

**Report of external evaluation for:**

**University Sinergija Bijeljina**

**HEAARS number: 01/1.3.65/18**

**Dates of visit:** 17th to 19th of March 2019.

**Location: Bijeljina, Raje Banjicica St. NN**

**External evaluation commission:**

Prof. Aleksandar Bogdanic, PhD, chairman;

Prof. Branko Rakita, PhD, member;

Mira Bera, member;

Bojan Tesic, member;

**Coordinator:**

Jugoslav Vuk Tepic, PhD.

**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

Prior to joining the accreditation process, Synergy University (hereinafter: the University), by reviewing the Rulebook on Accreditation of Higher Education Institutions and Study Programs of the Higher Education Accreditation Agency of Republika Srpska, verified that the preconditions for preparing the accreditation application were fulfilled. The application was submitted in time, that is, the University submitted the application for re-accreditation of the University and accreditation of 8 study programs on March, 30, 2018 to the Higher Education Accreditation Agency of Republika Srpska (hereinafter: the Agency), which is registered under the Agency Protocol number 342/18. The application was submitted within the deadline set by the previous University Accreditation Decision No. 203-6 / 12 from March 18, 2014. By the acts No. 04/26/2018. and 01/1.3.66-4/18 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. The Ministry informed the Agency by the act registered under No. 01 / 1.3.66-4-1/18 that for all study programs subject to review, decisions and licenses were issued for the implementation of study programs, and that no other procedure is conducted in the Ministry in which is a complainant University. In addition, the Agency, by the act No. 01/1.131-1/18, requested from the Republic Administration for Inspection Affairs the data on the latest inspections carried out at the University. By Decree No. 24.012/9993-143-8/18, it was answered that all irregularities identified had been eliminated, or that the ordered measures had been executed within the deadlines provided for by the decisions of the Republic inspectors.

On April 25, 2018 the Agency signed a contract with the University 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 contract for the services of reviewing study programs for the purpose of accreditation defines the following study programs as subject of review:

- Business Economics
- Computer and information science
- Law
- English
- Business Economics
- Modern information technologies
- Law - general course

- English language and literature.

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

The Agency conducted the procedure of selection of 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 Republika Srpska, referred the act No. 01/1.5-66-1-6/18 to the Agency for Development of Higher Education and quality assurance in BiH request with a proposal for the appointment of a Committee of Domestic and International Experts for Quality Assessment and Audit and for making recommendations on accreditation (hereinafter: the Commission of Experts). The Commission of Experts was appointed by the Decision of the Agency for Development of Higher Education and Quality Assurance in BiH No. 05-33-1-101-6/19 from March 12, 2019 in the following composition:

Prof. Aleksandar Bogdanic, PhD, President, Academic Community of BiH,

Prof. Branko Rakita, PhD, Member, International Member

Mira Bera, Member, Economy and Practice and

Bojan Tesic, member, student population.

The contract for re-accreditation services with the University was signed on February 28, 2019 and filed in the Protocol of the Agency under No. 01/1.3.65- /18.

The contract for services of accreditation of a higher education institution between the Agency and the University defines 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.

The Agreement defines, in addition, the obligations of the University and the Agency, as well as the confidentiality of all information provided during the accreditation process.

Commission preparation, Commission meetings, training and visits to the institution were conducted between April 16-19, 2019.

The coordinator of the external evaluation process is Dr. Yugoslavia Vuk Tepic, appointed by decision of the Director of the Agency for Accreditation of Higher Education Institutions of Republika Srpska, No. 01/1.5.65-3-4/18.

## 1.2 Data on higher education institution

Higher education institution data:	
<b>Name, address and e-mail address of the institution</b>	Sinergija University Bijeljina Raje Banjicica bb, Bijeljina <a href="mailto:univerzitet@sinergija.edu.ba">univerzitet@sinergija.edu.ba</a>
<b>Internet address</b>	<a href="http://www.sinergija.edu.ba">www.sinergija.edu.ba</a>
<b>Title, number and date of the founding act</b>	Decision on Establishing Sinergija University 1-1/05 from July 25, 2005.
<b>Tax identification number (PIB)</b>	4402138720000
<b>Registration number assigned by the Institute of Statistics of the Republic of Srpska</b>	1995243
<b>Name, surname and address (name and headquarters) of the founder</b>	Milovan Stanisic Bijeljina, Raje Banicica 89 Ranko Renovica Sokolac, Baltici bb
<b>Number and date of decision on appointment of the person authorized to represent</b>	080-0-REG-09-000 076 from February 27, 2009. Decision of registration
<b>Number and date of license for work of higher education institution</b>	07.2-3598-1-3 / 07 (Decision on Eligibility to start the work of Sinergija University, Bijeljina) August 20, 2007.
<b>Number and date of license to operate out of headquarters</b>	-
<b>Visiting Organizational Units and Responsible Persons</b>	Sinergija University Prof. Milovan Stanisic, PhD, rector e-mail: <a href="mailto:mstanisic@sinergija.edu.ba">mstanisic@sinergija.edu.ba</a>
<b>Contact person (for on site visit)</b>	Prof. Milenko Stanic, PhD, vice rector e-mail: <a href="mailto:mstanic@sinergija.edu.ba">mstanic@sinergija.edu.ba</a>
<b>Phone number</b>	055/217-100, 217-101, 217-200

### 1.3 Application information

Study programs reported by the higher education institution for the purpose of accreditation, which have previously undergone the review process:

Programi prijavljeni za екстерну евалуацију		
To be completed for each program that has been submitted for external evaluation/accreditation or has already undergone a review/external evaluation prior to (re)accreditation.		The names of the exit qualifications should correspond to the applicable occupational classifications.
The name of the study program:	Study level	Name(s) of the exit qualifications
Business Economics	The first cycle	Bachelor of Economics - 240 ECTS stating the appropriate orientation: <ul style="list-style-type: none"> <li>• Finance and Banking</li> <li>• Accounting and revision,</li> <li>• Marketing and management</li> <li>• Human Resource Management.</li> </ul>
Computer and information science	The first cycle	BSc in Computer and Information Science - 240 ECTS
Law	The first cycle	Law degree - 240 ECTS
English	The first cycle	Professor of English language and Literature - 240 ECTS
Business Economics	The second cycle	Master of Economics - 300 ECTS
Modern information technologies	The second cycle	Master of Computer and Information Science - 300 ECTS
Law – General course	The second cycle	Master of Law - 300 ECTS
English language and literature	The second cycle	Master of English Language and Literature - 300 ECTS

