

**Report of external evaluation for:**

**University of Banja Luka**

**HEAARS number:** 01/1.92-6/18

**Dates of visit:** 13th, 14th and 15th of March 2019.

**Location:** Banja Luka

**External evaluation commission:**

- Mitar Perusic, PhD, representative of the academic community in B&H, chairman;
- Vesna Babic-Hodovic, PhD, representative of the academic community in B&H, member;
- Jozo Cizmic, PhD, international expert, member;
- Sanja Hajdukovic, MS, representative of commerce and practice, member;
- Lejla Hairlahovic, MA, student representative, member;

**Coordinator:** Duska Radmanovic, MA

**Evaluation criteria:** Standards and guidelines for insuring the quality in european higher education area – ESG (*Standards and Guidelines for Quality Assurance in European Higher Education Area - European Association for Quality Assurance in Higher Education, 2015*), Criteria for accreditation of higher education institutions in Republic of Srpska and B&H, Criteria for accreditation of study programs of first and second cycle of studies in Republic of Srpska and B&H, Ordinance of accreditation of higher education institutions and study programs of Republic of Srpska.

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## 1.0 Application

### 1.1 Information about the accreditation process

University of Banja Luka (hereinafter: University) has submitted the application to the Higher Education Accreditation Agency of Republika Srpska on April 23<sup>rd</sup> 2019. for the reaccreditation of the University and review with the purpose of accrediting 16 study programs under the protocol number: 01/1.92/18 . The application was submitted within the time frame provided by the decision on accreditation of the University No. 01/1.92/18 from August 15<sup>th</sup> 2013. on April 26<sup>th</sup> 2018. by the official act No. 01/1.3.92-2/18 the Agency requested form the Ministry of education and culture of the Republic of Srpska, as the higher authority, to check the legitimacy of the institution, and on the same day by the official act No. 01/1.3.92-1/18 the Agency also requested the information of inspection review over the University from the Republic Administration for Inspection Affairs. The Ministry informed the Agency for all study programs, subject to review, with the purpose of accreditation, they had brought the decisions and issued the licenses for delivering study programs and that there is no second instance processes of appeal regarding the University of Banja Luka. The Republic Administration for Inspection Affairs informed the Agency that all the measures instructed from the inspection authority were executed.

On April 30<sup>th</sup> 2018, the Agency signed the contract with the University for the services of reviewing study programs with the purpose of the accreditation that the Agency shall conduct based on:

- The analysis of documentation compatibility with the legal demands (legitimacy of the demands), completion of documentation according to the Agency regulations, report on conducted audit with the suggestion of measures for improvement, according to acting law regulations of the Republic of Srpska and Bosnia and Herzegovina, as well as European associations regulations in this field and
- The revision of study programs with the purpose of accreditation and the aim to determine the compatibility with the demands of Standards and guidelines for quality assurance in the European higher education area , B&H – Republic of Srpska criteria and the assessment of compatibility of structure and the content of study programs with the determined output profiles.

By the contract for the review services of the study programs in purpose of accreditation as the subjects of revision the defined study programs go as following:

- Arhitecture,
- Fine Arts,
- Economy and bussiness management,
- Computer science and information technology,
- Serbian language and literature,
- Psychology,
- General Teaching - Physical Education and Sport
- Manufacturing machinery,
- Dentistry,

- Biology,
- Social work,
- Agrarian economy,
- Law,
- Mining,
- Forestry and
- Chemical engineering and technology.

The contract defines the obligations of the University and the Agency as well as confidentiality of all information provided during the review procedure.

The Agency has conducted the procedure for selecting the members of the committee of experts in accordance with the Rulebook on Accreditation of Higher Education Institutions and Study Programs, and in accordance with the Law on Higher Education of the Republika Srpska, by Act No. 01 / 1.4.92-4 / 18 of 08.05.2018. submitted to the Agency for Development of Higher Education and Quality Assurance of BiH a request for the appointment of the Commission of domestic and international experts for quality assessment and audit and for the provision of recommendations on accreditation (hereinafter: the Committee of Experts) as follows:

- Mitar Perusic, PhD., representative of the academic community in B&H, chairman;
- Vesna Babic-Hodovic, PhD., representative of the academic community in B&H, member;
- Jozo Cizmic, PhD., international expert, member;
- Sanja Hajdukov, MS, representative of commerce and practice, member;
- Lejla Hairlahovic, MA, student representative, member;

After several months of correspondence, and after the deadline was given by the EU Delegation to BiH that the accreditation must be completed by 31 August 2019 at the latest in order not to be rejected for all the projects in which BiH universities participate in the ERASMUS + EU program, and given that the proposed composition of the commission was not challenged with regard to the selection of experts from the List, preparation of on site visit to a higher education institution was started in order for the started procedure to be realized within the set deadlines. In the meantime, the appointment of a commission of experts by the Agency for Development of Higher Education and Quality Assurance of BiH was made by decision No. 05-33-1-102-5 / 19 dated March 12, 2019.

The contract for services of accreditation of higher education institution was concluded on May 22, 2018. between the Agency and the University where it is defined that the subject matter of the evaluation is the quality assurance system of the higher education institution and the study programs covered by the review process for the purpose of accreditation. The Agreement defines the obligations of the University and the Agency as well as the confidentiality of all information provided during the accreditation process.

After receiving the application of the University for Re-accreditation by the Decision No. 01 / 1.4.92-6 / 18 as coordinator of the re-accreditation procedure of the University of Banja Luka and the procedure for reviewing study programs, the Agency appointed the Head of the Department for Quality Assurance and International Cooperation at the Agency, Duska Radmanovic, MA.

## 1.2 Data on higher education institution

Higher education institution data:	
Name, address and e-mail address of the institution	University of Banja Luka Vojvode Petra Bojovića Blvd. 1A 78000 Banja Luka info@unibl.org
Internet address	www.unibl.org
Title, number and date of the founding act	REPUBLIC OF SRPSKA – NATIONAL ASSEMBLY Law on Amendments to the Law on Higher Education (Official Gazette of the Republika Srpska, No. 30/07)
Tax identification number (PIB)	401017720006
Registration number assigned by the Institute of Statistics of the Republic of Srpska	01040251
Name, surname and address (name and headquarters) of the founder	РЕПУБЛИКА СРПСКА
Number and date of decision on appointment of the person authorized to represent	No.: 02/04-3.733-1/18 March 20, 2018
Number and date of license for work of higher education institution	07.23/602-3900/09, from June 22, 2009
Number and date of license to operate out of headquarters	07.23/612-625-2/10, from November 12, 2010
Visiting Organizational Units and Responsible Persons	1. Academy of Arts, prof. Dr. Sanda Dodik, 2. Faculty of Architecture, Civil Engineering and Geodesy, prof. Dr. Brankica Milojevic, 3. Faculty of Economics, prof. Stanko Stanic, PhD, 4. Faculty of Electrical Engineering, prof. Dr. Branko Blanusa, 5. Faculty of Mechanical Engineering, prof. Darko Kneževic, PhD, 6. Faculty of Medicine, prof. Dr. Ranko Skrbic, 7. Faculty of Agriculture, prof. Zlatan Kovacevic, PhD,

	8. Faculty of Law, prof. Zeljko Mirjanic, PhD, 9. Faculty of Science, prof. Goran Trbic, PhD, 10. Faculty of Mining, prof. Vladimir Malbasic, PhD, 11. Faculty of Technology, prof. Borislav Malinovic, PhD, 12. Faculty of Political Science, prof. dr Zdravko Zlokapa, 13. Faculty of Physical Education and Sports, prof. Borko Petrovic, PhD, 14. Faculty of Philosophy, prof. Dr. Brane Mikanovic, 15. Faculty of Philology, prof. Dr. Peter Penda and 16. Faculty of Forestry, prof. Dr. Vojislav Dukic.
Contact person (for on site visit)	Strain Posavljak, PhD, vice-chancellor
Phone number	387 51 321 181

### 1.3 Application information

In addition to the request for re-accreditation, the University submitted a completed application form that follows the structure of standards and criteria in relation to which the accreditation is performed, the self-assessment report of the University, and other supporting documents that are linked to the application form by hyperlinks (Statute, Study Rules for I and II study cycles , Instructions for designing and improving study programs, etc.).

At the same time, on the form prescribed by the Agency, a special application was submitted for all 16 study programs, following the relevant standards and criteria, as well as 16 self-evaluation reports and supporting documentation.

Study programs applied for accreditation by a higher education institution that have previously undergone the review process:

Study programs applied for accreditation		
To be completed for each study program		The names of the exit qualifications should correspond to the official occupational classifications.
<b>The name of the study program:</b>	<b>Study level</b>	<b>Name(s) of the exit qualifications</b>
Architecture	First cycle	Architect - 240 ECTS
Fine arts	First cycle	Bachelor of Fine Arts - 240 ECTS, painter, Bachelor of Fine Arts - 240 ECTS, graphic artist,

		Bachelor of Fine Arts - 240 ECTS, intermediate artist Bachelor of Graphic Design - 240 ECTS
Economy and bussiness management	First cycle	Bachelor's Degree in Economics, with Diploma Supplement and Department and Orientation - 240 ECTS
Computer science and information technology	First cycle	BSc in Electrical Engineering - 240 ECTS
Serbian language and literature	First cycle	Graduate Professor of Serbian Language and Literature - 240 ECTS
Psychology	First cycle	Graduate Psychologist - 180 ECTS
General Teaching - Physical Education and Sports	First cycle	Graduate Professor of Physical Education -240 ECTS
Manufacturing machinery	First cycle	Graduate in Mechanical Engineering - 240 ECTS
Dentistry	Integrate d (I and II cycle)	Doctor of Dentistry- 360 ECTS
Biology	Први циклус	BSc - 240 ECTS, General Degree Professor of Biology - 240 ECTS credits, teaching course
Social work	First cycle	Social Work Graduate - 240 ECTS
Agrarian economy	First cycle	Graduate in Agricultural Engineering for Agrarian Economy and Rural Development - 180 ECTS
Law	First cycle	Law degree - 240 ECTS
Mining	First cycle	Bachelor of Mining Engineering - 240 ECTS
Forestry	First cycle	Degree in Forestry Engineering - 240 ECTS
Chemical Engineering and Technologies	First cycle	BSc in Chemical Technology - 240 ECTS

## 2.0 External evaluation

### 2.1 Previous activities

After reviewing the submitted study program documentation by the Agency, reviewing the List of national and international experts for quality assessment and audit and making recommendations on the accreditation of higher education institutions, ie their study programs, it was found that there are no experts in all scientific fields and fields in the List belong to the study programs submitted for review.

The Agency has therefore taken steps to provide experts in all relevant scientific areas and fields and established a Review List (<http://heears.com/index.php/sr/lis-r-c-nz-n>) which is an open source list with for the purpose of continuous replenishment.

When selecting the reviewers, care was taken to select internationally recognized national and international university teachers, scholars or artists who were selected to professions in the narrow scientific field of the subject study program in order to obtain the highest quality review reports. Of the 32 reviewers hired to review the University's 16 study programs, 28 were regional experts, while four were domestic experts. In six cases, for objective reasons, the reviewer was replaced.

All reviewers have signed statements of non-existence of conflicts of interest, contracts that oblige them to act professionally and permanently store all information acquired during the review process. The reviewers were provided with completed application forms for study programs, self-evaluation reports, numerous supporting documentation, Standards and guidelines for quality assurance in the European Higher Education Area, Criteria for accreditation of study programs of the first and second cycle of studies in Republika Srpska and B&H, Rulebook on accreditation of higher education institutions and study programs of the Republic of Srpska, the form for the reviewer's work that also included the reviewer's checklist, as well as the review report form. Following the submission of the preliminary report, the Agency's expert collegium considered and accepted the reports in the first version or possibly requested an update of the report if all requirements of the criteria and standards were not met.

#### Study program reviewers' reports - University of Banja Luka:

P. бр.	Study program	Број Извјештаја рецензије
1.	Social work	01/1.4.92-3-1-2/18
		01/1.4.92-3-6-2/18
2.	Serbian language	01/1.4.92-3-2-2-2/18
		01/1.4.92-3-29-2/18
3.	Law	01/1.4.92-3-3-2/18
		01/1.4.92-3-5-2/18
4.	Agrarian economy and rural development	01/1.4.92-3-27-2/18
		01/1.4.92-3-28-2/18



5.	Architecture	01/1.4.92-3-17-2/18
		01/1.4.92-3-18-2/18
6.	Biology	01/1.4.92-3-11-2/18
		01/1.4.92-3-12-2/18
7.	Economy and bussiness management	01/1.4.92-3-4-2/18
		01/1.4.92-3-32-3/18
8.	Chemical Engineering and Technologies	01/1.4.92-3-19-2/18
		01/1.4.92-3-20-2/18
9.	Fine arts	01/1.4.92-3-7-2/18
		01/1.4.92-3-8-2-1/18
10.	General Teacher - Physical Education	01/1.4.92-3-25-2/18
		01/1.4.92-3-26-1-3/18
11.	Manufacturing machinery	01/1.4.92-3-15-2/18
		01/1.4.92-3-16-2/18
12.	Psychology	01/1.4.92-3-30-2/18
		01/1.4.92-3-31-2/18
13.	Computers and information tecnologies	01/1.4.92-3-9-2/18
		01/1.4.92-3-10-2/18
14.	Mining	01/1.4.92-3-23-2/18
		01/1.4.92-3-24-2/18
15.	Dentistry	01/1.4.92-3-21-2/18
		01/1.4.92-3-22-3/18
16.	Forestry	01/1.4.92-3-13-2/18
		01/1.4.92-3-14-2/18

After the completion of the activities with the reviews of the study programs for the purpose of accreditation, the preparations of the Committee of Experts began as follows:

- Mitar Perusic, PhD., representative of the academic community in B&H, chairman;
- Vesna Babic-Hodovic, PhD., representative of the academic community in B&H, member;
- Jozo Cizmic, PhD., international expert, member;
- Sanja Hajdukov, MS, representative of commerce and practice, member;
- Lejla Hairlahovic, MA, student representative, member;

The Commission received for consideration the University documentation, completed application form, self-evaluation report, numerous supporting documentation, pre-accreditation report, follow-up report taken between the two accreditation cycles, 32 study program reviews (including reports and check lists of reviewers), and plans for the improvement of study programs made on the basis of review reports.

