

Report of external evaluation for:

Banja Luka College

HEAARS number:

Dates of visit: 22nd and 23rd of April 2019.

Location: Banja Luka

External evaluation commission:

- Prof. Srdjan Damjanovic, PhD, representative of the academic community in B&H, chairman;
- Prof. Milica Kostic-Stankovic, PhD, representative of the academic community in B&H, member;
- Prof. Sasa Hajdukovic, ing., representative of commerce and practice, member;
- Dajana Djurasinovic, student representative, member;

Coordinator: ing. Tatjana Radakovic, 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

Banja Luka College College (hereinafter: College) has submitted an application for re-accreditation of a higher education institution and a review for the purpose of accreditation of 2 study programs from February 26, 2018 of the Agency for Accreditation of Higher Education Institutions of the Republika Srpska (hereinafter: the Agency), which is registered under the Agency Protocol No. 01/1.3.36-1/18. The application was submitted within the time limit provided for in the previous decision on accreditation of the College No. 48/13 from February 27, 2013. By the Act No. 0 /1.3.36-5/18 from April 26, 2018, the Agency requested the Ministry of Education and Culture of the Republika Srpska, as the competent administrative body, to verify the legitimacy of the institution, and by document no. 01 / 1.36-4 / 18, on the same day, from the Republic Administration for Inspection Affairs, data regarding the inspection supervision of the College. The Ministry informed the Agency that for all study programs subject to review for the purpose of accreditation, decisions and licenses were issued for the implementation of study programs, and that no second-instance proceedings were conducted in the Ministry in which the complainant is a College. By letter No. 24.012/9993-143-8/18 dated June 12, 2018, the Republic Administration for Inspection Affairs notified the Agency that all measures ordered by the inspector had been implemented.

On April 13, 2018 the Agency signed a contract with the College for the review of study programs for the purpose of accreditation, which the Agency will perform on the basis of:

- analysis of compliance of the documentation with legal requirements (legitimacy of the request), completeness of documentation in relation to the regulations of the Agency, audit report with the proposal of measures for improvement, in accordance with the applicable legal regulations of Republika Srpska and Bosnia and Herzegovina, as well as the rules of European associations in this field and
- reviews of study programs for the purpose of accreditation with the aim of determining compliance with the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, BiH - RS criteria and assessing the conformity of the structure and content of study programs with the defined exit profiles.

The following study programs are defined as the subject of the review for the accreditation of study programs for the purpose of accreditation:

- Informatics
- Management, business and business economics

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

The Agency has carried out the procedure of selecting the members of the commission 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 Republika Srpska, Act No. 01/1.4.92-4/18 from May 8, 2018 submitted to the Agency for Development of Higher Education and Quality Assurance of BiH the 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 Commission of Experts) as follows:

- Prof. Srdjan Damjanovic, PhD, representative of the academic community in B&H, chairman;
- Prof. Milica Kostic-Stankovic, PhD, representative of the academic community in B&H, member;
- Prof. Sasa Hajdukov, ing., representative of commerce and practice, member;
- Dajana Djurasinovic, student representative, member;

After several months of correspondence, and bearing in mind that the proposed composition of the commission was not challenged with regard to the selection of experts from the List, preparation for the on site visit to the higher education institution was initiated. 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. 05-33-1-100-7/19 from March 12, 2019.

The contract for services of accreditation of higher education institution was concluded on February 26, 2018. between the Agency and the College 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 College and the Agency as well as the confidentiality of all information provided during the accreditation process.

After receiving the application of the Higher School for Re-accreditation, the Agency, by Decision No. 01/1.5.36-1-3/18, appointed the Expert Advisor for Accreditation in Higher Education, dipl. Tatjana Radakovic, MA.

1.2 Higher Education Institution data:

Higher education institution data:	
Name, address and e-mail address of the institution	Higher school “Banja Luka College“; Milosa Obilica 30.; 7800 Banja Luka; blc@teol.net.
Internet address	www.blc.edu.ba
Title, number and date of the founding act	Agreement on the Establishment of a Limited Liability Company; Higher school “Banja Luka College” Banja Luka; 01/04, 17/10/2004
Tax identification number (PIB)	JIB 4402123700002
Registration number assigned by the Institute od Statistics of the Republic of Srpska	01986724
Name, surname and address (name and headquarters) of the founder	Zeljko Mirjanic – Bulevar Vojvode Stepe Stepanovica 107 C Nenad Novakovic – Ive Andrica 11.