## 2.0 External evaluation

### 2.1 Previous activities

After reviewing the submitted study program documentation by the Agency, reviewing the List of Reviewers (<https://www.hears.com/index.php/en/lis-rc-nz-n>) which is an open-ended list with the aim of continuous updating, it was stated that the applied study programs can be reviewed in an independent and objective manner. When selecting the reviewers, care was taken to select internationally recognized local and international university teachers and scholars, who were selected for titles in the narrow scientific field of the study program in question, in order to obtain the highest quality review reports. Out of a total of 16 reviewers hired to review the University's 8 study programs, 10 were experts from the region, while six were selected from local experts. In one case, a new reviewer was hired due to the deadline for drafting the report.

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, as well as all other necessary, 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 the Republic of Srpska and BiH, The Rulebook on Accreditation of Higher Education Institutions and Study Programs of the Republika Srpska, the form of the instruction manual for the reviewer, which also represented the checklist of the reviewer, as well as the form from review skills. 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. The audit reports have been filed with the Agency under the following headings:

Study program	Protocol No.
Business Economics	1/1.3.65-2-9-2/18
Computer and information science	01/1.3.65-2-3-2/18
English	01/1.3.65-2-2-2/18
Law	01/1.3.65-2-5-2/18
Modern information technologies (second cycle)	01/1.3.66-2-3-2/18
English language and literature (second cycle)	01/1.3.65-2-10-4/18

Business Economics (second cycle)	01/1.3.65-2-8-3/18
Law – General course (second cycle)	01/1.3.65-2-4-3/18

After the completion of the review activities, the Agency for Accreditation of Higher Education Institutions provided to all members of the Commission of Experts, in electronic form, material containing documents defining the accreditation process, ie legal regulations, the Rules on Accreditation and the Guidelines for External Evaluation, Standards and Criteria and the Application of the higher education institution with supporting documents, as well as the forms necessary for the work of the Commission. In particular, individual orders were created on the Agency's server (<http://www.heears.com/cl/login.php>), which set up ancillary tools to work on the analysis of documentation and checklists for the preparation of the visit and the overall work of the Commission, enabling smooth, independent and completely independent work on external evaluation.

At the first meeting, held on April 10, 2020, organized by the Agency with the President of the Commission on the premises of the Agency and with other members through an online order for work in external evaluation procedures, 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 committee member is obliged, on the basis of the analyzed documentation of the higher education institution, to electronically fill in the form of an individual checklist, which serves as a reminder to the member of the Commission with questions, observations and request. vima for additional documents to visit 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, after which the Commission agreed on the Plan and program of the visit to the institution of higher education which is Annex 2 to this report, and foresees a visit of four working days (including preparatory, working and Commission training meetings) in accordance with the Rulebook on Accreditation of Higher Education Institutions and Study Programs. In addition, the Commission signed individual statements on the absence of conflicts of interest.

Prior to the visit of the Commission of Experts, the management and representatives of the services of the Sinergija University were acquainted with the details and during the forthcoming visit, and were promptly provided with a Plan and program of the visit, which was agreed with the representatives of the higher education institution and the manner of approach and work of the Commission was agreed. The subject of external evaluation is a higher education institution, by assessing the performance of its core activity in relation to the degree of fulfillment of the Criteria for accreditation of a higher education institution in Republika Srpska and BiH and relevant European standards and guidelines for quality assurance in higher education, and by evaluating study programs against the Criteria for higher education accreditation of study programs in Republika Srpska and BiH, as stated in the Sinergija University Accreditation Application.

The Commission held its second working meeting on April 16, 2019, before the official protocol of the on visit to the University, which discussed in detail the course of the visit, agreed on the focus on individual



issues, analyzed specific impressions after analyzing the Improvement Activity Plan according to the external evaluation report in the first accreditation, as well as reviewing the application for accreditation of the higher education institution, then the manner conducting interviews, reconciling views on the basis of individual checklists, and other issues relevant to the professional work of the Commission. Particular attention was paid to the review reports of the applied study programs and the promotion reports for each study program.

## 2.2 Visits to a higher education institution

In accordance with the Guidelines for External Evaluation, the Commission talked with the following teams: the management of the institution, headed by Rector Stanisic and all deans, the quality team and the team for the preparation of self-evaluation reports, coordinators for international cooperation and international exchange, representatives of student services, legal services, accounting and library, representatives of graduates of all cycles, representatives of industry and practice as current and future employers, representatives of the management of the faculty and the academic staff of all study programs reviewed during the accreditation and the representatives of students from different years from the current study programs and the different cycles that were reviewed during the accreditation. The visit plan establishes a timeframe, visits to various facilities held by the higher education institution as well as interview groups, and a list with all the above mentioned participants has been drawn up and made available in the archive of the Agency, the Sinergija University file.

During the first day of the visit on April 17, 2019 an introductory meeting was held with the Extended Rector's Collegium of the institution at which the members of the Commission introduced themselves and briefly outlined the working methodology, followed by meetings with other discussion groups, as foreseen by the Visit Plan, as follows:

- management of a higher education institution,
- the quality team and the self-evaluation report preparation team,
- representatives of student services, libraries, legal services of the University, accounting of the University,
- representatives of the University's Department for International Cooperation,
- Deans, Vice-Deans, Secretaries, Heads of Finance, Study Program Managers, Academic Staff of Study Programs who have passed the review and have applied for accreditation (Law programs, first cycle of study and study program Law-general direction, second cycle of study) and students of all years of study. The total number of persons interviewed during the first day is 58 (recorded in the Agency's archive, file Sinergija University).