The Commission also received Standards and Guidelines for Quality Assurance in the European Higher Education Area, Criteria for Accreditation of Higher Education Institutions in Republika Srpska and BiH, Criteria for Accreditation of Study Programs of the First and Second Cycle of Studies in Republika Srpska and BiH, Rulebook on Accreditation of Higher Education Institutions and Study programs of the Republika Srpska, checklist forms for a member of the committee of experts and a report form.

The Agency organized a meeting of the Commission of Experts on March 5, 2019 through an online meeting application gotomeeting attended by the coordinator and all members of the Commission of Experts except for prof. Vesna Babic-Hodovic, PhD, who was justifiably absent due to her earlier commitments. On that occasion, the Commission established the methodology of work and, among other things, agreed, respecting the acts of the Agency and all relevant regulations in Republika Srpska and BiH, that each member of the commission is obliged to fill in the form of an individual checklist on the basis of the analyzed documentation of the higher education institution, which serves as a reminder to the member of the Commission with questions, observations, and requests for additional documents for on site visit to the institution. At the same meeting, all details of the work were agreed, a common understanding of the requirements of the standards and criteria, after which the Commission agreed on the Plan and program of the on site visit to the institution of higher education which is Annex 2 of this report, and foresees a visit of three working days (including preparatory, working and Commission training meetings). Also, the Commission signed individual statements on the absence of conflicts of interest.

Prior to the visit of the Commission for External Evaluation, the management and representatives of the administration of the University of Banja Luka were informed of the details during the forthcoming on site visit, and were provided with a Plan of Visit in a timely manner, which was agreed with the representatives of the higher education institution and agreed on the approach and work of the Commission.

The subject of external evaluation is higher education institution and study programs, through assessment of the performance of basic activity in relation to the degree of fulfillment of the Criteria for accreditation of higher education institution in Republika Srpska and B&H and relevant European standards and guidelines for quality assurance in higher education, and through the evaluation of study programs in relation to the Criteria for Accreditation of Study Programs in Republika Srpska and B&H, as stated in the Accreditation Application of the University of Banja Luka.

During the meeting, the focus on individual issues was agreed, the specific impressions analyzed after reviewing the application of the higher education institution, the manner of conducting interviews, the harmonization of positions on the basis of individual checklists, and other issues of importance for the professional work of the Commission of Experts. Particular attention was paid to the review reports of the applied study programs and the improvement reports for each study program.

The members of the Commission of Experts on this occasion compiled a list of requests for additional documentation, which the coordinator forwarded to the University to prepare answers.

## 2.2 On site visit to the Higher education institution

The visit to the institution of higher education is scheduled for March 13, 14 and 15, 2019, and the Plan and program of the on site visit to the institution of higher education (hereinafter referred to as: Plan of the visit) which is available in the Agency's archive, file University of Banja Luka, in accordance with all members of the Expert commission and timely delivered to the institution of higher education to prepare relevant interlocutors of all interested parties. The plan of the on site visit foresees that during the first day the Committee of Experts will talk with the following interlocutors:

- management of the higher education institution (seven representatives, rector, vice-rectors, secretary and director/manager),
- the quality team and the self-evaluation report preparation team (six representatives),
- representatives of student services, libraries, legal services of the University, accounting of the University (18 representatives),
- representatives of the University's Department for International Cooperation (three representatives),
- Faculty management (deans, vice-deans, secretaries, heads of finance, program managers) of social and humanities study programs (37 representatives),
- academic staff of social and humanities study programs (18 representatives),
- students of all years of study of the first cycle of study programs of social sciences and humanities (30 representatives),
- representatives of industry and practice - all 16 study programs (25 representatives),
- graduates/alumni representatives - all 16 study programs (25 representatives)

During the second day of on site visit:

- Faculty Management (Deans, Vice-Deans, Secretaries, Heads of Finance, Heads of Study Programs) of technical science study programs (24 representatives),
- academic staff of technical science study programs (14 representatives),
- students of all years of study of the first cycle of study programs of technical sciences (20 representatives),
- Faculty Management (Deans, Vice-Deans, Secretaries, Heads of Finance, Program Managers) of the Medical and Biotechnical Studies programs (12 representatives),
- academic staff of medical and biotechnical study programs (9 representatives),
- students of all years of study of the first cycle of study programs of medical and biotechnical sciences (17 representatives).
- Tour of University resources.

During the third day of visit:

- Internal Commission meeting and presentation of general observations and reports of the Commission.

From the above it is evident that during the visit the committee spoke with a total of 265 interviewees (lists of participants with signatures available in the Agency's Archive, University of Banja Luka file).

After the meetings and discussions, the members of the Commission held an internal meeting at the end of each working day, where they made individual observations and impressions from individual meetings, commenting on the information received and analyzed the work of the Commission.

During the discussion, all members of the Commission agreed that the University has exceptional human and spatial resources and that realistic quality indicators are at a higher level than could be deduced from the documentation prepared for accreditation. Specific recommendations are also made on these observations further in the report.

During the second day, the Commission visited a number of study programs selected through random sampling as part of the resource visit, taking into account that it covered study programs in the social / humanities, technical and biomedical sciences.

The Commission, in its entirety, visited the Dentistry study program, where it spoke with academic staff, students and staff at the Dental Clinic operating within the Dentistry study program.

After a joint tour of the Dental Clinic, with the aim of a more efficient approach, the committee split into two groups, one of which (Prof. Mitar Perusic, PhD, Sanja Hajdukovic, MS and Lejla Hairlahovic, MA accompanied by the Vice-Rector for Teaching Strain Posavljak, PhD) was in charge for study programs Production Mechanical Engineering and Chemical Engineering and Technologies, while the other group (Prof. Vesna Babić-Hodović, PhD, and Prof. Jozo Cizmic, PhD, accompanied by coordinator Duska Radmanovic, MS) visited the Law and Economics and Business Management study programs.

The tour included a tour of the teaching rooms, computer rooms, laboratories, libraries and student services, an insight into the scientific works by a random sample method, interview with representatives of study programs (deans, deans, professors, secretaries, librarians), as well as with students who found themselves in classes at the time.

After visiting the institution's resources, the Commission concluded that it was a very good functional organization of space and an enviable level of capacity. All details and legal evidence regarding the fulfillment of the legal requirements for the organization and operation of the university are presented in the documentation provided in the application for accreditation.

The end of the working part of the visit, talks, visits and analyzes, was dedicated to plans and agreement on how to present the preliminary report. Following the discussions according to the previously set schedule, the members of the Commission held an internal meeting at which they agreed on the content and guidelines of the preliminary report with the assessment of the situation and recommendations for improvement, which emphasized the communication of the good and the weak sides, and the basic recommendations for improvement by each criterion individually.

During the third working day of the visit on March 15, 2019 at the joint final meeting with the University representatives, the Commission orally presented to the representatives of the services and administration of the University a Preliminary Report on External Evaluation. During the three-day visit, a record was kept, which is available in the Agency's archive, the University of Banja Luka file.

### 3.0 Opinion on the outcome of the external evaluation

External evaluation was done by checking the level of fulfillment of requirements of ESG standards, Criteria for accreditation of higher education institutions and Criteria for accreditation of study programs of the first and second cycle of studies.

Criteria for assessing the level of fulfillment of requirements:

Level I - no evidence or partial, unreliable evidence of fulfillment of requirements (brand new or foreign to the organization),

Level II - the requirement is planned, exists only on paper and/or is partially implemented,

Level III - requirement planned, implemented and effects monitored,

Level IV - requirement planned, implemented, effects monitored, with/without the introduction of continuous adjustments and improvements based on comparisons with the best.

I	HEI does not fulfill the requirement
II	HEI partially fulfills the requirement
III	HEI mostly fulfills the requirement
IV	HEI entirely fulfills the requirement

### 3.1 Quality assessment by individual criteria

<p><b>A.1 Quality assurance policy</b>          Requirements of ESG standard 1.1 and RS/B&amp;H criteria T.1.1, T.1.2, T 1.3, T.1.4, T.1.5, T.1.6</p>
<p><b>The good sides:</b></p> <p>There is a Development Strategy for the University of Banja Luka from 2017 to 2025 that aims to identify key strategic directions that are based on realistic goals. It is published and available on the University website.</p> <p>The Strategy was prepared in accordance with the guidelines given in the following acts: Law on Higher Education (Official Gazette of the Republika Srpska, Nos. 73/10, 104/11, 84/12, 108/13, 44/15 and 90/16) ; Law on Scientific Research and Technological Development (Official Gazette of the Republika Srpska, No. 6/12); Scientific and Technological Development Strategy of the Republika Srpska 2017-2021; Strategy for the Development of Education in Republika Srpska for the period 2016-2021; Declaration of Commitment to the European Charter for Researchers and the Code for the Recruitment of Researchers; Recommendations of the „Europe 2020“ Strategy.</p>

The Statute of the University was adopted by the Senate of the University of Banja Luka at the 62nd session held on April 12, 2012.

The quality assurance strategy, procedures for monitoring and improving quality, as well as forms for monitoring quality indicators, are contained in the 2012 Quality System at the University of Banja Luka. It is published and available on the University website.

The University of Banja Luka operationalizes strategic and operational goals, mission and vision and plans through the practice of drafting annual work programs.

The way in which the interested parties participated in the consultations with a goal to drafting these documents is that the Rector defines the proposal of the Work Program with the Vice-Rectors, which is preceded by a discussion of the Extended Collegium. The adopted program of work from the extended collegium goes to the Senate, which also discusses the adopted proposal. The newly agreed and approved proposal coming from the Senate to the University steering Board can be adopted as the final University Work Program. The policies and procedures of the internal quality assurance system are governed by the 2012 Quality System at the University of Banja Luka. There is a Quality Monitoring and Improvement Procedure from 2012 which establishes a unique way of monitoring, analyzing and improving quality at all organizational units of the University. It contains an overview of quality by-pass and quality improvement activities. The procedure also determines the dynamics of performing individual activities and the duties, responsibilities and responsibilities of persons on particular issues. The highest body in the quality system of the University of Banja Luka is the Quality Assurance Committee (KAC). The Quality Assurance Committee was formed by a decision of the Senate, and is tasked, among other things, with preparing quality strategies and policies and submitting them to the Rector and the Senate for adoption. At the University level, he also employs a quality assurance coordinator, with the task of providing technical support for the KAC, coordinating quality assurance activities with organizational units, collecting, processing and analyzing data on quality assurance, etc. The appointment of quality coordinators at organizational units (faculties and the Academy) was also made.

Students actively participated in the drafting of the Strategy through various bodies that considered the draft strategy on a number of occasions (STC, KAC or Senate).

The quality assurance system is described by the following interrelated documents: the Quality Assurance Strategy, the Quality Monitoring and Improvement Procedure; Quality monitoring forms.

International cooperation as a chapter is presented in the Development Strategy of the University of Banja Luka for the period 2017-2025. Details of international cooperation as international projects, agreements, activities, program of work, membership in associations, mobility, etc. is on the University's website under Cooperation.

The University has an Office for International Cooperation with Professional Staff, which provides logistical support for the University's international activities.

The largest number of realized international educational projects at the University are TEMPUS projects. Since 1996, the University has participated in 89 TEMPUS projects funded by the European Commission. In this context, cooperation has been established with all universities in Bosnia and Herzegovina and many universities in Europe.

A number of academic staff and students at the University have been, or are currently scholarship recipients of various government programs of foreign countries (most of them governments of the EU Member States, the United States of America and Japan). Numerous contacts were made and various activities and projects were implemented with international organizations, associations and centers, as well as embassies in Bosnia and Herzegovina and embassies of Bosnia and Herzegovina abroad.

Some of them are: European Commission, Delegation of the European Commission to Bosnia and Herzegovina; EU Info Center; Erasmus +/TEMPUS Office in Bosnia and Herzegovina, Council of Europe, OSCE, German Agency for Academic Exchange (DAAD); University Francophonie Agency (AUF); USAID; United Nations Development Agency (UNDP); French Cultural Center, British Council and others.

Faculties/Academy of Arts regularly organize, at least once a year, within their motherhood, conferences that discuss current issues concerning teaching, artistic, professional and scientific character. Numerous guests from universities from the country and abroad participate in the work of these conferences, which further contributes to the establishment of partnerships between higher education institutions.

The basic mechanism for stimulating research is the regulation on the minimum amount of research results necessary for the selection and promotion of teaching and associate titles, with priority being given to those candidates who have achieved more valuable scientific research results. For a teacher to hold quality teaching in a discipline, he or she must have remarkable research results in that discipline. Through these results, he validates his values and competences and makes his own contribution to the development of the scientific field and society.