Number and date of decision on appointment of the person authorized to represent	01-06/11 14.04. 2011.
Number and date of license for work of higher education institution	07.2-9623/07 од 28.12.2007.
Number and date of license to operate out of headquarters	
Visiting Organizational Units and Responsible Persons	Higher school “Banja Luka College” ; Milosa Obilica 30. Prof. Mladen Mirosavljevic, PhD. Prof. Nenad Novakovic, PhD.
Contact person (for on site visit)	Svetlana Dusanic-Gacic, PhD.
Phone number	0038751/433-010

1.3 Application information

The High School, together with the request for re-accreditation, submitted a completed application form which follows the structure of standards and criteria in relation to which the accreditation is performed, the self-evaluation report of the High School, and other supporting documents that are linked to the application form by hyperlinks (Statute, Decisions and Permits, Strategy, Rulebook on Quality Assurance of the College, Action Plan of the College for the Five-Year Accreditation Period, etc.).

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

Study programs that the College has applied for accreditation that have previously passed the review process:

Study programs applied for accreditation		
The name of the study program:	Study level	Name(s) of the exit qualifications
Management, business and business economics	The first cycle	- Bachelor of Economics-Manager -180 ECTS credits (Course in Entrepreneurial Management) - Bachelor of Economics -180 ECTS (in the fields: Finance and Banking Management, Finance and Insurance Management, Trade Management,

		<p>Tourism Management, Marketing Management, Logistics and Freight Forwarding Management)</p> <ul style="list-style-type: none"> - Bachelor of Human Resources and Business Informatics Manager -180 ECTS (in the field of Human Resources and Business Informatics) - Graduate Manager of SMEs -180 ECTS (Course in Management of SMEs) - Graduate Manager of Occupational Safety and Health -180 ECTS (in the field of Occupational Safety and Environmental Management) - Bachelor of Economics -240 ECTS (in the following fields: Entrepreneurial Economy, Business Economics, Management of Finance, Banking and Insurance, Management of Marketing, Trade and Tourism, European Business and Economic Diplomacy, Management of Logistics, Freight Forwarding and Insurance) - Graduate Manager of Logistics and Transport -240 ECTS (in the field of Logistics and Transport Management) - Bachelor of Human Resource Management -240 ECTS (in Human Resources Management) - Bachelor of Environmental Management -240 ECTS (in Environmental Management) -graduate manager of occupational safety - 240 ECTS (in the field of Occupational safety and health management)
Informatics	The first cycle	<ul style="list-style-type: none"> - Bachelor of Computer Science - 180 ECTS - Bachelor of Science in Computer Science - 240 ECTS - BSc - 240 ECTS

2.0 External evaluation

2.1 Previous activities

After reviewing the submitted study program documentation by the Agency, reviewing the List of domestic 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 from all narrow scientific fields and fields on the List to which study programs applied for review belong. The Agency has therefore taken steps to provide experts in all relevant scientific fields and to establish a Review List (<http://heaars.com/index.php/en/lis-rc-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. All reviewers recruited for study program reviews were regional experts.

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 received completed application forms for study programs, self-evaluation reports, numerous supporting documents, 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 study in Republika Srpska and BiH, Rulebook on Accreditation of Higher Education institutions and study programs of the Republic of Srpska, the form of the instruction manual for the reviewer, which also represented the checklist of the reviewers, as well as the form of the review report. Upon submission of the preliminary report, it was considered by the Agency's expert collegium 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 - Banja Luka College College

No.	Study program	Number of Review Reports
1.	Management, business and business economics	01/1.3.36-3-4-2/18
		01/1.3.36-3-5-2/18
2.	Informatics	01/1.3.36-3-2-2/18
		01/1.3.36-3-3-2/18

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

- Prof. Srdjan Damjanovic, PhD, representative of the academic community in B&H, chairman;
- Prof. Milica Kostic-Stankovic, PhD, representative of the academic community in B&H, member;
- Prof. Sasa Hajdukovic, ing., representative of commerce and practice, member;
- Dajana Djurasinovic, student representative, member;

The Commission received for consideration the College's documentation, completed application form, self-evaluation report, numerous supporting documentation, pre-accreditation report, follow-up report taken between the two accreditation cycles, study program reviews (including reviewers' reports), and improvement plans of study programs created 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 of the Republika Srpska program, checklist forms for a member of the committee of experts and a report form.