During the second day of the visit, the talks were held with the relevant persons related to the six study programs:

- Deans, Vice-Deans, Secretaries, Heads of Finance, Program Managers, Academic Staff of English Studies (first cycle of study), Contemporary English (second cycle of studies), Business Economics (first and second cycle of studies), Computer and Information Science (first cycle study), Contemporary Information Technology (second cycle of study) and students of all years

of study. The total number of persons interviewed during the second day is 30 (recorded in the Agency's archive, file Synergy University).

Following the meetings and discussions, the members of the Commission held an internal meeting at the end of each interview, presenting individual observations and impressions from individual meetings, commenting on the information received and analyzing the work of the committee. During the discussion, all members of the Commission agreed that they had the impression that the management of the Institution was committed to the most efficient approach to the organization of administrative services, so often one person was engaged in several different positions or in multiple teams, as is the case with international cooperation and the quality office . Specific recommendations are also made on these observations below in the report.

The tour of the resources and the overall work of the Commission is simplified by the centralized organization of the University, ie the fact that the teaching is carried out in a single facility, functionally equipped according to the principle of efficient and effective use of space, so that the tour of the teaching rooms, computer rooms, laboratories, libraries, and student services, performed in the intervals between interviews and, in particular, after the end of the second business day.

After visiting all the premises of the institution, the Commission concluded that it was a very good functional organization of the premises and an enviable level of capacity. All details and legal evidence on compliance with the legal requirements for organizing and operating the university are presented in the documentation provided in the accreditation application. The end of the working part of the visit (talks, visits and analyzes) was devoted to the plans and agreement on how to present the Preliminary Report, but also to clarify certain organizational issues in the work of the University services. 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 communication of the good sides and basic, general recommendations for improvement by each criterion individually.

Last day of visit, on April 19, 2019, at the end of its stay at the University, the Commission orally presented to the representatives of the departments and administration of the University a Preliminary Report on External Evaluation, with particular emphasis on the good points identified during the visit, indicating a set of recommendations by each criterion, both for the institution and the study programs. which have been the subject of external evaluation.

### **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 / BiH criteria T.1.1, T.1.2, T.1.3, T.1.4, T.1.5, T.1.6

##### Good sides:

1.1-1.2 University Strategy 2015-2020. was written in detail and adopted in accordance with the procedure foreseen. Some advancements made by the previous accreditation committee were also met. In addition to the representatives of the University bodies and the Office for Quality Assurance, other stakeholders participated in the development of the strategy. The strategy proposal was the subject of a series of meetings of the working group with representatives of the academic, social and economic environment, leadership, student organizations, public institutions and significant economic entities. In addition to developing the strategy itself, these entities have been consulted in the preparation and definition of strategic goals, action plans, as well as for the revision, innovation and launch of new study programs. Social communities were also consulted, ie representatives of the cities and municipalities of Bijeljina, Zvornik, Ugljevik, Lopare, Vlasenica, Milići, Sokolac, Pale, Brcko and Banja Luka regarding the goals of the Strategy and the mission and vision for the future development of the University.

A number of agreements on business cooperation with business entities in Bijeljina and the surrounding area have also been concluded, with the aim of facilitating student research work, practicing and other forms of cooperation.

The strategic objectives are well operationalized.

The strategy was published on the University website.

1.3-1.4 The University has adopted the Rulebook on the Quality Assurance Method and Procedure, the Quality Management Activity Plan, the Work Program, as well as the Quality Assurance Strategy. These acts regulate the policies and procedures of the quality assurance system.

1.5-1.6 The University has the necessary acts pertaining to international cooperation and student mobility and the Office for International Cooperation operates at the University. It has co-operation

agreements and has initiated activities related to the mobility of academic staff and students, based on its own mobility strategy. The university has applied for and is involved in several international projects (Erasmus + and other).

University organizes an annual international scientific conference, publishes a collection of papers from that conference and encourages teaching staff to participate in (international) scientific meetings.

**Weaknesses:**

1.1-1.2 Some data on the number of teachers and assistants in the text and tables are not harmonized.

Action plans for the implementation of strategic objectives do not contain the necessary elements for the fulfillment and verification of the fulfillment of the strategy, such as the specific bodies that implement the specific plans, deadlines for their implementation, as well as measures for verification and evaluation of the fulfillment of the objectives.

The strategy is quite fragmented and contains sections that are not directly related to the specific strategy of Synergy University, but contain explanations of particular features and issues of the strategies in general.

The main goals and objectives of the University (mission and vision) do not envisage alignment with the needs of employers.

Not all stakeholders are aware of the content of the strategy, especially those whose engagement depends largely on the realization of the strategic goals.

Business cooperation agreements with business entities are general and generally do not clearly define particular forms of cooperation, nor do they keep records of their implementation.

1.3-1.4 No action plan has been established based on the results of self-evaluation and student evaluations. There is no evidence of action taken.

The quality assurance procedures are not sufficiently developed and complete.

Inconsistent and unclear application of the Law on Higher Education and Article 36 of the Rulebook on Quality Assurance Regarding Compulsory Attendance of Full-time University Students.

Too much emphasis on electronic records and video surveillance of spaces, classrooms, staff and students, which creates an atmosphere of defense and can stifle the spirit of academia and values, such as academic freedom and creativity.

1.5-1.6 The University has an act but does not have an active body, such as a center or institute, to regulate, encourage and integrate scientific research work and to enable teaching staff to work scientifically on individual and joint research and projects.

Very few students, since the University was founded, have had the opportunity to visit one of the universities in the region in collaboration with the University and the Office for International Cooperation.

**Improvement recommendations:**

1.1-1.2 All data in the Strategy must be harmonized with each other, ie in accordance with other acts and documents of the University.

Action plans for the implementation of strategic objectives should be complemented by elements for the fulfillment and verification of the fulfillment of the strategy: indicate the specific bodies and persons implementing the specific plan; deadlines for their execution; and measures to check and evaluate the achievement of objectives.