Through the Student Parliament and the Scientific-Teaching Council, the Senate and the University Steering Board, students participated in the drafting of the Strategy, therefore, through formal bodies. Students focused on improving teaching and the teaching process, hands-on teaching, strengthening practice-theory relationships, and engaging in research. Students organize their evaluation, interview the University staff so that their voice is heard. Students' insistence on hiring young assistants (50 young assistants employed).

**Disadvantages:**

In line with the Internationalization Strategy, although there has been a marked increase in mobility over the past years, mobility is a segment of internationalization that should be significantly improved in the coming period.

According to the current analysis of the situation at the University, and based on all the above, the University is not adequately recognized in the international academic community in terms of education or research, so that international cooperation is not at a satisfactory level, though still above the average of the environment.

The reasons for this situation are many: financial and infrastructural problems, lack of adequate funds and ways of co-financing the mobility of students and teachers, insufficient motivation of teachers, associates and students, insufficient number of international research projects, modest number of scientific papers published in English in international journals, and publishing, mostly in the Serbian language.

Insufficient number of professional and scientific projects with business organizations, as well as consultations with all interested parties, state and local government, although such projects exist and can still be a significant source of their own income.

In line with the development strategy, although very active, the University of Banja Luka does not have sufficient research results that push the boundaries of knowledge that, as new theories and technologies, new methods, organizational structures or social models, would seek to expand teaching content.

Obviously, there is a lack of significant funding for scientific conferences in the country and abroad, whose portfolio would systematically financially support the participation of teachers and associates from all organizational units in scientific and expert conferences.

There is a quality assurance system at the University, and it needs to be regularly maintained and improved, ie. updated accordance to the needs. A number of students do not clearly identify the goal and purpose of the survey, and whether the results of the survey can influence positive change and how. Interviews with students give the impression that students in large numbers did not show interest or actively participated in the creation of quality policy at the University and the faculties.

The University does not have a formally adopted research strategy and policy that would lead to a unified systematic approach to research.

**Improvement recommendations:**

From the point of view of policy and quality assurance, it is necessary to strengthen the organizational and personnel resources for quality assurance at the University (through a team or a quality office).

Also, from the aspect of quality improvement, questions related to non-teaching staff (student services, libraries, etc.) should be included in the student survey in order to include all segments of the University's activity in the quality evaluation system. Initiate and organize and research among employees - academic and non-academic staff regarding the effects and work of management of faculties and universities, especially in areas that are directly maintained on the work and professional development of employees. An action or plan for the implementation of the Strategy (task - bearer - deadline - realization) is needed on an annual and three-year basis. Broader discussion is needed in the production of relevant documents, working on documents that regulate public communication.

The budget seeks to secure in advance adequate financial resources for all forms of international cooperation. Develop an action plan with concrete measures to motivate students to apply for student mobility/exchange, and how to attract foreign students to enroll in study programs at the University. First of all, students from the diaspora.

In order to internationalize, programs and/or courses that students can enroll and attend in English (or another world language) need to be clearly highlighted. Also in terms of internationalization and promotion of research work, doctoral studies should be in line with the European Qualifications Framework. Encourage (primarily by securing funding) the arrival of distinguished international visiting teachers.

The social community, as well as the stakeholders, should be directly involved in the development of the Strategy and the most important policies, since their participation in the design and innovation of study



programs has produced good results. Cooperation between the economy and the University is currently being carried out at the level of individual faculties. In order to improve quality, colleges or universities may periodically examine the needs and satisfaction of employers with the exit qualifications of graduates.

**Requirement Level:**

I

II

III

IV

**A.2 Program design and approval**

Requirements of ESG standard 1.2 and RS / BiH criteria T.2.1, T.2.2

**The good sides:**

The process of study program development at the University of Banja Luka is defined in the document Instructions for the design and improvement of study programs. It was elaborated on the principles of the 21st century higher education such as: openness to the public and citizens, compliance with the needs of society and the labor market, student-centered teaching process, student mobility, lifelong learning and quality assurance.

It contains useful guidelines and recommendations, and in some cases quite specific criteria. The instruction was adopted at the 52nd session of the Senate from September 29, 2011.

The process of adopting study programs is defined in the document "Instructions for designing and improving study programs", in Chapter 4. Procedure for the development of study programs.

The process of monitoring and periodic review of study programs is described in the document "Quality Assurance Strategy", in chapter 3.3 Quality assurance of study programs. This chapter of the Quality Assurance Strategy is linked to Tables OK E T3.1 and OK E T3.2 of the Quality Monitoring Forms.

Some interested parties from the University, primarily management of organizational units and academic staff, actively participated in the process of drafting the contents of the Instruction, through work in the Teaching and Scientific Council. At the faculties that carry out the study programs that are the subject of accreditation, the students participated to a different extent and were actors of the whole process. Some faculties were able to consult on their own proposals and were able to ensure that a significant number of proposals were accepted.

**Disadvantages:**

Although most study programs are current, it is necessary to review the actuality of them at certain intervals. Representatives of the labor market did not participate sufficiently in the development of the program. They did not have the opportunity to come up with suggestions on the necessary changes that need to be made in the curriculum to make students who are "leaving the faculty" more ready to engage in practice. (With the exception of some faculties - eg a successful example of a Faculty of Mechanical Engineering which, in consultation and at the suggestion of business and practice representatives, made major changes to the study program and revised the 3 + 2 study to a 4 + 1 model to ensure a sufficient level of students' knowledge and competence who graduate from the Faculty of Mechanical Engineering).

Some of the significant elements necessary for the successful implementation of the TPP are not adequately and sufficiently defined in this document. This is primarily about institutionalizing and compulsorily involving students in SR and integrating research projects and the results of these projects and the teaching process. It is also described as insufficiently precise and regulated practice that students are required to do. Learning outcomes are not uniform in terms of the quality of the description and formulation, the number of the outcomes, but also the objectives of the study programs. There is also an unevenness in stating the learning outcomes in the programs of individual subjects, both in scope and content of the written. They do not comply with the European Qualifications Framework and the verbs recommended (Blum's taxonomy), and no distinction and consequent link to competences is highlighted.

The scope of the practice foreseen by the new document is not sufficient to ensure a balance between theoretical knowledge, skills development and experience building from the beginning of studies. There is agreement in this area in the assessment of students and practice representatives.

The experiences and evaluations of Alumni members (clubs, centers, groups - depending on the faculty, since there is no formalized form of organization) are insufficiently integrated.

Study programs are not often updated and modernized. Despite the recommendation given during the accreditation that programs be innovated every 4 years, some faculties have not done so for 10 years.

From the discussions with students from all faculties, the majority view is that students, except those who were elected to the bodies of the University and the faculty, did not participate in the creation and innovation of study programs, nor did they have any special prior information.

**Improvement recommendations:**

The economy should critically monitor and analyze the study programs and competences that students acquire, and make proposals for changing study programs and proposals for the labor market to establish new study programs or innovate existing ones according to market needs.

The university should consult the economy more significantly before designing or innovating study programs. Intensify cooperation with the economy, arrange institutionally by signing agreements on cooperation that would, on the one hand, regulate the modalities of student scholarships, conducting student internships with businessmen and feedback to the University / faculties, etc.

Student internships should be conducted more frequently, beginning in the early years of study with the help and supervision of qualified mentors. The practical part of the teaching should be carried out on the basis of a program prepared by a mentor from the faculty and in accordance with the program of the course in the academic year the student is on.

In addition to the faculty mentor, the student should also have a mentor in the company that monitors his/her work, and the evaluation of the results could be given by both mentors, and the academic mentor will form the final grade. Refine and more clearly quantify the "specific gravity" and participation of the practical part of the work in the acquisition of knowledge, and assign the appropriate number of ECTS credits to the practice in each academic year.

Content of the practice and subjects in which it is performed adapt to the academic year and the program, taking into account the specificities of the faculty and the study program from one, as well as

the capacities and opportunities, that is, the business/production cycle of the partner with whom the practice is performed from the other side. Consider also the possibility of group practice at lower years when direct engagement and individual workload are not required, primarily because of the limited number of companies and partners that can offer the conditions and capacity to practice.

Encourage the introduction into the study programs of the so-called soft skills in subjects or teaching units, especially those in management, entrepreneurship, economics and law.

Learning outcomes should be fully identified and linked to the Qualifications Standards and Qualifications Framework of the European Higher Education Area (QF-EHEA). Furthermore, competences and learning outcomes are not and may not be synonymous. There are four main areas of definition of learning outcomes that can be used to define learning outcomes: 1) Knowledge; 2) Skills; 3) Independence; 4) Accountability. Active verbs should be used to describe learning outcomes: memory, understanding, application,

analyzing, evaluating, synthesizing, creating (explaining, creating, interpreting, describing, noticing, solving, classifying, presenting, interpreting, applying, distinguishing, recognizing, implementing, interpreting, participating, creating, writing, writing a memo and plan, designing a group, review strategy, analyze, select, propose, develop, prepare, argue, present, align, anticipate, compare, define, evaluate, cognize, use). They are certainly different from the verbs used to describe the goals of the course such as: to be empowered, to appreciate, to have knowledge, to learn, to become aware, to gather, to know, to master, to understand, to understand, to develop needs, to meet, to remember, to know, to adopt.

To complement out-of-faculty internships, intensify and increase the number of in-service guest lecturers to share their experiences and animate students to begin thinking about employment and engagement alternatives as soon as they graduate.

The University should continuously monitor the official employment data of graduates and inform students about it. This information can also be used to determine admission quotas at individual faculties.

Continue and periodically update curricula in line with the positive practice of delivering study programs and improving the quality of higher education in the EU and the adopted program quality standards.

In all study programs, the acquisition of practical and applicable knowledge and skills should be possible. As the trend of a decrease in the number of students enrolled has recently been observed, the University should find an adequate response through the innovation of existing study programs and the organization of projects of market interest.

<b>Requirement Level:</b>	I	II	III	IV
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**A.3 Student-centered learning, teaching and assessment**  
 Requirements of ESG standards 1.3 and RS / BiH criteria T.3.1, T.3.2, T.3.3

**The good sides:**  
 The University of Banja Luka applies the principle of continuous monitoring and assessment of students throughout the semester and at the final exam. Points are awarded for each form of assessment of knowledge and capability (Statute, Article 108). The final grade is formed on the basis of the total number

of points scored, but the results of individual checks are not taken into account if less than 51% of the points estimated for the given form of examination are achieved. At least 50% of credits must be provided for proficiency tests during the semester. In other words, the final exam cannot carry more than 50% of points. This means that the student can not pass the course by accessing only the final exam, but must also score a certain number of points on pre-examinations. Such provisions encourage continuous work and monitoring of student progress. (Study Rules on the 1st and 2nd Cycle of Studies, Chapter IV Evaluation of Student Work, Articles 44-47). Here are only those provisions that oblige continuous monitoring of students work. The study rules are a comprehensive document that regulates other questions related to the assessment: examination deadlines, application deadlines, records, conditions for the final exam, rating system etc.

The student's assessment during the semester is formative, and the final exam sumatInternal formal acts strongly promote this leave in order to become a practice someday. It also emphasizes the need to closely relate exams and exam questions to the learning outcomes of the course. The procedure for introducing students to the methods and methods of assessment is prescribed by the Rules of Study (Articles 44-47). The subject teacher is obliged to introduce students in the first hour of teaching about the forms and terms of assessment, the nature and content of the final exam, the structure of the total number of points and how to form the grade.

Before the beginning of the school year, information classes are organized for newly enrolled students, where students are introduced to the rules of study, legal provisions and modern, Bologna concepts of higher education.

Students are involved in all academic and governing bodies of the University. At the faculty level, students have their representatives in teaching-scientific/artistic councils: 20% of the total number of council members belongs to students. The same rule applies to the Senate composition - students have 20% of members. The Steering board also has a student representative, one of the eleven members is a student. One student representative, namely the President of the Student Parliament, participates in the work of the Rector's Collegium. Students have two representatives on the Ethics Committee.

In addition to participating in academic bodies, students have the right to organize themselves (Statute, Article 128).

The role of students in quality assurance is most clearly defined in the University Statute. Students are guaranteed the right to actively participate in quality assurance and to express their opinions on the quality of teaching and the work of academic staff (Article 115).

Chapter IX - Dedicated Quality (page 44) establishes the obligation of regular annual surveys of students on the quality of the teaching process (regularity of lectures, consultations and examinations, the ratio of academic staff to students) and consultation of management with student associations and student representatives in academic bodies. The rule was made that the results of student surveys should be publicly displayed for at least 15 days, after which the organizational units' councils were obliged to consider them and adopt measures for elimination of deficiencies (Statute, Article 155, paragraphs 2 - b).

In addition, the evaluation of teaching competences within the University's quality system (Article 135, paragraph 8) is taken into account in the selection of academic titles. In addition to their applications for the academic title, teachers submit the results of student surveys on the quality of the teaching process.

Students have two representatives on the Quality Assurance Committee (at least 20% of the total number of members, Article 154, paragraph 2). The term of office for student representatives is one year.

Students are constantly monitored and evaluated. The grade is formed on the basis of the total number of points awarded, and the final exam cannot carry more than 50% of the total number of points. There are Rules of Study on cycle I and II (comprehensive and detailed document). There is a tendency to link exams and exam questions to learning outcomes.

In addition, the assessment during education has a formative process. The assessment and monitoring process is further regulated by the Quality Assurance Strategy, the Quality Monitoring Forms, the Guidelines for the Design and Improvement of Study Programs. Students are introduced to the way they are assessed and followed through the Study Rules. Before the start of the academic year, meetings are organized for newly enrolled students in order to get closer to the system of study and to familiarize themselves with the legal regulations, and the subject teacher in the first hour introduces students to specific activities related to the subject.