The Agency organized a meeting of the Committee of Experts on May 21, 2019 which was attended by the Coordinator and all members of the Committee of Experts. 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 the 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 agreed. Previously, the Commission agreed on a Plan and Program of Visits to the College, which is Annex 2 of this report, and foresees a two-day visit (including preparatory, working and training sessions of the Commission). Also, the Commission signed individual statements on the absence of conflicts of interest. Prior to the visit of the External Evaluation Commission, the management and representatives of the College's services were briefed on the details during the forthcoming visit and were provided with a visit plan and program in due time, which they supplemented with the names of the participants at each individual meeting. The subject of external evaluation is higher education institution and study programs, through assessment of the performance of core activity in relation to the degree of fulfillment of the Criteria for accreditation of higher education institution in Republika Srpska and BiH 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 BiH, as stated in the Application for Accreditation of the College and Study Programs. During the meeting, the focus on individual issues was agreed, the specific impressions analyzed after reviewing the College's application and study programs, 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. Special attention was paid to the review reports of the applied study programs and the promotion reports for each study program.

2.2 On site visit to the Higher education institution

The visit to the College was on May 22 and 23, 2019, and the College Visiting Plan and Program (hereinafter: Visiting Plan) is available in the Agency's archive, the higher school Banja Luka College file, and has been agreed with all members of the Commission of Experts and submitted to the College in

good time to prepare relevant interviewees all stakeholders. The plan of the visit foresees that during the first day the Commission of Experts will talk with the following interlocutors:

- management of the institution of higher education and the quality team (three representatives: the director, founders and chairman of the quality committee),
- a quality team and a team for the preparation of self-evaluation reports of the College and study programs (four representatives),
- representatives of the student service, library, legal service of the College and accounting of the College (six representatives),
- representatives of the Department for International Cooperation of the College (two representatives),
- Head and academic staff of the study program Management, Business and Business Economics (seven representatives),
- students of all years of study in the study program Management, Business and Business Economics (five representatives),
- Head and academic staff of the Informatics study program (seven representatives),
- students of all years of study of the study program Informatics (five representatives)
- graduate/alumni representatives (five representatives)
- representatives of industry and practice (seven representatives),

During the second day of the visit, the Commission was first introduced to the College's IT resources through a presentation, and then the commission visited the higher school physical resources. During the second day, as part of the resource visit, the Commission visited the resources of all the study programs reported. The tour included a tour of the study rooms, computer rooms, printing office, library, student service, professional services of the higher school, radio station, professor's office, conversation with representatives of study programs (professors, secretary, librarian), as well as with students who found themselves in classes at the time. After visiting the institution's resources, the Commission concluded that this was a very good functional space organization and an enviable level of capacity. All details and legal evidence on compliance with the legal requirements for the organization and operation of the higher school are presented in the documentation submitted in the application for accreditation.

On the second day of the visit, an internal meeting of the Commission was held at which an oral presentation of the Commission's preliminary findings and recommendations was prepared. The preliminary findings presented at the end of the visit are the result of the committee's work during the visit, as the committee had internal meetings throughout the visit. These meetings made individual observations and impressions from single meetings, commented on the information received and analyzed the work of the commission. During the discussion, all members of the Commission agreed on the views that form a good basis for the preparation of the report, with all the detailed analyzes according to each individual criterion for higher education institutions and study programs.

Following the reconciliation of views, a joint closing meeting was held at which the Commission presented a preliminary external evaluation report to representatives of the higher school management and the quality and self-evaluation team. During the three-day visit, a record was kept, which is available in the Archives of the Agency, the file of the higher school.

Specific recommendations are also made on these observations below in the report.

A list of participants at all interviews is available in the Agency's Archive as an integral part of the higher school Visit Plan.

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 compliance (brand new or foreign to the organization),

Level II - request planned, only paper-based and/or 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 fully complies with the requirement

3.1 Quality assessment by individual criteria

A.1 Quality assurance policy

Requirements of ESG standard 1.1 and RS/B&H criteria T.1.1, T.1.2, T.1.3, T.1.4, T.1.5, T.1.6

The good sides:

There are the following documents: Rulebook on Quality Assurance, Quality Assurance Policy (2013), Statute (2013), HEI BLC Strategy (2016-2020).