Leave out parts that are not directly related to the specific strategy of Sinergija University, but contain explanations of particular features and issues of the strategy in general.

1.3-1.4 Establish a plan of action based on the results of self-evaluation and student evaluations and keep records of actions taken.

The quality assurance procedures should be further elaborated and applied consistently. Quality standards should be aligned with the requirements of all stakeholders. It is also advisable to align quality standards with some of the international quality standards.

We recommend that in the future the emphasis should be placed on the most consistent implementation of all the regulations governing study and work at the University, which were presented at the time of accreditation.

Adjust attendance records.

Establish a track record of the implementation of agreements on cooperation with business entities with defined and measurable activity indicators in relation to forms of cooperation. Make more agreements with private entities.

As one of the goals of the University, in the Rulebook on Quality Assurance Methods and Procedures, provision should also be made for meeting the needs of employers by monitoring innovative processes that apply them and determining how employers should become aware of the self-assessment report.

1.5-1.6 Adopt an act on scientific research work and form an organizational body or unit for scientific research work.

It is desirable that the Office for International Cooperation encourages mobility more so that University students are given the opportunity to visit other related institutions, and that students from other higher education institutions attend or study at the University.

<b>Requirement Level:</b>	I	II	III	IV
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## 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 University issued acts and established procedures for proposing, designing, adopting and monitoring the implementation of study programs. The Rules for the design and revision of study programs outline the procedure, bodies and participants in proposing, drafting and approving study program proposals, as well as the content of the study. The procedure also anticipates the involvement of students and external stakeholders in the commission for drafting elaboration of study programs.

The rules stipulate that the study programs should be consistent with the mission, vision and strategy of the University. Also, the Rules provide indicative guidance on the ratio of compulsory and elective subjects, the number of weekly classes, how ECTS credits are determined and similar issues related to the structure of curricula.

The study programs that the Commission has seen contain, though not in the full text, most of the legally binding elements, including outcomes, relevant titles, ie. qualifications, as well as the expected student workload (number of ECTS per course and semester). The programs are in some parts aligned with scientific and educational standards in the relevant field and labor market requirements. The Commission has the impression that the study programs facilitate the easy progression of students through study and student mobility.

The University regularly surveys companies and institutions in order to obtain information relevant to the quality and content of study programs.

### Weaknesses:

The rules for designing and revising study programs at the University do not clearly state what the act is called and who passes the act on the study program after the Ministry has given its consent to the proposal to the elaboration.

The procedure for reviewing study programs is not clearly described in the documentation. The Rules do not provide for “case mapping” and mapping criteria, and it is not clear on what criteria the mapping was performed and who performed it (based on which act).

Collecting feedback from business and business representatives is done through general surveys that do not give a clear insight into the application of knowledge in practice (defined as a key Outcome of Study 4)

Article 20 of the Rulebook on Quality Assurance identifies certain characteristics of the subject curriculum and study program.

The syllabuses presented to the Commission have not been updated for the current academic year. Some syllabuses are incomplete, that is, they do not contain all the information necessary for the student to successfully attend the course and fulfill his or her own obligations, as well as the criteria for correcting pre-examinations and examinations.

**Improvement recommendations:**

Adopt new rules for designing and revising study programs at the University. The Rules should clearly state the title of the study program act (e.g., study program ordinance) adopted by the Senate; describe the procedure for reviewing study programs, taking into account both the applicability of the acquired competences and the recognition of the needs of the economy; to determine the criteria and method of "mapping", that is, the evaluation of objects.

Students, prospective students and teaching staff should be able to access the act with study programs, that is, the complete contents of all approved and approved study programs, on the University website and library.

Learning outcomes in study programs as well as syllabus content (syllabuses) of the subject should be better elaborated. In particular, the content of the course (narrative), the learning outcomes, the manner and types of teaching, the assessment and fulfillment of students' pre-exam and exam obligations should be better described; criteria for grading pre-requisites and exams; evaluation criteria; textbook and literature; as well as a semester syllabuses situated trough weeks.

The syllabuses of the course (syllabus) should reflect the latest scientific and professional developments in the field to which they belong, as well as pedagogical approaches.

The various terms and acts referred to in Article 20 of the Quality Assurance Regulations (course syllabus and study program) should be better elaborated, separated and individually described.

During the study program review process, questionnaires should be prepared for representatives of industry and practice for each study program individually, taking into account their specificities.

In the future changes of study programs, it is desirable to emphasize and focus the main subjects, ie subjects in the narrow scientific field, instead of diversification. Also, when changing and designing new study programs, it is advisable to select for each study program at the University three different quality and comparable study programs from abroad.

All study programs should take into account the balanced workload of students and teaching staff throughout the semester.

Requirement Level:	I	II	III	IV
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**A.3 Student-centered learning, teaching and assessment**

Requirements of ESG standard 1.3 and RS / BiH criteria T.3.1, T.3.2, T.3.3

**The good sides:**

The University has Study Rules on the 1st and 2nd cycle of studies which prescribe the manner, conditions and individual procedures for teaching and knowledge assessment. Students are informed in a timely manner about the assessment method on the University's website and in syllabuses.

During the visit, the Commission got the impression that the teaching staff were dedicated to working



with the students, that they were teaching regularly and that the students were satisfied with the quality of the teaching process.

The university involves students in hands-on work during their studies in companies and institutions with which it has a well-developed and versatile collaboration.

The University has the necessary acts relating to international cooperation, student mobility and recognition of points earned, and an International Cooperation Office operates at the University. It has co-operation agreements and has initiated activities related to student mobility, based on its own mobility strategy.

Student files are kept up to date. In an interview with the committee, students stated that they were generally satisfied with how the knowledge assessment was conducted as well as their success in the study.

**Weaknesses:**

Although the Rules of Study stipulate compulsory attendance for full-time students, the committee did not get the impression that this obligation was being consistently implemented. Also, part-time attendance is not regulated.