On the basis of the recommendations of the Commission of domestic and international experts conducting external evaluation of UNI BL (Report from May 16, 2013), the following activities were implemented:

- Institutionally resolved the issue of practical teaching and output profiles of individual study programs;
- Specified rulebook on appeal procedures;
- Curriculum integration;
- Harmonized assessment of students with the goals of the program;
- Introducing new testing methods.

The University has signed cooperation agreements with more than 200 institutions worldwide: faculties, universities, institutes and other institutions relevant to higher education. The university is a signatory to the Magna Carta Universitatum, together with over 600 universities in the world, and is a member of the International University Network of Academic and Research Cooperation under the auspices of the Science Park of La Sapienza University in Rome (Italy).

Also, the University is a member of the General Assembly of the Inter-University Center for Scientific Work and Cooperation with Eastern and Southeastern Europe (CIRCEOS), with a seat at the University of Bari (Italy), and is a member of the UniAdrion "Network of Universities" that fosters cooperation between universities and research centers. The University participates in the CEEPUS (Central European Exchange Program for University Studies) exchange program, in which it is an active partner of 10 CEEPUS networks.

These activities are carried out in cooperation with the Ministry of Education and Culture of Republika Srpska and the Ministry of Civil Affairs of Bosnia and Herzegovina. So far, over 350 students, teachers and associates from the following partner countries have been exchanged in this direction in both directions: Serbia, Romania, Bulgaria, Czech Republic, Poland, Slovakia, Slovenia, Croatia, Montenegro, Macedonia, Austria and Hungary. Activities for the implementation of this program continue in the coming years through the implementation of the CEEPUS III program.

The University is a member of the European Association of Universities (EUA).

The University has participated in six Erasmus Mundus projects. Also, the University's teachers and students participate in the European Union's Education, Training, Youth and Sport 2014-2020 program. (European Region Action Scheme for the Mobility of University Students - Erasmus +). Currently, 19 Erasmus + projects under the key action are being implemented at the University: 1-credit exchange and eight Erasmus + projects from the key action; 2-capacity building.

Within the framework of international cooperation, the University of Banja Luka pays considerable attention to the exchange of students and staff, as part of the cooperation agreement activities, through international exchange programs, study visits, summer schools, workshops, seminars and internships.

Erasmus + (KA1) - Credit exchange is a European Commission program that allows universities to exchange students and staff. According to the program rules, prior to the exchange, universities are required to sign the Interinstitutional Agreement. The University of Banja Luka has been involved in the program since its formation in 2014 and has over 40 signed Interinstitutional agreements, which have exchanged over 100 students and staff. Student exchange may last from three (3) to 12 months for the purpose of study and from two (2) to 12 months for the purpose of practice. Staff exchange may last from five (5) days to two (2) months.

Erasmus Mundus is a European Commission exchange program which has been completed and in which the University of Banja Luka has been involved since 2011. Thanks to this program, over 70 students and staff members made the exchange.

Since 2012, a Fund for co-financing the international exchange of students and academic staff of the Government of Republika Srpska has been established within the Ministry of Education and Culture of the Republika Srpska (now within the Ministry of Science, Technology, Higher Education and Information Society) through which professors, associates and students from the University of Banja Luka go to exchange.

There is a successful collaboration with organizations that support the opportunity to pursue the professional practice of students abroad, such as the Association for International Student Exchange for Professional Practice (IAESTE), the European Association of Electrical Engineering Students (EESTEC), the Committee for International Exchange of Medical Students of Republika Srpska (SaMSIC). ERASMUS, STINT, etc. The Ordinance on the International Exchange of Students and Staff was also adopted.

**Disadvantages:**

It is obvious that the University is adequately teaching, but in certain exceptions when overcompensating, there is a student overload.

Also, in some organizational units, students do not have a completely clear way of monitoring students' work, evaluation and grading.

Structuring knowledge tests in which students have different forms of activities during the semester through which they show the results of acquiring knowledge and developing skills from individual parts of the program to retake the same subject at the final exam is not justified. Integrating the entire program into the final exam makes pointless work during the semester. Different forms of assessment

are essential and conceptualized in order to balance how a teacher can "evaluate" a student's progress during the semester.

Participants from the industry, from the class of former students and the students themselves, cite the lack or insufficient duration of the student internship as the biggest objection, but also an opportunity for improvement of the study process. Students state that there are too many so-called "study programs" in the study programs sc. general subjects (on which general knowledge is acquired), to the detriment of specialized, vocational subjects that enable faster involvement in practical work.

There are certain administrative obstacles in the field of international cooperation (such as payment of fees under the CEEPUS program).

**Improvement recommendations:**

Students (current and former) point to the need to involve top experts from the field of practice in the teaching process.

It is suggested that faculties provide the opportunity for students to participate in extracurricular activities (sports, culture, volunteering, community service, workshops, etc.), and that such activities are valued through the award of credits or an appropriate number of ECTS credits.

Student workload should be evenly distributed throughout the week, not like in some cases where students are loaded with the morning and afternoon classes in the same day (taking into account a maximum load of 25 hours per week).

To ensure a balanced schedule of examination terms within the examination deadlines (the order of examinations should be the same in order to balance the time required to prepare the exams in all subjects).

It is necessary to provide appropriate literature, up-to-date and in line with the program of the course being taught and adapted to the specifics of the subject matter and the level of students' prior knowledge.

Assessment procedures need to be more precisely defined and how they are implemented in practice. As part of international cooperation, remove administrative barriers at the University and streamline procedures for incoming students and staff.

<b>Requirement Level:</b>	I	II	III	IV
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**A.4 Student enrollment, progression through studies, recognition and certification**  
 Requirements of ESG standard 1.4 and RS / BiH criteria T.4.1, T.4.2, T.4.3

**The good sides:**

The procedure for enrollment of students is regulated by the Law on Higher Education of the Republika Srpska (Articles 5 and 6), as well as on the basis of a decision of the Government of the Republic of Srpska on the number of full-time and part-time students enrolling in the first year of the first and second cycle of study at public higher education institutions for each academic year.

Recognition of qualifications acquired in other institutions and educational systems, with the aim of continuing education at the University is regulated by: Rulebook on the procedure of equivalence of

previously acquired titles, the procedure for evaluating higher education certificates and for the needs of continuing education at the University of Banja Luka; Law on Higher Education of Republika Srpska (Article 129), Rulebook on the Content of Public Documents Issued by Higher Education Institutions.

**Disadvantages:**

Regardless of the regulation of this issue by the acts prescribed by the higher authorities, since it is a public higher education institution, it is noticeable that there are some differences in trends in the number of students enrolled in the academic years, which are primarily the result of certain demographic changes caused by the changes in natural population movements and changes in the labor market. On this issue, there is no clearer analysis of future trends and expectations in the number of students enrolled.

**Improvement recommendations:**

Although these documents are the basis for student enrollment, the University should more clearly define the way students are enrolled internally, especially with regard to the evaluation of the Faculty and the Academy, submission of proposals to the Senate and final submission of proposals to the Government of Republika Srpska. This estimate should be based on real facts about the number of high school graduates in the school and academic year in question.

<b>Requirement Level:</b>	I	II	III	IV
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**A.5 Human resources**  
 Requirements of ESG standard 1.5 and RS / BiH criteria T.5.1, T.5.2, T.5.3, T.5.4, T.5.5

**The good sides:**

The University has adopted a formal document regulating the procedure for selection and promotion of teachers - Rulebook on the procedure and conditions for the selection of teachers and associates at the University of Banja Luka. The Rulebook describes in detail the procedure for selecting and hiring new and advancing existing teaching staff, which has been elaborated on the principles of publicity, equal access and competition (call for competition, publication of information on the web, etc.).

The competence of the members of the committee for the appointment of academic staff in the given scientific/artistic field in which the candidates seek the appointment to the profession is prescribed and secured by Art. 6. of the Regulations that are mentioned. There is also a Rulebook on Publishing.

The basic mechanism for stimulating research is the regulation on the minimum volume of scientific research results necessary for the selection and promotion of teaching and associate titles, with priority being given to those candidates who have achieved more valuable scientific research results. Through these results, he validates his values and competences and makes his own contribution to the development of the scientific field and society. The research work is carried out in several directions:

- participation in international projects: FP7, ERASMUS, IPA, HORIZONT and others,



- implementation of projects financed by the Ministry of Science and Technology of Republika Srpska,
- execution of projects for the needs of companies, companies and institutions, development of various development strategies and investment studies, services of expertise, certification and analysis, consulting services.

Further details are provided in the 2016/17 Self-Evaluation Report subsection Research and scientific and artistic work, as well as on the university web under the category of sciences.

Following the integration of the University, in January 2008, integrated surveys of students throughout the University began. A separate form for the subject teacher is created for each subject, and a separate form for each subject teacher.

In the last two years, the survey has been conducted electronically using the University's information system for each semester, which was not the case before. In addition to the compulsory survey, faculties are free to carry out additional surveys in their own direction and in accordance with their needs (freshman survey, previous graduation survey, student survey on student rights, etc.).

In the context of monitoring and evaluating the quality of academic staff, a survey is conducted among students about the content and elements of teaching, teaching and collaboration with students directly influenced by teachers and independently created.

Since 2015, the University's survey process has been regulated by the Rulebook on Student Survey on the quality of teaching process, and is available on the University's website.

Faculties should make an analysis of the workload of each teacher and associate according to Table OK E T5.2 of the Quality Monitoring Form. After the analyzes have been carried out, a plan for the employment of trainees and senior teachers is drawn up, with an emphasis on the current priority area, as it cannot be expected that there will ever be sufficient resources for all needs.

On the basis of proposals submitted by organizational units, a consolidated plan for the development of the teaching staff of the University is defined (Rulebook on Standards and Norms for Calculating the Salaries of Employees at Public Higher Education Institutions).

Minimum requirements for appointment to academic titles are given in the Statute, Article 135. Examples of several reports on election to titles are given as confirmation of compliance with the prescribed criteria: Election Report 1; Choice Report 2; Election Report 3.

**Disadvantages:**

The University does not have a formally adopted staff policy (or documented assessment of staffing needs) in the form of a separate document, but it has all important reviews of staffing potential and staffing needs. There is a Rulebook on the procedure for checking the authenticity of students' final papers on the 2nd and 3rd cycle of study at the University of Banja Luka, but it does not regulate the verification of the authenticity of the works of teachers and associates.

Teachers' representatives point to the problem of unrealistic set standards, which burden them and prevent them from engaging in scientific research. Representatives of the administration and teachers/associates in the field of social sciences point out the inadequate relation of the scientific policy of higher authorities to the social sciences and humanities.

The planning of the development of the departments and the projections for the increase in the number of teachers, as well as the promotion to the higher titles are within the competence of the chairs, ie study programs and are "rounded off" within the scope of the TSC. Personnel policy in the traditional sense can be managed and prepared for administrative and support staff.

The problems of insufficient "openness" of the faculty regarding the availability and the possibility of using databases in various fields were also noted, and the financial reasons were cited as a key reason.

**Improvement recommendations:**

Legal and financial support should be provided for journals in the social sciences and humanities to be valued equivalent to those cited in WOS, SCI, SCOPUS and other recognized databases (in terms of rewards, promotions, access to functions and other benefits).

It is necessary to create opportunities for subscription to databases, which is a key prerequisite for successful scientific research work, as well as access for teachers and students.

It is necessary to organize programs / courses / workshops for the education of teachers and assistants in the field of didactics and teaching methodology (so-called educator training).

It is necessary to ensure the possibility, but also the obligation to carry out the control of the originality of graduate and other student papers at all levels of study, as well as to check the authenticity of all scientific works of teachers and assistants of the University, and to determine sanctions if plagiarism and unauthorized use of other people's works and sources are observed.

Consider justifying the organization and implementation of the so-called "Exit surveys" or surveys among faculties graduates. As collaboration with alumni is "in its infancy" and Alumni organizations have not yet come to life, this is a good opportunity to gather information about the experiences they have had after graduation.

Even after formalizing the organization of Alumni Associations at the faculties, the exit survey is justified and can provide meaningful information, especially given the fact that it can be linked to the results achieved by the student in the study.

When conducting student surveys of teachers and associates, design survey questionnaires in such a way that surveys are conducted at the same time about administrative staff. The results of student surveys in the part related to their work should be submitted to the student service and library (take care of protection of personal data), and to initiate a survey in which teachers evaluate the work of

administrative services, since the quality of their work creates prerequisites for smooth teaching . All results of the survey should be subject to measures to improve the existing situation.

<b>Requirement Level:</b>	I	II	III	IV
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**A.6 Student Learning and Support Resources**  
 Requirements of ESG standard 1.6 and RS / BiH criteria T.6.1, T.6.2, T.6.3, T.6.4, T.6.5

**The good sides:**

A complete overview of physical and information resources is provided in the Self-evaluation report under the chapter Quality of physical resources.

The space survey shows the total usable space of the University in the amount of over 49,000 m<sup>2</sup>, which is approximately 10% more than the last analysis (2012). Reduced to one student an average space of 49480 is obtained: 17403 = 2.84 m<sup>2</sup> per student in total. Usually different criteria in terms of space are at stake in different scientific fields. In the period 2012-2014 the activities on construction and equipping of the sports hall (1.6 million KM), reconstruction of the facilities of Architectural and Civil Engineering (3 million KM) and the Faculty of Political Sciences (6,5 million KM) were completed.

There are a total of 16 libraries at the University. All faculties have separate library spaces and other resources. Since the end of 2010, the EBSCO Research Database was launched at the University on line. Since 2015, the introduction of the COBISS information and library system has started. All faculties are expected to be integrated into COBISS by the end of 2018.