BLC has adopted and publicly available documents defining quality policy:

- Regulation on quality assurance no. 145/02/08 from September 25, 2008.
- Quality assurance policy no. 03-14-06/13 from September 26, 2013.
- The BLC website has a section on quality control with analysis, surveys, strategies, reports, policies and policies presented.

Teachers, associates, non-academic staff, businessmen and students also are familiar with the provisions of the Quality Policy in order to formulate their requirements and improve the education system accordingly.

Weaknesses:

It has not been determined how these documents are made publicly available.

All formal standards on quality assurance were met, but during the discussions with students we got the impression that they were not sufficiently familiar with the essential importance of the quality assurance system, how it affects them and their study, and that they were not significantly involved in the preparation of the Report about self-evaluation.

The responsibility for all processes lies with the teachers and associates, and there is a lack of process control.

According to the current analysis of the situation, the College is not adequately recognized by the international academic community in terms of education or research, so international cooperation is not satisfactory either. The reasons for this situation are many: financial and infrastructure problems, lack of adequate ways to co-finance student and teacher mobility, insufficient motivation of teachers, associates and students, insufficient number of international research projects.

Improvement recommendations:

Introduce more controls at all levels of all processes in terms of formalizing the management of individual processes so that the chain of responsibility and organizational structure can be seen.

In the budget, every year strive to provide in advance adequate financial resources for all forms of international cooperation.

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:

A procedure for the design, development, monitoring, modification and termination of study programs has been established. The institution takes care of stakeholders in creating study programs. Cooperation with the labor market has been established and their information and recommendations are included in the design of study programs.

Weaknesses:

Although most of the study programs are current, it is necessary to review their actuality at certain intervals. Study programs are not frequently updated and modernized, especially with regard to literature innovation. There is no evidence that students and other stakeholders are involved in the process of designing and adopting study programs.

Improvement recommendations:

Continue and periodically innovate curricula in accordance with the positive practice of conducting study programs and improving the quality of higher education in the EU and the adopted standards on the quality of programs, especially regarding the innovation of literature.

Involve students in the process of creating study programs, not only formally, but to explain to them their role and opportunities in the decision-making process.

Requirement Level:	I	II	III	IV
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:				
At the BLC higher school, the principle of continuous monitoring and assessment of students is applied during the semester and at the final exam. Points are awarded for each form of assessment. The final grade is formed on the basis of the total number of points won. Such provisions encourage continuous work and monitoring of student progress.				
Weaknesses:				
It is apparent that the schedule of lectures and exercises is not adequately made. Much of the teaching is organized in the afternoon, which is more suited to full-time employed students. For some IT subjects it is not clearly defined how to take the practical part of the exam on the computer, how it is scored and how it affects the final grade. The terms for student consultations with professors are not posted on the school bulletin board or the doors of professors' offices, although this is stated in Article 4 of the Study Regulations.				
Improvement recommendations:				
More attention must be paid to the scheduling of lectures and exercises. In the syllabuses of IT subjects, taught practically on a computer, to define and quantify this method of scoring. The terms for student consultations with professors must be made publicly available on the school bulletin board or the doors of the professors' offices.				
Requirement Level:	I	II	III	IV
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:				
Admission of students to the study program of any cycle is made on the basis of legal guidelines, clear and transparent criteria, which include examinations of candidates' knowledge, preferences and abilities and success in the previous education, in accordance with the analyzed social needs and the resources provided for the implementation of the program. The competition for enrollment is publicly announced on the institution's website and in the media.				
Weaknesses:				
It is noticeable that there is a certain decrease in the number of students enrolled in certain study programs, so that in certain years there are 1 to 3 students. On this issue, there is no clearer analysis of future trends and expectations in the number of students enrolled.				
Improvement recommendations:				
An analysis of the economic feasibility of teaching for one to 3 students in the study program should be done.				
Requirement Level:	I	II	III	IV

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 human resources issue is governed by the BLC's Human Resources Development Policy, which is part of the Quality Assurance Policy and the BLC Strategy.

There is a document governing the selection and promotion of teachers and associates.

Professors are familiar with the procedures.