In addition, the rules on the number of absences in classes from a particular subject and the rules on the manner of taking the subject in case of exceeding that number are not consistent in all acts, ie. are differently regulated in the Rules of Study on the 1st and 2nd cycle of studies (Article 12) compared to the Rulebook on the manner and procedure for quality assurance (Article 36).

The rules of study in the 1st and 2nd cycle of study stipulate that for each subject the teacher in charge determines and approves the work plan and informs the students about that plan (Articles 13-14), but does not specify what the plan should contain, so it is not clear what information the students get. Also, the Rulebook on Quality Assurance Methods and Procedures (Articles 18-21) stipulates that the subject teachers for each subject prepare a syllabus and draw up an operational work plan for teaching, but it seems that the elements that the syllabus should contain should be specified, which speaks about the content of the study program, so there is no clear link between the course syllabus and the work plan.

The rules of study do not stipulate that teachers should establish criteria for grading (scoring) pre-examinations and exams. Also, the syllabuses do not specify the types and manner of knowledge assessment (written, oral, practical, etc.) nor the criteria for scoring and evaluating certain pre-examinations and examinations, but only the percentage of individual elements in the performance of the grade in the subject.

The rules of study do not provide for a procedure for appealing students to take classes. According to the students, complaints are resolved by oral conversation with the deans.

Classes are taught mainly in the form of classical lectures (oral presentation method) and the Commission has not been given the impression that contemporary teaching methods where the student is in the center of attention (such as "reverse classroom", dialog education, etc.) are sufficiently applied.



Practical work is carried out, but it is not an obligatory component of the study programs, either as a separate subject or as a mandatory part of individual subjects, so it is not even evaluated with a certain number of ECTS in the total number of ECTS in the study programs.

No information was found that plagiarism was defined and explained in the acts of the University, or in the Rules of Study, nor was the procedure described for how teachers act in cases of suspected plagiarism, transcripts of exams and other similar forms of non-academic behavior.

The Commission was under the impression that students did not participate sufficiently in the work of the University bodies, and that the student parliament was not sufficiently involved in addressing student issues.

The commission had no insight into the reasons, that is, the conditions of study and the evidence of other teaching methods that allowed for relatively high passing rates and higher student performance compared to their high school success.

**Improvement recommendations:**

It is necessary to substantially amend or adopt new Study Rules on the 1st and 2nd cycle of study in order to elaborate in more detail the following provisions:

- rules on compulsory attendance for full-time students, the number of absences and possible reimbursement of classes, or the passing of subjects in case of exceeding this number;
- Rules for attending classes or some other form of fulfillment of teaching obligations for part-time students (study with work);
- compulsory constituent elements of the syllabus and, possibly, a semester weekly work plan, as well as the obligation to provide the course syllabus to students in paper or electronic form at the beginning of the semester;
- the obligation of teachers to specify in the course syllabus the types and methods of knowledge assessment (eg written compositions, open / closed tests, seminar papers, dictations, translations; oral examinations; practical exercises; etc.), as well as to quantify and qualitative criteria for the assessment (scoring) of all the individual elements of the knowledge assessment (pre-exam and examination requirements);
- a clear procedure for student participation in designing teaching and other academic work;
- defining detours and opportunities for practical syllabus teaching and its evaluation;
- the procedure for appealing to students the teaching, assessment and behavior of teaching and non-teaching staff;
- an explanation of what is considered plagiarism and other similar forms of non-academic behavior, as well as procedures for dealing with suspected plagiarism / plagiarism, transcripts and other similar forms of non-academic student behavior.

These rules and procedures may also be laid down in separate acts. If certain procedures are regulated

in several acts, the provisions in all acts should be harmonized with each other. All rules must be consistently enforced and appropriate records kept.

It is desirable that the pre-exam and exam requirements should be designed as different types of assessment in the course of the semester. The final exam, that is, the grade in the subject, should reflect the degree of understanding of the whole subject matter.

Consistently implement the principle of exam publicity, as well as safeguards against overwriting and plagiarism.

In teaching, where possible, apply modern teaching and didactic methods where the student is the center of attention (such as "reverse classroom", dialogical education, etc.). It would be useful for the University to design a pedagogical-didactic manual or guidelines for teaching the student in the spotlight.

Introduce practical work as a compulsory and valued component of study programs, either as a separate subject or as a compulsory part of individual subjects.

Involve students in the regular work of the University bodies of which they are members.

The Commission recommends more active action by the existing Career Development Center, especially in student advisory work, as well as in collaboration with industry regarding student internships and employment. The Commission also recommends more active work of the existing Alumni Association and the adoption of necessary acts for its successful work.

It is desirable to encourage more successful study by promoting, awarding and awarding scholarships to the best students and involving students in international competitions.

<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 University Statute has laid down rules for the enrollment of students in all three cycles of study. The statute stipulates that candidates for enrollment will pass the entrance examination.

By the decision to enroll students in the academic year 2017/18 it is envisaged that the entrance exam at all the faculties of the University will be conducted through the obligatory interview that each candidate will have with the Dean or teacher of the University.

The Commission has been presented with the general knowledge tests used in the entrance exam.

The University has a Rulebook on transfer of ECTS credits and equivalence, which regulates the recognition of qualifications and passed subjects from other institutions. The policy is published on the University website.

**Weaknesses:**

For enrollment in the first cycle of studies, the Statute stipulates that, if the number of students enrolled is lower than the number determined for admission to the respective study program, all enrolled students are enrolled without determining the order or rank (Article 63), and it seems that this the provision diminishes the importance of the entrance examination, that is, that the entrance examination is not conducted in the said case.

In The Student Enrollment Decision in Academic 2017/18 it is not specified what does interview that candidates enroll in with deans and teachers consists of, and according to the information received by the Commission during the visit and the scanned interview attached to the application, the interview consists of an informative interview and the provision of personal information. Candidate testing is not provided for by the quoted decision.

For enrollment in the second and third cycle of study, the Statute stipulates that the candidate can enroll in the study program of the second and third cycle of study, provided that he / she has completed previous degrees and obtained ECTS credits in accordance with the Law and the Statute, and if he / she shows adequate preference and ability to master the study program for which he / she applied (Article 65), but it is not foreseen what are those preferences and abilities and how to check them.

