the teaching staff and the subjects they taught in all study cycles (shown individually and in alphabetical order of the surname of the employee/engaged person for all study cycles (first, second and third study cycles, if applicable). The report should consider the application of Article 161, paragraphs 9 and 10 of the Higher Education Act<sup>7</sup>;</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 scientific positions in full-time employment.</p>
The higher education institution has clear, transparent and fair recruitment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities for all candidates. The institution's practice corresponds to the established criteria.	<p>Institutional act (for example, the Rulebook for selection in teaching-scientific titles that is applied or another act that regulates the procedure and criteria 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 applied candidates applied, the number of selected candidates and the number of persons not selected for all</p>

<sup>6</sup> It refers to persons elected to teaching-scientific, teaching-professional, scientific, teaching and associate positions, who perform higher education activities.

<sup>7</sup> 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.

	<p>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>
<p>The institution has developed a procedure for ensuring appropriate working conditions for the teaching staff. The staff has appropriate IT equipment, access to relevant electronic databases in the field/study program, appropriate spatial conditions, as well as other resources relevant to their work.</p>	<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>
<p>The institution offers opportunities for professional development of the teaching staff and constantly motivates them; regularly organizes trainings for the teaching staff in order to develop proactive and innovative teaching methods, for their pedagogical and technical skills.</p>	<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 a program.</p>
<p>The institution regularly monitors the technical skills of the teaching staff.</p>	<p>Specific examples and results, best practices in motivating teaching staff in the last five years;</p> <p>Report/analysis on the technical skills of teaching staff (if applicable).</p>
<p>The institution engages visiting teachers, renowned scientists, artists and practitioners from the country and abroad within the framework of the realization of the study program. Their profile is relevant to the study program and brings added value.</p>	<p>List of visiting teachers, renowned scientists, artists and experts from practice from the country and abroad within the framework of the implementation 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 experts from practice from the country and abroad within the framework of the implementation of the study program of all study programs (Europass format).</p>
<p>Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.</p>	<p>Specific examples and results, best practices.</p>
<p>The higher education institution encourages innovation in teaching methods and in the use of new technologies.</p>	<p>Specific examples and results of innovations introduced in teaching methods and the use of new technologies.</p>



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 publications in the last five years).
The institution has a policy/document/act for scientific research work. Indicators for scientific research work have been determined and are regularly monitored.	Institutional act or other act regulating scientific research work and/or determining the indicators for scientific research work. Report/analysis on the fulfillment of the indicators for scientific research work (if applicable).
The research work corresponds to local, regional and/or national development goals as well as the socio-economic and cultural context. The effect of the research work on local, regional and/or national development goals is regularly monitored, on the basis of which appropriate improvements are made.	Concrete examples and results, best practices; Relevant reports or recommendations

## Standard 6

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT	
INDICATOR	DOCUMENTATION
The institution allocates sufficient funding to support teaching and learning activities, ensuring that resources for student learning and support are both adequate and easily accessible. The funding framework for the institution and its study programs is efficient and tailored to meet the needs of students. Additionally, the institution maintains a comprehensive and effective funding system for scientific research endeavors.	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)
The technical resources of the institution (libraries, laboratories, work rooms, IT equipment, etc.) are adequate for the implementation of the study program. Students and teaching staff, including people with special needs, have access to all resources.	Total area (owned and rented space) with area of buildings (amphitheaters, classrooms, laboratories, organizational units, services); Inventory of functional IT equipment intended exclusively for students; Inventory of the institution's library collection as well as inventory of library
The institution has an appropriate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.	funds acquired in the last five years (the relevance of the library fund for each study program is assessed); Inventory of information resources for distance learning; Information on resources available to people with special needs; Information on monitoring of technical resources in the institution.

<p>The support and administrative services are effectively organized to contribute to internal quality assurance. These services account for flexible learning and teaching methods, as well as the diverse needs of the student population, including students over the age of 25, part-time and employed students, international students, and students with special needs. The number and qualifications of support and administrative staff are proportionate to the student population across all study types. Furthermore, the institution provides opportunities for these staff members to enhance and develop their professional competencies.</p>	<p>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).</p>
<p>The institution encourages the involvement of students in scientific research projects at all study cycles.</p>	<p>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.</p>
<p>Students have at their disposal specific forms of support 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.</p>	<p>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.</p>
<p>The institution has a functional system for monitoring the members of the Alumni community. The Alumni community is included in the development plans of the institution. The institution organizes regular events and/or initiatives through which contact with the graduated students is maintained.</p>	<p>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 over the last five years; Evidence that the system is functional.</p>
<p>Students play an active role in the governance of the institution. A student assembly and a student ombudsman, or their deputy, function within the institutional framework to represent student interests. The institution fosters student engagement in social, cultural, and sports activities by offering dedicated facilities, ongoing support, and an annual budget to facilitate these initiatives.</p>	<p>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 supported social, cultural and sports activities of students by the institution (listed with the name of the activity, time period, budget) for the last five years.</p>
<p>Students are familiar with the services and opportunities available to them.</p>	<p>A description of how students are introduced to the services and opportunities available; Promotional materials, publications or links to announcements on a website.</p>