Weaknesses:

In the lists of responsible teachers, some professors are responsible teachers in 10 and 11 subjects. When writing the report on the election to the rank of lecturer, not all the reports indicate the average grade in basic studies, although this is a mandatory data for the selection according to the current Law on Higher Education. Some professors have elections to teaching titles acquired at other universities, but there is no complete report in the professors' files, only a decision on the appointment. For professors hired from other institutions of higher education, there is no employer consent for all the classes they teach at BLC. There is neither investing nor potentiating the scientific and research activities of academic staff.

Improvement recommendations:

The higher should make an analysis of the weekly teaching load of each teacher and associate each school year.

When writing a selection report, make sure that the report contains all the elements prescribed by Higher Education Law.

To offer teachers more opportunities for international exchange and mobility.

Required at the beginning of each school year to obtain the employer's consent to work at the BLC for all the courses they teach and for all classes.

Teachers and extracurriculars should be more economically rewarded for the amount of work they do all the time.

Scientific and research work of professors and students should be intensified and encouraged.

Requirement Level:

I

II

III

IV

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:

Quality of physical resources at an enviable level, in terms of classrooms, equipment, computers, etc.

Investments in expanding and improving physical resources are evident.

Students have access to the Internet, BLC bibliographic databases and electronic teaching material.

Weaknesses:

A small space in the professors' offices, which makes it difficult for student consultation.

Improvement recommendation:

The library stock of professional literature should increase.

Requirement Level:

I

II

III

IV

A.7 Information management

Requirements of ESG standard 1. 7 and RS / BiH criteria T.7.1

The good sides:

The BLC higher school Information System enables the monitoring, administration and organization of teaching and teaching processes at the higher school. The system includes a Student Service Application, a Student Web Portal, and an Employee Web Portal.

All the data is stored in databases, which enables efficient maintenance and simplifies backing up reserve copies in archive for security purposes. The unique database also enables the generation of reports that combine different data from different services. 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.

Weaknesses:

The site does not adequately name the documents, which include self-evaluation reports, curricula. A predicted minimum of 50% of the documents on the web site are not in English.

Improvement recommendations:

Change the names of documents on the School's website so that the visitor can easily find them. Work to ensure that at least 50% of the documents on the site are in English.

Requirement Level:	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:

Through the School's website, students and students are provided with information on activities that are taking place in the School, curricula and courses offered. There is an internal radio on the web the school, which also provides additional information to all students and visitors to the School.

Weaknesses:

Much of the information on the School's website is accessible only to students, as it is accessed through a student code.

There are errors in diploma supplements. The names of the subject Mathematics 1, Databases 1 and Internet Programming (CSS & HTML) are not harmonized in some documents.

Attached student information booklets from 2012 to 2017 are not in English.

Improvement recommendations:

Do not include optional subjects in the Diploma Supplement.

In the relevant documents and on the website of the University and the Faculty, provide information on the names of teachers and associates, on the subjects to which they are assigned, the scientific fields in which they were selected, years of life, degree, date of last election, scientific activity and conditions for selection, how many is a full-time teacher and associate under a contract of employment, and how much on the basis of a contract of employment, etc. Certainly, information on the selection and promotion of teachers should also be made available, proving the fulfillment of conditions such as the scientific and professional work of teachers, indicating the scientific area to be selected and the subjects for which the teacher is responsible and the full report of the Commission, which conducted the process an election recognizing the scientific field and competences of the members of the Commission.

To change the current way of issuing the Diploma Supplement.

It would be advisable for the study program guides to be done in English as well.

Requirement Level:	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:
 Procedures for the periodic evaluation, improvement and restructuring of existing study programs have been established. The institution states that self-evaluations of certain study programs were conducted on a regular basis, where certain deficiencies were identified. On this basis, proposals for improvements were defined.
 Stakeholders are consulted on a regular basis and their proposals are embedded in curricula.

Weaknesses:
 Students are only formally involved in the process of monitoring and reviewing study programs. Students are not sufficiently familiar with the process of changing and adopting study programs. The ambitious creation of the program has led to over-expansion and a large number of study programs, the implementation of which has become expensive due to the small number of students enrolling in the programs.

Improvement recommendations:
 Streamline the number and content of study programs. Involve students and other stakeholders, actively participate in the monitoring and revision of study programs, explain to them their role and opportunities.