There are 34 full-time employees in 16 libraries, and the total number of books in all libraries is over 220000 books. Existing libraries are located in conditional and separate spaces. The degree of computerization is unbalanced (some faculties have some of the library contents computerized). The digitization of college libraries has not yet been fully implemented.

The equipping of libraries is the responsibility of the faculties who, within their capabilities, invest in the improvement and development of library contents.

Administrative staff has opportunities for training through a number of ERASMUS projects, seminars organized by the University and organizational units.

The University takes into account the needs of students with disabilities, and the University Center for Assistance to Students with Special Needs has been established. Students can use two rooms where the equipment is located ie. computers, laptops, tablets, induction loops for the deaf, the Braille printer, the Braille line, and other equipment found at the University Center.

Students are provided with all wearable equipment on reversals: laptops, tablets, recorders, microphones, go-pro cameras and other equipment. Architectural barriers to access for students with special needs have been resolved at the Faculty of Political Science, Faculty of Philology, Faculty of Economics and Law. All faculties, except the Faculty of Philosophy and the Faculty of Agriculture, are partially accessible.

**Disadvantages:**

In relation to the total number of students, the University of Banja Luka has sufficient space, although a number of faculties have a lack of space, objectively because spatial dislocation and maladaptation represent obstacles to the exchange of space between faculties.

Some faculties do not have computer rooms, and some faculties do not have a satisfactory square footage per student.

Student representatives demand that free access to scientific articles in databases be provided at all faculties, that compulsory literature in the library is not scarce but in proportion to the number of users, and that the use of literature for a maximum of three days be abolished, that new editions of textbooks be continually obtained because the existing ones are largely outdated, to provide sufficient equipment, equipment and teaching aids.

Some faculties do not allow students with disabilities access to classrooms and the library, so construction work, ramps or special elevators for students with disabilities should be done to enable them to participate equally and fully in the teaching process.

Some faculties do not have enough classroom space which is why inappropriately large teaching groups of students must be formed.

**Improvement recommendation:**

The budget should provide for more funding for subscriptions to scientific journals from relevant scientific fields, especially international ones, for the acquisition of textbooks and monographs, as well as for access to databases. Considering the level of costs for access to databases, it is suggested to have joint participation at the university level in order to ensure access to databases covering different fields, and joint action of faculties in the same area with UNIBL and other universities in BiH in securing access to certain areas (eg Law Faculty ).

Increase the reading room space at individual faculties.

Align the number and structure of library staff with the standards.

Some colleges do not have enough space for a repository of books and magazines, so it is necessary to find additional space.

The legal basis and procedures for conducting surveys of non-teaching staff by students and the administration should be regulated.

Organize and train students, teachers and administrative staff to work on relevant databases.

It is recommended that all faculties have free access to scientific articles in databases, that the required literature in the library is not scarce but in proportion to the number of users, that the limitation of the use of literature for a maximum of three days be abolished, that new editions of textbooks are continuously obtained because the existing one is largely outdated and sufficient supplies, equipment and teaching aids are provided.

Continually work to provide access for students with disabilities and ensure that they are adapted to all students in all activities.

Improve spatial capacities at faculties that do not have adequate space.

Requirement Level:	I	II	III	IV
<b>A.7 Information management</b> Requirements of ESG standard 1. 7 and RS / BiH criteria T.7.1				
<p><b>The good sides:</b></p> <p>The Faculty Information System (FIS) of the University of Banja Luka enables monitoring, administration and organization of teaching and teaching processes at the University. The system includes the Student Service Application, the Student Web Portal and the Employee Web Portal. Fundamentals of FIS functionality are: support for organizing and delivering classes in all study cycles, monitoring and recording of the complete student dossier, planning of tuition payments, support for organizing exam deadlines, conditioning the possibility of examinations with an option, exam application online and electronic exam payment, student survey , printing diplomas, diploma supplements as well as other testimonial and reports for students, printing and compiling enrollment statistics, student success, passing exams, and other statistics. Web portals for students and employees allow students and employees access to the Faculty's FIS information system. The main purpose of the portal is to transfer to the Internet environment all the administrative work that students and employees otherwise perform through the counters in the Student Service and Accounting. Student service enables the fulfillment of the most common administrative obligations of students such as: registering exams and other teaching activities, reviewing grades, selecting a course, completing required surveys. Students also have an overview of class schedules, exam dates, faculty library search, file downloads, etc.</p> <p>This convenience is of great importance for the generation of statistical reports. The system has a high degree of data protection, enables work with a large number of users at the same time, high parameterization of the system as well as the possibility of expansion. The institution states that it is conducting the following analyzes:</p> <ul style="list-style-type: none"> <li>- Structure of the student population - by gender, age, etc.</li> <li>- Student progress through studies, (passing and grade point average, etc. (example);</li> <li>- Student achievement rate and drop-out rate;</li> <li>- Student satisfaction with the study programs and the way they study - they work internally at the faculties themselves, an example of the study program Production Mechanical Engineering from the Faculty of Mechanical Engineering;</li> <li>- Quality of teaching staff (qualifications, ratio of own and visiting teaching staff, age structure;</li> <li>- Economic aspects and availability of teaching resources (laboratories, libraries, internet access, etc.)</li> </ul> <p>Benchmarking was done within the BIHTEK project ("Comparative assessment as a tool for improving the impact of higher education"). Following the project, a Benchmarking Handbook was developed.</p> <p>The current level of development of the information system provides the prerequisites for further development and improvement of the database on the contents and work of the faculty, the results of</p>				

work and activities of the university staff (this refers primarily to the publication of academic staff and projects that are being implemented), and is a good basis for improvement and spread.

**Disadvantages:**

Benchmarking is used as a tool to improve the internal quality system sporadically.

Benchmarking of universities with an appropriate higher education institution within the RS-BiH or from the European Higher Education Area is not carried out (a plan for implementation is being prepared). In some segments, insufficient attention has been paid to the protection of personal data of students and employees.

FIS is not adapted for use by blind and partially sighted persons (no voice command options).

**Improvement recommendations:**

By constantly improving the information system, improve the protection of personal data of students, teachers, associates and staff.

Continually improve the websites of colleges and universities regarding the adequacy and updating of data and international language options.

It is necessary to continue the development of FIS in order to integrate data from individual faculties in order to ensure monitoring of engagements in the field of research projects and transparency of activities in the field of academic staff development (publishing, project implementation, projects in cooperation with industry). Monitor student and staff responses to the capacities and facilities that FIS offers, and work on improvements to individual modules in accordance with suggestions and comments.

Test the possibility and justification of adapting the module to the specificities of the scientific fields and faculties at UNIBL. Create a part of the system that will allow faculties to directly collaborate with practitioners.

Adjust the FIS for persons with a certain degree of disability (blind and partially sighted persons).

<b>Requirement Level:</b>	I	II	III	IV
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**A.8 Public information**  
 Requirements of ESG standard 1. 8 and RS / BiH criteria T.8.1, T.8.2, T.8.3

**The good sides:**

The University has a special public relations office since 2013 with one employee.

Through the University's website and the faculties' web pages, students and students are provided with information on activities taking place at the university, programs and studies offered, international projects and scholarships.

The results of the work of the faculties and universities are also presented through presentations of biographies of teachers engaged in teaching, their works, published textbooks and participation in projects and guest appearances at other universities. This was improved as a result of the recommendations made in the 2013 accreditation process.

**Disadvantages:**

The University does not have a formally adopted public relations policy or strategy, ie. prescribed external communication models.

Given the size of the University, the number but also the differences between the faculties, one person for the entire university can hardly lead and realize communication with a large number of interest groups which by nature of activity follow a public university.

Social networking opportunities are underutilized.

**Improvement recommendations:**

In order to access information to target groups, especially students, to register official accounts on certain social networks, with a clear editorial policy.

Consider and evaluate the possibility of staffing in order to adapt communication and liaison with specific interest groups to the specificities of the faculty.

Establish and maintain relations with the media and regularly provide them with information on activities at the university. In this way, it is possible to ensure greater visibility of the UNIBL in the public and increase the interest for enrollment in the faculties of the University.

As associates/assistants/assistants to the persons from the previous paragraph, engage students in individual faculties. Talking to them, it was noticed that most of the faculties have exceptional students who are distinguished by their ability to lead dialogues, presentations and argumentative views. Such a profile would be great for realizing the creation and implementation of public relations strategies.

At the beginning of the month, prepare periodic information and announcements about faculty events and activities that teachers plan to implement.

Create content about the services that faculty, primarily the Dental Clinic, offer to patients. In doing so, special emphasis should be placed on commercial services. Prepare informative leaflets in electronic and other forms.

Establish cooperation with the electronic media and present each month the activity of one of the faculties - plan to be prepared in accordance with the study program and the activities of the faculties - organizing conferences and promotion of faculty issues.

Intensify cooperation with public and cultural institutions and involve students from the Academies - open to the public.

Organizing "open days" for the University and the faculty - start no later than mid-April to place information at a time when prospective students make the decision which faculty to enroll.

Develop communication of the University with interested parties through social networks.

In the relevant documents and on the website of the University and the Faculties, provide information on the names of teachers and associates, on the subjects to which they are assigned, the scientific fields and branches in which they were selected, years of life, degree, date of last election, scientific activity and conditions for selection, ratio of co-workers and teachers, representation of women in teaching staff, age structure, how many full-time teachers and associates are employed under the permanent contract, and how many are based on temporary contracts, etc. All this is necessary in order to be able to completely and qualitatively review some other activities and conditions in which teachers and associates play an important role (mobility, promotion, international cooperation, interviewing, student motivation and mentoring, teaching staff load, credibility of learning outcomes and finalists of the quality of study program implementation). Information on the selection and progression of teachers proving eligibility, such as the scientific and professional work of teachers pointing to the field of science for which they are selected and the subjects for which the teacher is responsible and the bibliography should also be made available: a report from the Commission conducting the selection process in which the scientific area and competences of the members of the Commission are recognized; the decision of the competent authority of the institution to select the teacher corresponding to the report and the Commission proposal; teacher biography identifying competences in the field of teaching; human resources management policy (hiring, defining obligations and responsibilities, appointing, promoting) and how evaluation, ie monitoring of staff work and analysis of academic academic staff workload are carried out; human resource management policy and teacher knowledge and competency development policy; a long-term and operational plan for the development of human resources and the recruitment of new staff; analysis and evaluation of the competence and advancement of teaching staff; stimulating scientific activities and strengthening the link between research and education; annual report on scientific and professional activities, etc.

<b>Requirement Level:</b>	I	II	III	IV
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**A.9 Continuous monitoring and periodic review of the program**  
 Requirements of ESG standard 1. 9 and RS / BiH criteria T.9.1, T.9.2, T.9.3

**The good sides:**

The institution states that self-evaluations of certain study programs were conducted where certain deficiencies were identified. On this basis, proposals for improvements were defined. Interested parties are regularly consulted and their proposals are put into curricula, or new study programs are licensed.



Instructions for designing and improving study programs strictly address this topic and emphasize the obligation to take relevant opinions and existing strategic and other important documents. As an example, some study programs from the 3 + 2 year model were updated to the 4 + 1 year model.

**Disadvantages:**

Study programs are not revised or innovated in accordance with the recommendations of the reviewers and the recommendations of the 2013 accreditation team.

Practitioners and alumni are not doubly involved in this process (with some exceptions). Students from a small number of faculties actively participated in the program discussion and adoption process.

The ambitious program design has led to over-expansion and a large number of study programs (especially at some faculties) for which faculties do not have enough academic staff now, and whose implementation has become expensive due to the small number of students enrolling in the programs.

**Improvement recommendations:**

Streamline the number and content of study programs. Integrate related programs. Consider creating and implementing multidisciplinary programs among the faculties of the University (such examples already exist at the University), as well as international programs at least with countries in the region due to language barriers.

In order to increase the attractiveness of the University for foreign students, internationalize and increase visibility, consider the possibility of organizing studies in English - also consider a joint program here.

Analyze the possibility of applying for EU funds in the field of higher education development and cooperation with universities in the creation of programs in English (English is stated because most international programs are conducted in this language).

Increase the number of courses and activities through which students improve foreign languages. Compulsory teaching and assessment. Insist on improving students' ability to use literature in foreign languages to master the obligations of writing papers and their communication skills. Improve the visibility and attractiveness of study programs for international students.

The University should take the initiative to establish alumni organizations at the faculties and at the University as individual organisations, with the aim of strengthening and improving the influence of the relevant sector of the interested public on the adoption and innovation of study programs, other major regulations at the University and faculties (Statute, Strategy ), promoting student internships and student employability.

<b>Requirement Level:</b>	I	II	III	IV
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**A.10 Periodic external quality assurance**

Requirements of ESG standard 1. 10 and RS / BiH criteria T.10.1

**The good sides:**

The University was first accredited in 2013, after which a Plan of follow-up activities was prepared to implement the recommendations in the Accreditation Report on which the University reported to the Higher Education Accreditation Agency of Republika Srpska on an annual basis. As part of the re-accreditation process, independent reviews of 16 study programs were conducted.

The University has implemented the recommendations from the previous accreditation process, and plans for improvement have been prepared based on the recommendations in the reviewers' reports. During the visit, in conversation with the study program management, it was confirmed that numerous recommendations given in the reviews had already been implemented, where some of the recommendations had been implemented in the meantime through already started projects, but a significant part of the reviewers' recommendations were recognized by the management as well founded and was implemented in a very short term. Most of the remaining recommendations are recognized as part of the study program development strategies.