The Rulebook on Transfer of ECTS credits and equivalence foresees the possibility of full and partial recognition of the subject (Article 10), but no criteria have been established on the basis of which the outcome of the recognition will be determined. Also, it is not precisely stated what is the degree of correspondence between the content of the study programs and the passed exams (Article 12) which is required in order to approve the transfer of credits and on the basis of which the Dean decides on partial recognition of credits. Similarly, Article 12 of the Rules provides that a student possessing a certificate of completion of a language course of a certain level of knowledge, in an institution licensed for learning a foreign language, the subject teacher, with the consent of the dean, may be free to take all or part of the exam, determining the grade by which he will recognize the foreign language so laid down, but this provision does not seem to be in accordance with Articles 37 and 103 of the RS Law on Higher Education, which allows only the transfer of credits between study programs or between higher education institutions.

Furthermore, Article 13 of the Regulations provides that a student is obliged to pass the differences, if they have been awarded a decision on the recognition of exams, or transfer of ECTS credits, before he / she can take the exams from the study year following the year of enrollment, and may already take them. in the first exam term upon enrollment in the faculty - so it is not clear how in this case the student is subject to the University Study Rules in terms of the obligation to attend classes regularly, to take pre-exam obligations during the semester and to fulfill other obligations in the subjects differences.

**Improvement recommendations:**

The criteria for admission of students to the study program and the criteria for recognition of subjects and credits should be harmonized with the law, and in terms of achieving quality, these criteria should go beyond the legal requirements.

It should be stipulated that all candidates for admission to the study pass the entrance exam, regardless of the number of applicants, and in this regard, we recommend deleting paragraph 4 of Article 63 of the Statute.

The decision to enroll students for each academic year should describe what the entrance exam consists of, ie. what knowledge and abilities of the candidates are tested, and how many points are awarded, ie how each part of the entrance exam is evaluated.

In order to enroll in the second and third cycle of studies, also in the Statute or the decision on enrollment, it is necessary to specify what preferences and abilities are tested.

The Rulebook on Transfer of ECTS credits and equivalence should explain in more detail and state: what are the criteria for complete and which are for partial recognition of subjects and credits; what degree of correspondence between the study program and the subject is required to allow course recognition and credit transfer; Recognition of foreign language subjects to be harmonized with the RS Law on Higher Education. Likewise, the manner in which the subject of distinction is to be taken and the pre-examinations and examinations in these subjects should be determined (which may be regulated in this Rulebook or in the Rules of Study).

**Requirement Level:**

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III

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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 a Rulebook on the conditions and procedure for the selection of academic staff, a Rulebook on work, and a Rulebook on textbooks and publishing.

A sufficient number of teaching and non-teaching staff are employed at the University to provide teaching.

In addition to teaching, the teaching staff is actively engaged in scientific research work, including participation in international projects.

According to the most recent self-assessment report from academic 2015/2016 students rated the work of teaching staff on nine criteria with high grades (8.3-9.1).

The Commission, in conversation with the teaching staff, students and business representatives, gained the impression of a responsible work, commitment and enthusiasm of the teaching staff.

The University allocates funds for scientific, professional and pedagogical training of teaching staff, such as attending scientific and professional conferences, scholarships and participation in projects.

In evaluating the work of teaching staff, criteria such as the regularity of teaching and holding consultations, the quality of lectures and exercises, and the attitude towards students are also taken into account. The best teachers are awarded prizes.

The University keeps a record of the published work of the teaching staff.

**Weaknesses:**

As some teachers are also employed by other higher education institutions and live in other places, overload and insufficient availability may hinder them from a full commitment to teaching and scientific work at the University.

The working atmosphere communicated by the University administration does not sufficiently promote academic values and freedoms through the means of surveillance.

The University lacks an institutionalized approach to scientific research and artistic work.

The ratio of teachers and associates in individual study programs is not in accordance with the number of hours of lectures and exercises.

**Improvement recommendations:**

Encourage the work and employment of indigenous teaching staff, and especially associates in particular study programs.

To reduce the workload of teachers and associates in individual study programs, to enable the commitment of teaching staff to both teaching and research work.

Adopt an act on scientific research work and form an organizational body or unit for scientific research work.

It is desirable for the University to stimulate scientific research and international cooperation by rewarding teaching staff for outstanding achievements and results in these fields.

Reduce the use of electronic and video surveillance in academic work.

Encourage the continuous training of non-teaching staff, in accordance with the contemporary requirements of the work of higher education institutions.

<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:

The university has amphitheatres, classrooms, two language classrooms, three computer classrooms, a library, a reading room. The space is contemporary, well-equipped and of adequate size for the number of students and study programs conducted. The furniture and teaching aids are new/well preserved and functional, the space is well maintained and comfortable to work with.

Students have access to the Singidum University's Singipedia library database.

Internet access is available throughout the University building.

Library and research resources meet the needs for first cycle studies.

The University has a career center and a highly developed cooperation with companies and institutions in the region.

The student service and administrative staff are well organized and students are satisfied with their services.

### Weaknesses:

Library and research resources are not sufficient for second and third cycle studies.

Although the University's strategy (p. 35) states that "University teachers and associates and all students have access to databases that provide them with free and complete access to information for over 90% of top international journals in all scientific disciplines," to the commission, except " Singipedia ", the names and method of access to these databases are not shown.

The self-assessment report states that the library does not have copies of scientific journals in foreign languages, nor did the Commission gain insight into the library's visit that the University has subscribed to leading international scientific journals in the field of study programs it conducts.

### Improvement recommendations:

Establish an interlibrary exchange with Singidunum University so that the student can search the libraries of both Universities electronically at the same time and order or be able to pick up and return the book of Singidunum University on Sinergija University and vice versa.

Provide all students, and especially second and third cycle students, with ongoing access to relevant research databases (eg EBSCO, Proquest, Clarivate), either directly or through interlibrary exchange, in collaboration with another university.