Requirement Level:	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 BLC higher school was first accredited in 2013, after which a follow-up plan was prepared to implement the recommendations in the accreditation report, the BLC higher school reporting to the

Agency for Accreditation of Higher Education Institutions of the Republika Srpska on an annual basis. Independent reviews of 2 study programs were made as an integral part of the re-accreditation process. The BLC College 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. Most of the remaining recommendations are recognized as part of the study program development strategies.

Weaknesses:

The BLC higher school did not adequately organize the documentation prepared for accreditation (document names did not clearly reflect the contents of the documents themselves), nor did the information available to the committee and reviewers through the official website of the School (a realistic state of affairs is better than what is in the documentation).

Improvement recommendations:

Prepare the accreditation documentation in such a way that the committee can easily be shown real evidence of meeting the criteria where available.

Requirement Level:	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:

- Review reports of 2 study programs by independent, anonymous reviewers, distinguished experts in the narrow scientific fields of study programs who were the subject of observation,
- The improvement plans prepared by the study programs based on the reports of the reviewers,
- Visits to a higher education institution and a real-world insight into the work done by a panel of experts.

The study programs were evaluated against 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 financing (6.1, 6.2, 6.3, 6.4, 6.5),
- 7. Management of study program information (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) and
- 10. Mobility of academic staff and students (10.1, 10.2, 10.3).

The name of the study program:	Study level	Name(s) of the exit qualifications
Management, business and business economics	The first cycle	<ul style="list-style-type: none"> - Bachelor of Economics-Manager -180 ECTS credits (Course in Entrepreneurial Management) - Bachelor of Economics -180 ECTS (in the fields: Finance and Banking Management, Finance and Insurance Management, Trade Management, Tourism Management, Marketing Management, Logistics and Freight Forwarding Management) - Bachelor of Human Resources and Business Informatics Manager -180 ECTS (in the field of Human Resources and Business Informatics) - Graduate Manager of SMEs -180 ECTS (Course in Management of SMEs) - Graduate Manager of Occupational Safety and Health -180 ECTS (in the field of Occupational Safety and Environmental Management) - Bachelor of Economics -240 ECTS (in the following fields: Entrepreneurial Economy, Business Economics, Management of Finance, Banking and Insurance, Management of Marketing, Trade and Tourism, European Business and Economic Diplomacy, Management of Logistics, Freight Forwarding and Insurance) - Graduate Manager of Logistics and Transport -240 ECTS (in the field of Logistics and Transport Management) - Bachelor of Human Resource Management -240 ECTS (in Human Resources Management) - Bachelor of Environmental Management -240 ECTS (in Environmental Management) -graduate manager of occupational safety - 240 ECTS (in the field of Occupational safety and health management)
<p>The good sides:</p> <p>The BLC has so far achieved cooperation with a number of HEIs and other institutions, but this cooperation is largely based on mutual visits. During the interview with the professors it was pointed out that they often give lectures at other HEIs as visiting professors, but this is unfortunately not documented. One example of an exchange student was presented, but I got the impression that this was more due to individual effort than to the systematic work of the HEI.</p> <p>The use of plagiarism verification software has been confirmed.</p>		

The documents state that students and other stakeholders have a role to play in creating and designing study programs. The documents show that the involvement of internal and external stakeholders in the design of study programs is possible.

The policy adopted at HEI defines all the necessary steps in quality assurance.

There are plenty of electives, but there is no clear way to select subjects by students.

The self-evaluation report is well written.

Weaknesses:

Although there is a Center for International Cooperation, the mobility and exchange of students and professors is minimized.

Students are not well aware that they can influence the quality of the study program.

Although the documentation shows that most of the work and responsibilities are with the Quality Assurance Commission, there is no clear involvement of external actors in the processes.

How do students choose elective courses and how many students must choose a course in order to take classes? The submitted documentation for accreditation is not transparent, and it is not easy to find the desired content on the Website by the name of the documents (especially the curriculum and self-evaluation report). While the student is 1 month in practice, how can he/she attend classes?

No active participation of students in scientific-research activity was noticed.

There is a consent from the home institution to teach, but for a smaller number of hours than they actually hold (Professor Predrag Zivkovic, and for other professors we have not received documents on the consent of their employers to work at the BLC). Teachers are heavily burdened by the list of responsible teachers, but the submitted teaching schedule shows that it is not well done because some classes and exercises are missing.