**Disadvantages:**

Although the University realistically possesses evidence that most of the requirements of the criteria and standards for accreditation have been fulfilled, it is not adequately presented in the documentation prepared for accreditation or through officially available information on the faculty web sites (current practice is better than what is in the documentation).

**Improvement recommendations:**

Prepare accreditation documentation in such a way as to show realistic evidence of meeting the criteria where available (records, meeting attendance lists, etc.).

<b>Requirement Level:</b>	I	II	III	IV
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**3.2 Accreditation Report for Study Programs**

External evaluation of study programs was done on the basis of:

- 32 reviews of a total of 16 study programs by independent, anonymous reviewers, distinguished experts in the narrow scientific fields of the study programs that were the subject of observation,
- 16 improvement plans prepared by study programs based on reviewers' reports,
- Visits to a higher education institution and a real-time insight into the work done by the commission of experts.

The study programs were evaluated regarding to the Criteria for accreditation of study programs of the first and second cycle of study, as follows:

- 1. Study program quality assurance policy (1.1, 1.2, 1.3),
- 2. Creating and adopting study programs (2.1, 2.2, 2.3, 2.4, 2.5, 2.6),
- 3. Student-centered learning, teaching and evaluation (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7),
- 4. Student enrollment and promotion, recognition and certification (4.1, 4.2, 4.3),
- 5. Human Resources (5.1, 5.2, 5.3, 5.4),
- 6. Resources and funding (6.1, 6.2, 6.3, 6.4, 6.5),
- 7. Management of information on study programs (7.1, 7.2),
- 8. Informing the public about study programs (8.1),
- 9. Continuous monitoring, periodic evaluation and revision of study programs (9.1, 9.2, 9.3, 9.4)
- 10. Mobility of academic staff and students (10.1, 10.2, 10.3).

Name of the study program:	Level of study:	Name(s) of exit qualifications:
Architecture	First cycle	Bachelor of Architecture - 240 ECTS
<b>Good sides:</b>		
<p>The study program is attractive and has developed study plans and programs and a stable enrollment and staffing policy. All relevant documentation exists and is publicly available.</p> <p>Graduates have had significant employment (hiring) in the labor market, but now there are fewer opportunities for quality hiring of architects, which has not diminished interest in this study.</p> <p>Regarding the review of plans and programs, they are periodically consulted with relevant interested parties, including the labor market and alumni representatives.</p> <p>Alumni as a (formal organization) do not exist, but a tradition of communication with early graduates is being built, which is done on the initiative of teaching staff.</p> <p>Quality assurance, like at other faculties and study programs, is a relatively young field, partly handled by the vice deans in charge, but there is a tendency for the quality level to be constantly raised and aligned with European educational trends.</p> <p>Student assessment is done according to the procedures.</p> <p>Students are well informed about all news and happenings. Brochures and similar materials are printed periodically.</p> <p>The information system works great throughout the university and therefore at this faculty.</p>		

Student Parliament includes students from this study program.				
<b>Weaknesses:</b>				
<p>Insufficient space, because the Faculty is located in two locations, and there are difficulties in storing the equipment, although solutions are being provided for the provision of space.</p> <p>Student mobility is underdeveloped, as is teacher mobility. The library and reading capacities are also not completely satisfactory.</p> <p>Cooperation with industry and practice exists but is insufficient.</p>				
<b>Recommendations for improvement:</b>				
<p>Improving the spatial resources of the study program and the faculty as a whole.</p> <p>Better organization of student internships is proposed, in terms of more specific arrangements to give employers what exactly competencies a student can build during their internship and what specific knowledge, depending on the capacity of the employer.</p> <p>It is proposed to improve and develop opportunities for lifelong learning. Students expressed a desire to learn more about skills that encourage self-employment. Given the increasing number of unemployed architects, mastering these skills is becoming imperative.</p> <p>Consider the possibility of forming alumni organizations and making better use of the capacities that early students of this faculty, who have positioned themselves in practice, can provide.</p> <p>Improving organization in quality assurance.</p> <p>It is suggested that students be encouraged to participate in mobility programs, especially since this study program requires constant modernization and monitoring of world trends.</p>				
<b>Requirements completion level:</b>	I	II	III	IV

Name of the study program:	Level of study:	Name(s) of exit qualifications:
Fine arts	First cycle:	Bachelor of Fine Arts - 240 ECTS, painter, Bachelor of Fine Arts - 240 ECTS, graphic artist, Bachelor of Fine Arts - 240 ECTS intermediate artist Bachelor of Graphic Design - 240 ECTS
<b>The good sides:</b>		
<p>Numerous recommendations from the reviews were implemented, cooperation with employers, communication strategy adopted, new syllabuses adopted in accordance with the recommendations of the reviewers. Students are satisfied with the evaluation of extracurricular work, there is a system of rewarding students.</p> <p>There are all documents on how to adopt study programs, and Interested Parties opinion is taken into account when designing study programs. Learning Objectives and Outcomes Outlined. Efforts are being made to organize the staff according to the needs, and savings are planned together with the formation of their own staff. Teaching staff is recruited according to established procedures.</p> <p>The curriculum is monitored and evaluated on an ongoing basis. Learning, teaching and assessment is student-centered. Students are involved in the design of study programs, in the quality assurance process and in governing bodies. Students are familiar with how to evaluate and file complaints. The study program is in line with the accredited programs abroad, and the ECTS credits are calculated and awarded according to the European methodology of calculation. The Academy is investing in physical resources. Informations are available on the Academy's website. Self-evaluation is ongoing, annual reports and work plans are available.</p> <p>Academy will cooperate with the Ministry of Education regarding the preparation of curricula for elementary and secondary schools, that is, with amendments to the Rulebook on the type of teacher education and professional associates in primary and secondary schools, ie. aligning output qualifications and learning outcomes with the specific needs of the educational process in primary and secondary schools (initiated).</p>		
<b>Weaknesses:</b>		
<p>Insufficient volume of joint projects with domestic and foreign entities in order to obtain financial benefits. Insufficient involvement with interested parties in the process of creating a study program and monitoring learning outcomes and alignment with market needs.</p> <p>Inconsistency of methodologies (grading), and mixing of didactics and methodology. Students are not sufficiently involved in the design of study programs.</p> <p>Insufficient physical resources especially for Painting and Graphic Design.</p> <p>Insufficient mobility of students and academic staff.</p>		

Unclear procedure for monitoring the workload of own and guest staff.				
Graduate students indicate that they had a lack of teaching methodology and pedagogy, and that these subjects should be strengthened as many students seek employment in the education system. They suggest that the subject of fine arts should be returned to secondary schools. They believe that the Academy should launch an initiative to cooperate with the practice.				
<b>Recommendations for improvement:</b>				
Improvement of spatial capacities. Strengthening own human resources.				
Review the existing curriculum in order to determine the learning outcomes in terms of teaching competences. To liaise with the Faculty of Philosophy with the aim of implementing a program of pedagogical practice for students (since most graduates find employment in schools).				
Унапређење просторних капацитета. Јачање властитих кадровских ресурса.				
Create a development plan that would cover both physical and human resources. Facilitate the development and improvement of the competencies of administrative staff. Promote more the importance of student and teaching staff mobility and do post-exchange evaluations. Actively monitor market needs and enter into public-private partnerships. Consider practice in business entities dealing with different types of design. Form a development team to actively monitor development projects and promote them within the Academy and towards the labor market (public-private partnership).				
<b>Requirements completion level:</b>	I	II	III	IV

Name of the study program:	Level of study:	Name(s) of exit qualifications:
Economics and business management	First cycle	Bachelor of Economics - 240 ECTS
<b>The good sides:</b>		
The study program has compulsory professional practice in two models for students, which carries 2 ECTS credits and without which it is not possible to graduate. The study program has signed contracts with employers, and after the first year of this practice students have positively evaluated the concept of professional practice and a number of students have found employment through professional practice. Employers positively evaluate cooperation with the study program, and their initiative for cooperation, and they believe that they had actively participated in the implementation of professional practice. They have an active career-alumni center.		

The Faculty organizes conferences involving industry stakeholders, an international conference and supports involvement in international projects.

Most of the above is not directly supported financially by the University management. According to the reviewers, the Faculty has developed a system of informing students about available resources and a training plan that is regularly updated. The information disclosure process is contained in the Public Relations Policy. Student-relevant information is published in the Freshman Guide. The movement of numbers and the monitoring of the structure of students who enroll in the study and finish are monitored at the department level and only then at the organizational unit level. According to the capacity structure, which is included in the application form and evaluated by the reviewers, as well as the statements of the Faculty management, the resources are adequate. Centers, a Project Management Center and a Center for Entrepreneurship and Innovation have been established at the Faculty level.

The annual international conference also provides space for the publication of papers.

Acta Economica magazine for publishing articles, but without financial compensation for publishing papers by teachers and students.

The organizational unit has developed clear and transparent procedures and criteria in accordance with the Law pertaining to the employment of hiring and hiring associates and associates.

The Faculty has a good practice of securing sponsorship funds for the restoration of physical resources, halls and amphitheatres (the sponsor "signs" through the name of the amphitheater or hall that has been renovated with his money). The Faculty has an elevator that is used exclusively by people with disabilities.

**Weaknesses:**

The assessment process is done primarily and primarily through student evaluations for which sample forms have been provided, but not reports and results.

The workload analysis is done in the context of the planning of teaching for the academic year, but the results in terms of workload are evaluated by the Council. However, both measures have not been fully completed in terms of how negative evaluations are handled.

The faculty has a lack of space in which the library is housed, that is, with a large number of old editions and papers that occupy considerable space. Mismatch of form and elements of doctoral and master's thesis (structure, number of sources, citation).

**Recommendations for improvement:**

Approach a systematic assessment of student passing rates that should serve as a basis for teacher evaluation (this has not been the case so far).

Organize exit surveys with graduate students.

Solve the problem of disposal - writing off editions that take up space in the library.

Establish and adhere to standards for the publication and citation of papers. Establish communication strategies.

<b>Requirements completion level:</b>	I	II	III	IV
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Computer science	First cycle	Graduate in Electrical Engineering-240 ECTS

**The good sides:**

The study program is designed in accordance with modern standards of the profession. Students are very satisfied with the relationship with the teaching staff. The employability of graduates is 100%, and many students receive job offers while studying.

Intensive cooperation with industry that can serve as an example of good practice. The representatives of economy and practice positively evaluate the graduates of this study program, declaring that they employ only engineers from the University of Banja Luka, and finding that the labor market lacks more such staff. The study program is taught by experts from practice. Economy and practice participate in the development of study programs.

The recommendations of the reviewers have already been substantially implemented or are of such a nature that they mainly relate to the University level, and for the rest a detailed Plan for the implementation of the recommendations has been drawn up.

**Weaknesses:**

It is necessary to stimulate financially the work of professional experts at the University. The study program is facing a shortage of professional staff due to high demand in the labor market and differences in the cost of labor.

**Recommendations for improvement:**

Work needs to be done to strengthen staff capacity, as it is difficult to retain staff in this area because of the high demand in the labor market. Establish communication strategies.

<b>Requirements completion level:</b>	I	II	III	IV
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Name of the study program:	Level of study:	Name(s) of exit qualifications:
Serbian language and literature	First cycle	Graduate Professor of Serbian Language and Literature - 240 ECTS credits
<b>The good sides:</b>		
<p>The study program is entirely based on its own staff, while visiting professors are only involved in the second and third cycle of study. Academic staff motivates students to participate in student surveys. The thematic sessions analyze the results of the survey. The study program is regularly innovated and developed. Academic staff works with students on students' professional orientation. Numerous agreements have been signed with reputable scientific and professional institutes and institutions in the field of Slavic Studies. The Faculty shall bear the costs of publication of its teaching staff. Students are satisfied with the literature and access to literature. Representatives of the economy and practice positively evaluate the cooperation with the study program. Alumni think faculty have taught them critical thinking and how to learn.</p> <p>Study program is created, adopted and upgraded in accordance with legal procedures. Curriculum is adequately conceptualized. Educational goals and learning outcomes are defined. There is a broader discussion when designing study programs. Evaluation is done through surveys, audits, etc., second and third cycle students are required to participate in scientific research. Students are informed about their rights and obligations. Mobility is promoted. Recruitment is done according to legal procedures. The information is regularly published on the website.</p>		
<b>Weaknesses:</b>		
<p>Students believe that faculties need to become more involved in supporting student mobility, and that they need more professional practice. Alumni also find that more practice is needed.</p> <p>Partially defined learning outcomes in individual syllabuses. The calculation of ECTS credits is not clearly specified, as is the student workload. There is no information on the way students participate in the creation of the study program, and there is no information on their attendance at classes. There is no information as to whether the satisfaction of the entities employing the completed staff is monitored with a view to pointing out the possible needs for modifying the curricula, etc.</p> <p>There are no legal acts on scientific reaserch work of teachers and associates. Bibliographic data are scarce. It is not stated whether the final papers have been checked to prevent plagiarism. Clear procedures for monitoring and advancing administrative staff are lacking. The strategy for communicating with the public is lacking.</p>		
<b>Recommendations for improvement:</b>		
<p>More professional practice. To harmonize the syllabus, calculate the student workload coefficient and adjust the number of ECTS credits. Define learning outcomes for all syllabuses. Develop procedures and promote a</p>		

culture of anti-plagiarism. Define the load at the final work which carries 6 ECTS. Establish a base for scientific reaserch work and present results on the FF page. Promote international cooperation. Form an Scientific Reaserch Work Incentive Fund.