To subscribe the University to leading international scientific journals in the field of study programs it conducts (or to provide access to such journals through interlibrary exchange).

The Commission recommends that the University develop spaces and facilities that will allow longer retention of students and teaching staff at the University and more active participation in the work of the academic community, both in extracurricular activities and in joint scientific and research work.

**Requirement Level:**

I

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III

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### A.7 Information management

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

#### The good sides:

For the most part, the University has a functioning information system for the work of the administration, student service, teaching staff and students.

The University collects and analyzes data on its work and uses it to plan and improve its work. These data include the number of students enrolled and the student profile, student progress through study, course and school years, learning and support resources for students, monitoring the employment of a number of graduates, financial indicators, number and structure of employees, student evaluation results (student satisfaction with study ).

These statistics are the basis for the analyzes contained in the self-assessment reports.

The University also has special services for employees ("e-employees") and students ("e-student").

#### Weaknesses:

The data on the number of students in the application for accreditation, the self-assessment report and the report of the Republika Srpska institute of Statistics are not harmonized, ie they are not explained in the application for accreditation.

The student pass rates in the self-assessment report are not clear.

No proper comparison is made on the basis of academic and other relevant benchmarks and data with comparable higher education institutions in the environment and in the international academic community (benchmarking).

Information from public employment services is downloaded in its original "raw" form and is not adapted to the needs of the University, and as such it further burdens users with information on the real needs of the labor market.

#### Improvement recommendations:

Update and reconcile the collected and analyzed data in all relevant acts of the University.

Data and analysis gathered from the existing information system should be applied more consistently in decision-making and communication processes.

When collecting and analyzing data, the results of surveys of business and public service representatives on future needs for particular occupations and titles should also be included.

Compare on the basis of academic and other relevant benchmarks and data with comparable higher education institutions in the environment and in the international academic community (benchmarking).

<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 complex and up-to-date multimedia website with a large amount of data for future students and the public. The site contains some information about study programs (courses, vocations), numerous general acts (statute, study rules, quality assurance acts, codes, strategies, action plan, etc.), as well as the names and biographies of most teaching staff. The site has interactive elements, such as enrollment and study forms and study forms. The most important study information on the site is also available in English.

The University also publishes short publications on enrollment and study programs, including vocations/qualifications, in electronic form and on paper. The university also has up-to-date accounts on social networks.

The Commission was under the impression that most of the information published was accurate and up-to-date.

The University has a public relations plan.

On the basis of cooperation with public employment services, the University informs students about the situation and needs in the labor market.

#### Weaknesses:

The layout and organization of the sections and information on the website are not transparent and clear enough for prospective students. Some pages of the website are sometimes unavailable. Data on study programs are not integrated and incomplete.

Although the University has cooperation with the economy and practice, it is not visible on the official website of the University and the impression is that it is not realized in the form in which the commission is presented.

The public relations plan is general and not sufficiently adapted to the needs and specificities of the University's work.



**Improvement recommendations:**

Design a new University website with a more intuitive communication structure, tailored to the users of the website (future students, academia and community), more complete data and interactive and multimedia elements.

Adopt a strategy and a new public relations/communications plan as well as a crisis communication plan.

The university should make more and more versatile use of modern communication technologies, the Internet and social networks, to communicate with its target public.

In communicating with the target public (students and prospective students), in informative content and on the web pages, accurate and verified data on the conditions and opportunities offered by the University, as well as on future employment and career advancement should be provided. Accordingly, appropriate language should be used. (For example, instead of the existing expression "After graduation from a given study program, students can be employed in the following workplaces", it may be said: "The study program prepares students for work in the following workplaces.")

<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 University has acts and procedures for monitoring and reviewing study programs.

The University consulted stakeholders through a questionnaire. The Commission has the impression that the University has developed a comprehensive cooperation with the economic and social community that it involves in this process.

The university generally made minor changes to the study programs in the period after the previous accreditation. The Commission was under the impression that the procedures for modifying study programs were followed.

Self-evaluation and quality assessment report for 2016/2017. The year contains data on the passing of courses and, among other things, can serve as a basis for changes in study programs, but also as a source of information for future employers on the success of the study programs.

**Weaknesses:**

With the application, ie in the decisions on modification of study programs, no acts were enclosed or attached as evidence that the procedure for changing study programs was fully respected (eg the decision on appointment of the commission for study program changes, study, council decisions, etc.). Also, no documents containing the analysis of the existing study programs, ie data and results of the analyzes were presented. Only reports on the evaluation of the structure of the study programs (the so-called "mapping of subjects") were presented. However, the Rules for the Design and Revision of Study

Programs do not provide a procedure for the preparation of these reports, and it is not clear on what criteria the reports were written and on the basis of which act. Also, the reports do not specify the date of their preparation or the period to which they refer, and these reports are not mentioned in the decisions on modification of study programs.

Changes to individual study programs were not large enough to significantly improve the quality of the study program.

During the visit, the Commission did not gain insight into whether and how future employers were aware of the contents of the 2016/2017 Self-Evaluation Report so that they can propose changes to the outcomes of study programs, that is, the set of knowledge and skills that students acquire at the University.

Although co-operation with the economy and public services exists, it does not seem to be significantly developed and expanded, that is, to include only parts of the target public with whom the University has concluded co-operation agreements, ie students, which complicates major changes in study programs.

**Improvement recommendations:**

The university should adopt an act, ie establish comprehensive criteria for monitoring the outcomes of study programs and a procedure for their implementation in terms of changes to existing study programs. This act should also determine the dynamics or frequency of monitoring and the clearly defined role and manner of participation and influence on the content of the study programs of all stakeholders, ie teaching staff, students, graduates and the business and social community.

The application for accreditation must be accompanied by acts proving that all steps in the procedure for changing the study program have been complied with.

The study programs should be continuously modified and improved in accordance with scientific, professional, pedagogical and social changes, both minor or major curriculum changes, as well as updating of the syllabus at the beginning of each semester or academic year.