Professor Rade Tanjga, who turned 68 on March 2, 2016 and could only be in teaching until September 30, 2016, was on the list of teachers in 2016/2017. which is not in line with the law on higher education. A document was provided showing that he had been engaged in additional work during that school year.

The Commission was not given an example of one contract with another institution on the use of their resources.

Study program information is not readily available on the site as document names are unclear to the visitor on the side. The condition that 50% of the data on the site is in English is not satisfied.

Improvement recommendations:

It is necessary to innovate the contents of the lectures and the literature in the syllabuses of individual subjects. The number of ECTS credits in syllabuses and diploma supplement must also be checked and

adjusted.					
Professors need to pay more attention to international projects.					
The library could have a slightly larger pool of professional printed books.					
Requirement Level:		I	II	III	IV
The name of the study program:		Study level	Name(s) of the exit qualifications		
Informatics		The first cycle	- Bachelor of Computer Science - 180 ECTS - Bachelor of Science in Computer Science - 240 ECTS - BSc - 240 ECTS		
The good sides:					
<p>There is a Center for International Cooperation.</p> <p>The BLC has so far achieved cooperation with a number of HEIs and other institutions, but this cooperation is largely based on mutual visits. One example of an exchange student was presented, but the impression was that it was more due to individual effort than to the systematic work of the HEI.</p> <p>The documents state that students and other stakeholders have a role to play in creating and designing study programs. The documents show that the involvement of internal and external stakeholders in the design of study programs is possible.</p> <p>The policy adopted at the HEI defines all the necessary steps in quality assurance, although the documentation shows that most of the work and responsibilities are with the Quality Assurance Commission The use of plagiarism verification software has been confirmed.</p> <p>The BLC has clearly defined study programs, with all the necessary information. All studies related to the study programs are performed by the STC. The BLC has the Procedure for Adoption and Evaluation of Study Programs (03-18-04 / 14 of 06.10.2014) and a general commitment to bring other stakeholders into the process.</p> <p>There are plenty of electives.</p> <p>There is a Decision on the adoption of the objectives of the study programs, the outcomes of the learning process and the competences of the study program Informatics.</p> <p>There is a Decision on Adoption of the Study Program Objectives, Learning Process Outcomes and Competences of the Informatics Study Program (No 03-04-04 / 13, 01.04.2013.)</p>					

The curriculum is available on the BLC website and contains relevant information.

No active participation of students in scientific-research activity was observed.

There is an Ordinance on examinations (342/01/08, 31.03.2008.)

The self-evaluation report is well written.

Report delivered for student Marko Bajic, who has been recognized in 4 subjects that he passed at the Zagreb Higher School.

The professors did not record that they had lectures abroad or that the professors from abroad had lectures with them.

Weaknesses:

Although there is a Center for International Cooperation, mobility and exchange of students and professors is minimized. During the interview with the professors it was pointed out that they often give lectures at other HEIs as visiting professors, but this is unfortunately not documented.

There is no clear involvement of external actors in quality assurance processes.

The 2017/2018 Self-Assessment Report mentions the Council of Study Programs, which proposes study programs, enrollment criteria, etc., but it does not appear anywhere in the attached documentation that such a body exists.

Students are not well aware that they can influence the quality of the study program.

During the visit, the Commission suggested considering the possibility of introducing multidisciplinary into study programs, since there were resources for such a thing, but no interest was observed for such a thing. It was also not observed that student and environment representatives were involved in the process.

There are plenty of electives, but there is no clear way to select subjects by students.

Only 4 elective courses are listed in 1 year and the student has no option to choose another. The course Introduction to Information Technology has a 2 + 3 weekly fund and the same number of ECTS as other 2 + 2 weekly courses.

The document Table of subjects Informatics 240 does not contain a weekly fund of classes for each subject, so it is necessary to look at the syllabus for each subject individually in order to see whether the subject is compulsory or optional. The submitted documentation for accreditation is not transparent, and it is not easy to find the desired content on the Website by the name of the documents (especially the curriculum and self-evaluation report).

Some full-time professors and lecturers are responsible teachers in 10 subjects in the school year and this affects the quality of teaching.

The notice of the consultation schedule is not posted at the door of the professor's office, nor is it on the student's notice board, and the school statute states that it is mandatory.