Develop a library, develop a communication strategy. Align curricula with practice and market needs. Based on the students' recommendations, there is a need to introduce new teaching methods and more frequent assessment. Encourage international exchange. Establish a communication strategy.

<b>Requirements completion level:</b>	I	II	III	<b>IV</b>
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Psychology	First cycle	Graduate Psychologist - 180 ECTS credits

**The good sides:**

The study program has been created, adopted and advanced in accordance with legal procedures. The study program is designed in accordance with the standards of the profession in the European Higher Education Area (EuroPsy). It is compatible with other study programs in the region, which facilitates mobility. Educational goals and outcomes are clearly defined. Mobility is satisfactory. The teaching process is evaluated through regular student surveys. Students are involved in decision-making bodies. Enrollment in accordance with legal acts. Clear procedures for the recruitment and promotion of employees. Monitoring and self-evaluation are being carried out.

In the last two years it is invested in mobility, there is an increasing number of students who are leaving for exchange and students who are coming for senior years, also they are working on teacher exchange. Interviews with academic staff revealed a significant step forward in the international exchange of academic staff. The new practice of rewarding teachers who have published papers in Impact factor journals has been positively recognized.

Students directly participated in the development of the study program, not only through student organizations, but all students from the study program were consulted. The students are very satisfied with the collaboration with the professors and feel that they are well informed about mobility opportunities and also participate in research projects with the professors. Business representatives intensively cooperate with the study program, have joint projects and participate in the development of the curricula.

The Faculty of Philosophy website contains information on compulsory and elective subjects, weekly workload and ECTS credits.

<b>Weaknesses:</b>				
<p>Lack of space. Students point to a lack of literature in the field of psychology in the library. There is no evidence of systematic interested parties consultation on the need to adapt curricula to study programs. There is no formal Alumni Center. There is no publicly available document through which interested parties can get acquainted with the educational goals of the study program (no competencies have been developed through practice, done through a professional association).</p> <p>Students do not have enough practice (The 2017 Self-Evaluation Report does not consider one-day visits sufficient for practice). Architectural barriers for students with disabilities. Insufficient reading room size.</p> <p>Classroom computers do not have Internet access. The library is not subscribed to any of the bases.</p>				
<b>Recommendations for improvement:</b>				
<p>The practice of rewards for staff publishing in indexed journals, as well as awards for participation in international projects, should be continued. Monitor labor market needs, ie. monitor program compliance with market needs. Provide classes in a foreign language. Monitor the outcomes of internationalization. Strengthen spatial capacities.</p>				
<b>Requirements completion level:</b>	I	II	III	IV

<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
General Teaching	First cycle	Graduate Professor of Physical Education -240 ECTS

<b>The good sides:</b>
<p>Procedures for creating study programs in which students and all interested subjects take part have been established. Curricula aligned with scientific and educational standards of related scientific fields. The goals and outcomes are specified and comparable to the same or similar programs in Serbia, BiH and abroad.</p> <p>Also, the curricula is aligned with the practice and implementation of the practical teaching. Academic staff motivated to work. When designing and revising study programs, the results of surveys of students, alumni, subjects who employ the subject staff are taken into account. Enrollment is based on applicable legal procedures. Qualification recognition procedures in accordance with the Lisbon Convention.</p> <p>Students also receive a diploma supplement with more accurate study information. Bilateral agreements with several universities in Europe. Human resources in accordance with the applicable acts stipulating it.</p>

Investments in rejuvenating the staff. Physical resources are in accordance with standards, and infrastructure projects are further implemented.

Contractual relations regarding the use of physical resources. Acted in accordance with the recommendations of the first accreditation and focused on concluding contracts with various entities in related fields. Practice positively evaluates cooperation with the study program, contracts are signed, students have methodical practice and practice in sports clubs. Alumni believe that the study program has evolved and that students now have more practice.

**Weaknesses:**

Students indicate that didactic aids (more balls, equipment, etc.) need to be improved. Alumni find entrepreneurship practices lacking. Program course curricula is not visible on the FFVIS page. There are no links to access certain documents and policies. Student rights (complaints and support) procedures are not visible on the Faculty's website. There is no visible feedback on student involvement in research.

The area of mobility and international cooperation is not sufficiently developed. It is unclear whether classes are taught in foreign languages. Insufficient activity regarding the application of EU funded projects. It is not evident whether the support and administrative staff are entitled to promotion and further training.

There is no training plan for teaching staff. Non-systematic exchange of administrative staff. Insufficient public information. The lack of a public communication strategy. No broader improvement measures have been implemented, and curricula have been conditioned by program courses of educational institutions.

Different scientific fields in the Ministry and at the University.

**Recommendations for improvement:**

Fix website bugs and work on creating a public relations strategy. Improve visibility on social networks. Develop a strategy for promoting the mobility of students, teachers and administrative staff. Facilitate the presentation of feedback after exchanges in order to gain new knowledge and promote mobility.

Allow support and administrative staff to advance and develop competencies. Monitor labor market needs and consider different types of hands-on teaching. Identify and develop exit competencies for sport for children with disabilities (inclusion in schools). Form a development team to actively monitor development projects and promote them within the faculty and towards the labor market (public-private partnership).

<b>Requirements completion level:</b>	I	II	III	IV
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>		
Manufacturing machinery	First cycle	Graduate in Mechanical Engineering - 240 ECTS		
<b>The good sides:</b>				
<p>The study program is recognized and is one of the successful study programs in the environment. Recognized and professional faculty teaching staff. The study program intensively cooperates with the economy and practice, academic staff work and improve it in the economy (a significant number of professional, scientific papers and research have been realized in cooperation with the economy). Students gain professional practice in companies in the narrow field. The study program was innovated based on the recommendations of the economy and practice. Classes are taught in adequate rooms, with adequate resources (teaching, equipment and staff). Labs, libraries and reading rooms that exceed the regional average are well equipped. The students' interest in this study program is continuous. The acquired competences of the students correspond to the needs of the labor market, which enables a high degree of employability of these profiles. There are a sufficient number of teachers and associates. All policies and procedures are clearly defined and publicly communicated. The Faculty is recognized for organizing oil gatherings and cooperating with the economy (established by the Center for Cooperation with the Economy).</p>				
<b>Weaknesses:</b>				
<p>The existing faculty website, though upgraded, still has considerable scope for improvement.</p> <p>The alumni organization of the organizational unit is not clearly established, and the experiences of graduates are not used sufficiently, although these experiences are extremely significant. Although the study practice is represented, in the opinion of the economy and students, there is a possibility to improve it.</p>				
<b>Recommendations for improvement:</b>				
<p>To find new student-oriented communication channels (use of social networks, etc.). Supplement the existing website with contents (frequent links to companies, job advertisements, competitions in the field of mechanical engineering, etc.), as well as take care of protection of personal data of students, teachers and employees. Monitor student internships in more detail and evaluate them.</p> <p>Use the experience of the alumni organization.</p>				
<b>Requirements completion level:</b>	I	II	III	IV

Name of the study program:	Level of study:	Name(s) of exit qualifications:
Dentistry	Integrated (I and II cycle)	Doctor of Dentistry- 360 ECTS
<b>The good sides:</b>		
<p>Within the study program of Dentistry a Dental Clinic was organized, and with the direct insight of the commission, the most up-to-date equipment was identified as well as connection with the market and fulfillment of students needs for professional practice. Recognized professional teaching and management staff of the faculty and study program.</p> <p>Alumni positively evaluate the development of the study program, especially the formation of the Dental Clinic. Students and other interested parties can participate in the creation of study programs. Teaching consists of compulsory and elective theoretical instruction, practice, and a clinical internship. Students are familiar with rights and obligations. Students are involved in Scientific research work. An annual scientific conference is held. Contracts have been concluded with several institutions regarding the practice. Interviews are carried out regularly. Active alumni. Students involved in management structures. International cooperation is promoted. There is an international cooperation coordinator. Students participate in exchanges and teachers participate in international projects. Appropriate physical resources. The library has access to certain databases. Updated websites. A work report and a work program are produced annually. Licensed study program, enhanced syllabuses, practice gained a more significant role. They have feedback from entities that employ Dr. dentistry, but will improve that segment in the coming period. Invested in physical resources and a dental clinic built. Introduced FIS. Investment plans apply to both physical resources and human resources in terms of hiring new assistants.</p>		
<b>Weaknesses:</b>		
<p>Educational goals are not defined for all subjects, nor are the learning outcomes stated. It is unclear how the student internship is conducted. There are no data on the use of the survey results, nor on the evaluation data of the subjects that recruit graduates. There is no information on teacher mobility. No literature is specified for a significant number of subjects. The grade and structure of the grade are not specified for all subjects. Data unavailable on the website. The procedure for the recognition of ECTS credits is not clear. Underdeveloped Scientific research work. There is no overview of investment in infrastructure and resources.</p> <p>Sporadic training of administrative staff. There is no public relations strategy. There is no information on the measures that emerged from the analysis of the self-evaluation report, the performance report, etc. Professors do not have a uniform method of examining and advancing students. There is a need for a reading room for students on campus.</p>		
<b>Recommendations for improvement:</b>		
<p>Define learning goals and outcomes, and make curriculum publicly available. Stimulate students for Scientific research work. Define the grade structure for all subjects. Use the survey results to advance the educational</p>		

process, form alumni and evaluate students who employ graduates. Provide compulsory and additional literature. Introduce literature in foreign languages. Involve students in the design of study programs and inform them of their rights. Force student exchanges and academic staff mobility. Recognition of ECTS after exchange. Consider introducing classes in English or other languages. Improve the Rulebook on the scientific development of teaching staff. Increase the number of publications.

Invest in resources and enhance cooperation with the economy (funds). Work on improving administrative staff. Make information visible. More information in English. Adopt a communication strategy. Use self-evaluation reports, work reports, student surveys to improve the study program. Consider options for supplementing or enhancing the new curriculum, and conducting a broader discussion. Define and harmonize assessment and promotion procedures for all departments and all subjects, and monitor how the procedures are applied.

<b>Requirements completion level:</b>	I	II	III	<b>IV</b>
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Biology	First cycle	Bachelor of Science in -240 ECTS, general course students and Professor of Biology -240 ECTS, teaching course students.
<b>The good sides:</b>		
<p>The study program developed an improvement plan based on the recommendations for the review. There are necessary resources for the implementation of the study program (especially the engagement of the required number of teachers and associates), and new cooperation agreements signed for the purpose of conducting student practice (schools and other institutions).</p> <p>The study program is adequately equipped for teaching and research purposes. For many years, the study program has a scientific base in nature reserves and developed field teaching. The Faculty has an aquarium and a vivarium where scientific research and experimental work with students is carried out. All graduate work is done through field or laboratory research. Students' competences have been developed and the labor market recognizes and sufficiently accepts the diploma. With regard to this study program, the organizational unit has established a clear communication strategy, especially towards students as target groups (official pages on social networks, etc.).</p>		
<b>Weaknesses:</b>		
No significant opportunities have been exploited to enhance cooperation with other organizational units of the University regarding the development of narrow scientific fields.		

<p>Lack of materials and equipment.</p> <p>The existing faculty website, though upgraded, still has considerable scope for improvement.</p> <p>The alumni organization of the organizational unit is not clearly established, and the undergraduate students' experience of this study program is not used sufficiently.</p>				
<p><b>Recommendations for improvement:</b></p>				
<p>Human resources, internal and international cooperation need to be steadily strengthened.</p> <p>Continuously work on providing the necessary materials and equipment as well as updating the existing equipment.</p> <p>Supplement the existing web site with contents (frequent links to business entities, job advertisements, competitions in the field of biology, etc.), as well as take care of protection of personal data of students, teachers and employees.</p> <p>Use the experience of the alumni organization.</p>				
<p><b>Requirements completion level:</b></p>	I	II	III	IV

<p><b>Name of the study program:</b></p>	<p><b>Level of study:</b></p>	<p><b>Name(s) of exit qualifications:</b></p>
<p>Social Work</p>	<p>First cycle</p>	<p>Social Work Graduate - 240 ECTS</p>
<p><b>The good sides:</b></p>		
<p>Professional practice is very common throughout the study years and amounts to 300 working hours, which is valued at 30 ECTS. There are numerous agreements concluded with employers for the professional practice of students, and since the self-evaluation period another 25 contracts have been concluded with employers. The study program is continuously working on the development and innovation of the study program, and the development has been directed towards greater representation of subjects in the narrow scientific field and professional subjects. The study program relied on its own staff and was able to significantly reduce the share of visiting professors. Prior to the creation of the new curriculum, a student survey was conducted and students' requirements for higher professional practice were respected, and the course program was innovated. Students are satisfied with the resources, access to the library, literature and equipment. The economy and the practice positively evaluate graduates, and intensive collaboration with the study program.</p>		



<b>Weaknesses:</b>				
Academic staff are not completely satisfied with the support in scientific research. Graduate students indicate that in the earlier years, more practitioners were involved in the study program, and that this was a better approach for working with students.				
Work on the implementation of the recommendations of the reviewers for the improvement of the study program.				
<b>Recommendations for improvement:</b>				
Strengthen resources to support scientific research. Involve practitioners in working with students, as well as experts from abroad with whom the study program has already collaborated.				
<b>Requirements completion level:</b>	I	II	III	IV

<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Agrarian Economy and Rural Development	First cycle	Graduate in Agricultural Engineering for Agrarian Economics and Rural Development - 180 ECTS

<b>The good sides:</b>
<p>The study program has prepared an improvement plan based on the review reports and a working group has already been appointed to innovate the curricula. There is an alumni organization on the study program and intensive collaboration with graduate students. There have been several studies of the labor market on several occasions, and plans are being made to involve interested parties in curriculum innovation. The Faculty has an educational center. An analysis of student inputs (average grades, from which schools they come) is made. The study program has cooperation with a partner from Germany and every year students go to exchange for the final year of study (K1 program) and they are very interested in this program.</p> <p>On third year, students go to practice for 6 months on farms in Germany, learning German at the same time. After that they enroll in a master's degree program at both faculties (in Germany and BiH), and the faculty in BiH recognizes all the subjects that they pass in Germany and they receive two diplomas.</p> <p>An example of good practice is the summer school organized by the study program. The summer school is in English and the student can pass the exam in offered courses for free in a month.</p> <p>Students have the subjects of project planning, entrepreneurship, as well as training students for self-employment, which is confirmed by students who wish to pursue their own agribusiness. The study program tracks its graduates and has an alumni organization that should grow into a faculty-level organization.</p>

The process of monitoring, evaluating and aligning study programs with HEI policies and strategy described in the Quality Development Strategy as well as innovating programs in line with the development of labor market needs and interested parties requirements. The process of rating and assessment is in accordance with the Law and Statute of UNIBL Art. 108 as well as the rating structure. All is elaborated in the Rules of Study on the 1st and 2nd Cycle of the Study (Evaluation of Student Work pp. 44-47).