## Standard 7

STANDARD 7: INFORMATION MANAGEMENT	
INDICATOR	DOCUMENTATION
The higher education institution systematically collects, analyzes, and utilizes critical information to ensure the effective implementation of its study programs and related activities. This process is supported by an efficient system for gathering and evaluating data, which is subsequently integrated into the institution's internal quality assurance framework.	Description and presentation of the information collection and processing system Regulatory act (if applicable) Evidence that the system is functional.
The collected information aligns with the institution's profile and study programs, encompassing key performance indicators, student demographics, progress, success and dropout rates, alignment of student achievements with program expectations, availability of learning resources and support, as well as graduate employment statistics and career trajectories. Both students and staff actively contribute to the collection and analysis of this data and participate in planning activities derived from these insights.	Presentation of 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.
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 on significant events, activities and processes.
The institution ensures the security of information, both in printed and electronic formats, particularly regarding student data, exam results, and discussions on digital platforms. Measures are in place to adequately safeguard the personal data of all stakeholders.	Institutional act; Description of the personal data protection practice; Other relevant documents or policies of the institution.

## Standard 8

STANDARD 8: PUBLIC INFORMATION	
INDICATOR	DOCUMENTATION
The higher education institution consistently publishes accurate, clear, precise, objective, up-to-date, and easily accessible information about its activities and study programs on its website and through other media channels, such as print materials and social media. The institution regularly participates in or organizes fairs to present its activities and study programs. This information is valuable not only to potential and current students but also to alumni, other individuals, and the public.	A link to the institution's official publications or submission of printed materials showcasing its activities;  Report on implemented activities, press clipping or other relevant presentation of the presence in the media; Report on participation in or organization of fair(s); Other relevant materials or specific examples.

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<p>The higher education institution has made available data on its activities, including details on the study programs it offers, the admission criteria, intended learning objectives, qualifications students gain upon completion, teaching, learning, and assessment procedures, pass rates, and the learning conditions provided to students. Additionally, the institution provides information on the potential employment opportunities for graduates, as well as the documents specified in Article 21, paragraph 3 of the Law on Higher Education.</p>	<p>Link to the listed elements in Indicators; 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 to start 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 last 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>The key learning outcomes and research work are published on the institution's website. For example, before the defense of the doctoral dissertation, it is mandatory to publish it on the website of the higher education institution where the third cycle of studies is conducted (if applicable).</p>	<p>Link to relevant publications on the institution's website related to learning outcomes or research work; Link to published doctoral dissertations and other relevant learning outcomes (if applicable).</p>

## Standard 9

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION	
INDICATOR	DOCUMENTATION
<p>Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.</p>	<p>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).</p>
<p>The institution has implemented a policy focused on international cooperation and internationalization, establishing clear indicators to track the achievement of its international priorities. These indicators are consistently monitored. Additionally, a dedicated body within the institution has been appointed to oversee international cooperation and the internationalization efforts.</p>	<p>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.).</p>

<p>The institution possesses sufficient financial resources to support the implementation of international cooperation. It allocates funds from its own revenues for international initiatives, while also utilizing financial support from the national budget, foreign donors and programs, as well as local government contributions.</p>	<p>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.).</p>
<p>The institution collaborates with both domestic and international institutions to deliver study programs. It undertakes joint projects with foreign universities, including conferences, mobility initiatives, and other forms of collaboration, with outcomes that directly enhance the study programs. Additionally, the institution runs joint programs in partnership with foreign universities.</p>	<p>List of international cooperation agreements including for the Erasmus+ program;  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);  Number and list of teaching staff who participated in forms of international cooperation (overviewed by year for the last five years);  Information on the implementation of joint programs with foreign universities.</p>
<p>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>	<p>List of teachers from abroad who teach or are involved in teaching (with information on the scope of participation in teaching, the period and the home higher education institution);  List of teachers from abroad involved as mentors or members of committees for assessment/defense of master's and doctoral theses;  Number of enrolled foreign students by study program for all cycles of studies in the past five years.</p>