In conversation with students, we are informed that some IT subjects are evaluated through practical work on a computer, and this is not stated in the syllabus of these subjects.

The diploma supplement does not include the name of the final exam commission.

According to the Rulebook on the defense procedure and the manner of graduation thesis, it is envisaged to publish the offered topics and approved topics on the site and/or bulletin board. Why not?

In the Student Satisfaction Survey with non-teaching processes, the surveyed students were, to a minimum, satisfied with the work of the Student Parliament (54.75%).

The diploma supplement provided is not in computer science. Diploma Supplement Clause 4.2. the name and not the outcomes of the study program are given.

The diploma supplement does not show which are compulsory and which elective subjects, and which course is being listened to in which year of study. The Diploma Supplement No. 1860 does not align the course names in Mathematics1, Databases1 and Internet Programming (CSS & HTML) with the syllabus course names and the list of responsible teachers. In addition to the diploma number 1874, the subject is Labor Law, and this subject does not exist in the submitted licensed study program as an optional subject, but only in the Information Law course.

A diploma defense committee should also be included in the Diploma Supplement.

There is consent from home institutions to teach, but for a much smaller number of hours than they actually hold (Professor Predrag Zivkovic, and for other professors we have not received the documents of their employers' consent to work at the BLC).

The teachers are a lot burdened by the list of responsible teachers, but the submitted teaching schedule shows that it is not well done because some classes and excersises are missing.

The lecturers in the selection reports lack the average grade in basic studies, which must be greater than 8.00, and for a part of the lecturers we have been provided with a copy of the diploma showing that they have a corresponding average grade. Elections to professorships (Assistant Professor and Associate Professor) are obtained at other universities where they are invited to apply for employment and have not been employed.

Professor Rade Tanjga, who turned 68 on March 2, 2016 and could only be in teaching until September 30, 2016, was on the list of teachers in 2016/2017. which is not in line with the law on higher education. A document was provided showing that he had been engaged in additional work during that school year.

Improvement recommendations:

It is necessary to innovate the content of the lectures and the literature in the syllabuses of individual subjects. The number of ECTS credits in syllabuses, syllabus and diploma supplement must also be checked and adjusted.

Professors need to pay more attention to international projects.

The building has very good teaching cabinets, but it would be good to have a little more professor's cabinets for consulting students. It has 29 professors and assistants, and only a couple of cabinets.

The library could have a slightly larger pool of professional printed books.

There are reports from the Center for International Cooperation, but it is necessary to intensify the work of the Center, establish and stimulate more projects, establish an action plan for future international action.

REQUIREMENTS COMPLETION LEVEL:	I	II	III	IV
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3.3 Recommendation for accreditation

After reviewing all the submitted documentation, visiting the higher education institution and analyzing all documents, procedures and ways of functioning of the higher education institution, and conducting the evaluation procedure, the following level of fulfillment of the requirements of the standards and criteria was determined:

ELIGIBILITY CRITERIA	PERFORMANCE LEVEL
A.1 Quality assurance policy	III
A.2 Program design and approval	III
A.3 Student-centered learning, teaching and assessment	III
A.4 Student enrollment, progression through studies, recognition and certification	III
A.5 Human resources	III
A.6 Student Learning and Support Resources	IV
A.7 Information management	IV
A.8 Public information	III
A.9 Continuous monitoring and periodic review of the program	III
A.10 Periodic external quality assurance	III

Following the review of the submitted documentation, the study program review reports, the improvement plans prepared by the study programs based on the reviewers' reports, the on site visit to the higher education institution and the real-life examination performed by the commission of experts, the next level of fulfillment of the standards and criteria for the study programs was determined:

STUDY PROGRAM	PERFORMANCE LEVEL
Management, business and business economics	III
Informatics	III

On the basis of the overall quality assessment, the Commission recommends to the Higher Education Accreditation Agency of Republika Srpska that, in accordance with the Rulebook on Accreditation of Higher Education Institutions and Study Programs, Banja Luka College Higher Education Institution issues a 5-year accreditation decision for higher education institution 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 Comission:

Prof. Srdjan Damjanovic, PhD, chairman

Prof. Milica Kostic-Stankovic, member

Saša Hajdukov, MS, member

Dajana Djurasinovic, member