The link between the learning outcomes of the programs and subjects and the content of the exams determined through the Quality Assurance Strategy, the Quality Monitoring Forms and the Guidelines for the Design and Improvement of Study Programs. Students are introduced to the Faculty Rules and syllabuses at the beginning of the semester. Most courses have a page where information and exam results are published.

All documents accurately describe and define the role of students as well as their relative participation depending on the size of the working body in which they are involved (Senate, SC, Quality Assurance Committee)

In addition, students have their own organization that cannot be influenced by the University, and they choose leadership themselves. Participate in the survey and evaluation of programs and teachers.

Teachers' assessment is conducted mainly through student evaluations and surveys.

Practice is organized 2 times for 15 days and carries 5 ECTS credits. A faculty mentor creates a practice program (gets about 10 students per year). There is a person (executive) for the practice who schedules the students and assigns them a mentor. A student writes a journal of practice that is reviewed and evaluated by a faculty mentor. In addition, the practical part of working with students within the subject - laboratories is organized or they are guided by teachers to business entities. Existence of an experimental plot (land) which is used as a base for practical work of students.

**Weaknesses:**

The study program does not have a reading room for students. Procedures for appeals and student evaluations need to be defined in more detail and followed in practice.

There is no formally adopted document on support and conditions for Scientific research work. Conditions for advancement are the direct and most effective way to ensure a minimum that teachers can secure.

According to the application form, in addition to international projects (IPA, HORIZON ...), international cooperation is being implemented through projects with entities from practice and the RS Ministry of Science and Technology.

One person in the library is trained to use/work with and enter data into COBISS.

Comments during the previous review and accreditation – underdeveloped scientific research activity and inclusion of project results and research into teaching. However, significant progress has been made in this regard during the visit.

<b>Recommendations for improvement:</b>				
It is necessary to intensify the study program more intensively with agribusiness. Involve and train more people to work with COBISS. Procedures for appeals and student evaluations need to be more detailed and monitored in practice. On the other hand, the need to approach a systematic assessment of students' pass rates is also emphasized, which should serve as a basis for teacher evaluation (so far this has not been the case). Organize exit surveys with graduate students.				
<b>Requirements completion level:</b>	I	II	III	IV

<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Law	First cycle	Law degree - 240 ECTS credits

<b>The good sides:</b>
Contracts have been concluded with numerous employers. Lecturers from the profession involved in the teaching process. Students have a professional internship, but it is not directly evaluative of ECTS but indirectly through exercise evaluation. Academic staff positively recognize the financial incentive for scientific work and the fact that teachers in specific scientific fields are also rewarded. Up-to-date faculty equipment, a student training courtroom, direct links to several courts, including the European Court of Human Rights in Strasbourg, which allows students and faculty to monitor the trial directly.
<b>Weaknesses:</b>
Academic staff point to the need for greater investment in study programs. The limitation of financial nature is reflected in teachers' working hours due to the Ministry's norms, so teachers do not manage to deal with scientific research during working hours, but in their own time. Normative reforms would affect the development of scientific research. There is not enough support for teaching staff in preparation for publishing. Students indicate that extracurricular work is not valued (debates, competitions, etc.), and that they are burdened with compulsory attendance in some subjects.
<b>Recommendations for improvement:</b>
It is necessary to ensure greater student participation in the creation of the study program, especially when it comes to electives. Evaluate students' professional practice with ECTS credits, and find a modality for recognizing and evaluating different extracurricular activities, especially those that develop critical opinion ability and so-called soft skills among students.
Provide access to electronic databases in the field of legal science. Provide a computer room with more computers for students.

Promote international cooperation, promote mobility of teachers, associates and students. It is necessary to insist that the results of the survey are considered by the teaching councils.

<b>Requirements completion level:</b>	I	II	III	IV
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Mining	Firts cycle	Graduate in Mining Engineering - 240 ECTS

**The good sides:**

Necessary procedures, guidelines, regulations exist and are publicly communicated at the Faculty.

Students are familiarized with the syllabuses and the assessment procedure through the public announcement of the syllabuses on the faculty website, as well as orally in introductory lectures for each subject. At the Faculty of Mining, the Mining study program, for the past five years, there have been no student complaints about the grading system.

Mining is a tradition of the Prijedor region and therefore we have a relatively adequate response when it comes to the interest of students (relative to the number of final year participants in the region). Physical resources are at a satisfactory level, but there is a need for continuous improvement. In the relatively short period of development of the Faculty, a sufficient number of teachers and teaching staff were engaged.

The job market has recognized the graduates of this faculty and there is significant employability in the profession.

**Weaknesses:**

Cooperation with the economy can be more intense, especially with the private sector, since the mining sector has been largely privatized. Appreciating the fact that in the academic year 2018/19, only 17 students have enrolled in this study program, and that the enrollment trend is declining.

Student exchange is on a low level. The Faculty of Mining in Prijedor is a relatively young institution and the educational and scientific recognition of this study program is insufficient. There is no clear communication strategy. Lack of financial resources and low interest of business entities.

**Recommendations for improvement:**

Intensify cooperation with the private sector with the assistance and mediation of the University and other institutions.

Extend the regional concept of this study program to a broader and international concept. Establish more intensive cooperation with Mining faculties in the country and the region.

Make the study program attractive to students especially through cooperation with the economy and the promotion of the so-called “secure employment”. Adopt a clear communication strategy and continuously promote this study program and aim for its recognition in a broader context, through international congresses and periodicals.

<b>Requirements completion level:</b>	I	II	III	IV
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<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Forestry	First cycle	Bachelor of Engineering - 240 ECTS

**The good sides:**

The study program already has fieldwork, and a professional practice program was initiated and an agreement was signed with a public company (the professional practice program was developed and the student has a mentor during his internship). There is an intensive cooperation with a public company engaged in forestry.

Work is constantly being done to promote the study program and to cooperate with secondary schools in order to stop the downward trend in the number of students.

With its own staff, it covers the curriculum that has been developed and reduces the number of visiting teachers.

The teaching staff has a satisfactory international exchange and is involved in numerous projects. The Faculty establishes the Institute of Forestry and Wood Processing.

There is cooperation with practice in a way that experts participate in the lecture. Students are provided with a professional internship in local forest holdings, assuming necessary occupational safety. The organizational unit organizes the International congress and publishes the Faculty of Forestry Gazette.

**Weaknesses:**

Lack of own space.

The organizational unit regarding this study program did not establish a clear communication strategy, especially towards the students as target groups.

<p>The existing faculty website, though upgraded, still has considerable scope for improvement.</p> <p>The alumni organization of the organizational unit is not clearly established, and the experience of graduates is not being used sufficiently.</p> <p>Недостатак властитог простора.</p>					
<p><b>Recommendations for improvement:</b></p>					
<p>Improve the spatial capacities of the organizational unit and study program.</p> <p>To find new student-oriented communication channels (use of social networks, etc.). Supplement the existing website with content (frequent links to companies, job advertisements, forestry competitions, etc.), as well as take care of protection of personal data of students, teachers and employees.</p> <p>Use the experience of the alumni organization.</p>					
<b>Requirements completion level:</b>		I	II	III	IV

<b>Name of the study program:</b>	<b>Level of study:</b>	<b>Name(s) of exit qualifications:</b>
Chemical Engineering and Technologies	Firts cycle	Bachelor of Science in Chemical Technology- 240 ECTS
<b>The good sides:</b>		
<p>The study program Chemical Engineering and Technology has a long tradition in higher education, graduates of this study program are recognized in the labor market in the country and the region. Professional faculty teaching staff also recognized. The study program has all the necessary documents and resources for the smooth implementation, organization and functioning, as well as all procedures related to the creation and adoption of study programs.</p> <p>There are very clearly defined procedures for creating, adopting, modifying and approving a study program. There is evidence of student involvement in all processes as well as consultation with other interested parties in particular segments of the implementation of this study program. The participation of students in working bodies that have competence over study programs (STC and other bodies) is clearly emphasized.</p> <p>The programs rely on the institutional strategy of the University and are designed to facilitate the smooth progression of students, the mobility of students and the realization of student internships. The study program has a recognized scientific journal and Symposia of Chemists, Technologists and Ecologists of the Republic of Srpska.</p>		

<b>Weaknesses:</b>				
<p>The organizational unit regarding this study program did not establish a clear communication strategy, especially towards the students as target groups.</p> <p>The existing faculty website, though upgraded, still has considerable scope for improvement.</p> <p>Graduate students point to a significant proportion of general subjects, and feel that more subjects or units that are taught should be applicative.</p> <p>Although it is invested in the acquisition of modern teaching or laboratory equipment for the purposes of this study program, it may be noted that certain equipment is in need of renewal.</p>				
<b>Recommendations for improvement:</b>				
<p>To find new student-oriented communication channels (use of social networks, etc.). Supplement the existing web site with contents (frequent links to companies, job advertisements, competitions in the field of chemical engineering and technology, etc.), and take care of protection of personal data of students, teachers and employees.</p> <p>In future changes to the curriculum, keep in mind the teaching units and practical knowledge and skills that are transferred to students as a study practice in accordance with the defined curriculum and mentoring.</p> <p>Develop a plan for the procurement of modern laboratory and teaching equipment and identify the needs for servicing and maintenance of existing equipment and facilities.</p>				
<b>Requirements completion level:</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>

### 3.3 Recommendation for accreditation

After reviewing the entire documentation submitted, on site visit to the higher education institution and analyzing all documents, procedures and ways of functioning of the higher education institution and conducting the assessment procedure, the following level of fulfillment of the requirements of the standards and criteria was determined:

ELIGIBILITY CRITERIA	PERFORMANCE LEVEL
<b>A.1 Quality assurance policy</b>	<b>IV</b>
<b>A.2 Program design and approval</b>	<b>III</b>
<b>A.3 Student-centered learning, teaching and assessment</b>	<b>IV</b>
<b>A.4 Student enrollment, progression through studies, recognition and certification</b>	<b>IV</b>

<b>A.5 Human resources</b>	<b>IV</b>
<b>A.6 Learning and Student Support Resources</b>	<b>IV</b>
<b>A.7 Information management</b>	<b>IV</b>
<b>A.8 Public information</b>	<b>III</b>
<b>A.9 Continuous monitoring and periodic review of the program</b>	<b>III</b>
<b>A.10 Periodic external quality assurance</b>	<b>IV</b>

After reviewing the submitted documentation, 32 reviews of study programs, 16 plans for improvement prepared by study programs based on the reports of reviewers, on site visits to a higher education institution and insight into the real state of affairs carried out by a commission of experts:

<b>STUDY PROGRAM</b>	<b>PERFORMANCE LEVEL</b>
<b>Architecture</b>	<b>IV</b>
<b>Fine arts</b>	<b>III</b>
<b>Economics and business management</b>	<b>IV</b>
<b>Computers and inovative technologies</b>	<b>IV</b>
<b>Serbian language and literature</b>	<b>IV</b>
<b>Psychology</b>	<b>IV</b>
<b>General Teaching - Physical Education and Sports</b>	<b>IV</b>
<b>Manufacturing machinery</b>	<b>IV</b>
<b>Dentistry</b>	<b>IV</b>
<b>Biology</b>	<b>IV</b>
<b>Social Work</b>	<b>III</b>
<b>Agrarian Economy and Rural Development</b>	<b>IV</b>
<b>Law</b>	<b>IV</b>
<b>Mining</b>	<b>III</b>
<b>Forestry</b>	<b>III</b>
<b>Chemical Engineering and Technologies</b>	<b>IV</b>



On the basis of the overall quality assessment, the Commission recommends to the Higher Education Accreditation Agency of Republic of Srpska, in accordance with the Rulebook on Accreditation of Higher Education Institutions and Study Programs, that it gives a 5-year accreditation decision for a higher education institution to the higher education institution the University of Banja Luka and recommended study programs. Based on the insight into the independent reviews of the study programs and the external evaluations of the study programs applied for accreditation, the Commission recommends for the accreditation the study programs listed in the previous table whose levels of fulfillment of requirements III and IV are fulfilled.

**Members of the Commission:**

Mitar Perusic, PhD, Chairman

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Vesna Babic-Hodovic, PhD, member

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Jovo Cizmic, PhD, member

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Sanja Hajdukov, MS, member

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Lejla Hairlahovic, MA, member

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