<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 has developed procedures and bodies for external quality assurance.

A quality assurance office has been established, and the quality of individual study programs is monitored by committees appointed for each faculty individually.

The university timely, long before the expiration of the previous accreditation, submitted an application with well prepared and comprehensive documentation. The university has shown responsibility towards the accreditation process.

In 2014, the University adopted an action plan to implement the recommendations of the committee from a previous external evaluation, as well as an action plan to prepare for accreditation (2018).

At the end of 2017, a report on the implementation of the action plan was drawn up.

**Weaknesses:**

It is unclear who submitted and who adopted the report on the implementation of the action plan. The report was not accompanied by evidence on the implemented points of the action plan.

The Rulebook on the Quality Assurance Method and Procedure does not describe the procedure for preparing and implementing the internal and external evaluation process.

**Improvement recommendations:**

Adopt amendments to the Rulebook on the manner and procedure of quality assurance, which will regulate the complete procedure of preparation and realization of the internal evaluation process.

Adopt a rulebook or other general act that will regulate the overall process of preparing and implementing the external evaluation process.

<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:
- 16 reviews of a total of 8 study programs by independent, anonymous reviewers, distinguished experts in the narrow scientific fields of study programs that were the subject of observation,
- 8 improvement plans prepared by study programs based on reviewers' reports,
- Visits to a higher education institution and a real-time overview of the situation 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).

Name of the study program:	Level of study:	Name(s) of exit qualifications:
<b>Business Economics</b>	The first cycle	Bachelor of Economics - 240 ECTS credits stating the appropriate orientation: <ul style="list-style-type: none"> <li>• Finance and Banking</li> <li>• Accounting and revision,</li> <li>• Marketing and management</li> <li>• Human Resource Management.</li> </ul>
<b>The good sides:</b>		
<p>The reviewers expressed one positive and one negative opinion for this study program.</p> <p>A number of claims made in the negative review were not substantiated in the documentation that the committee had in view, that is, they were mostly not confirmed during the visit to the institution.</p> <p>The positive review points out that certain elements of the study program, such as goals and learning outcomes, student workloads and ways of learning and passing exams, were done "professionally and in detail". Likewise, the reviewer gives a positive opinion of the syllabus and the "course book", that is, the course syllabuses.</p> <p>The University provides appropriate support in teaching staff, classrooms, and spatial, research and administrative resources for the implementation of this study program. In the process of designing and revising the study program, the University consulted its target publics in this field.</p> <p>The University has developed a plan to improve the study program, in accordance with the recommendations of the reviewers and the development plan of the institution.</p>		
<b>Weaknesses:</b>		
<p>The procedure for reviewing study programs is not clearly described in the documentation. The Rules do not provide for "case mapping" and mapping criteria, and it is not clear on what criteria the mapping was</p>		

performed and who performed it (based on which act).

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.

Classes are taught mainly in the form of classical lectures (oral presentation method) and the Commission did not get the impression that contemporary teaching methods where the student is the center of attention are sufficiently applied.

Practical work is performed facultatively, ie. it is not a compulsory component of the study program, either as a separate subject or as a compulsory part of individual subjects, so it is not even evaluated with a certain number of ECTS in the total number of ECTS in study programs.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

**Improvement recommendations:**

Adopt new rules for the design and revision of study programs at the University, which should state the title of the study program act and describe the procedure for reviewing study programs, and determine the criteria and method of "mapping", ie evaluation of subjects.

All interested parties should be able to see the full content of the study program, on the website and in the University Library (in accordance with Article 42 of the Law on Higher Education).

Learning outcomes as well as curricula content (syllabuses) of the subject should be better elaborated. In particular, the content of the course (narrative), the learning outcomes, the manner and types of teaching, the assessment and fulfillment of students' pre-exam and exam obligations should be better described; criteria for grading pre-requisites and exams, and criteria for grading. (Knowledge assessment and criteria can also be elaborated in the operational work plan.)

The curricula/syllabuses of individual subjects should, wherever practicable, provide for compulsory practical tasks, ie the application of knowledge from the teaching topics in the subject, as well as the compulsory subject of practice or practical work.

The curricula/syllabuses should be designed to provide teaching in which contemporary teaching and didactic methods are applied with the student in the spotlight (such as interactive small group work, dialogical education, "reverse classroom", etc.).

Most of the recommendations made regarding the design, revision and implementation of study programs at the University relate to this study program.

The Commission recommends professional narrowing and better profiling of the study program. For example, four directions can be transformed into two - finance and accounting, and management and marketing.

More electives should be allowed (electives at the course and subject levels are not the same). Bearing in mind the University's integration, elective courses may include courses from other study programs that can fulfill the professional and pedagogical dimension of study program outcomes.

<b>Requirement Level:</b>	<b>I</b>	<b>II</b>	<b>III</b>	<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>
<b>Computer and Information Science</b>	The first cycle	<ul style="list-style-type: none"> <li>• Bachelor of Science in Computer and Information Science - 240 ECTS credits</li> </ul>

**The good sides:**

Both reviewers for this study program wrote mostly positive reviews, which were explained in detail. One of the reviewers stated that the following criteria were fulfilled: ESG 1.3 (T 3.2, T 3.3, T 3.6), ESG 1.4 (T 4.1, 4.2, T 10.1-10.3), ESG 1.5 (T 5.1-5.4), ESG 1.6 ( T 6.1-6.5), ESG 1.7, ESG 1.8 (T 8.1), ESG 1.9 (T 9.1-9.4).

One reviewer stated that "the program is intended to be implemented in a way that stimulates students to take an active role in the creation of the learning process. This approach is based on student knowledge assessment ... and that academic staff motivate and involve students to take an active role in the teaching process with appropriate guidance, consultation and support. "

During the visit to the University and the review of the documentation, the commission came up with results that largely confirm the allegations in the reviews.

The content of the study program meets the modern requirements of Computer and information science and monitors and adapts to changes in the world of information and communication technologies.

In most courses, practical assignments are provided as an integral part of teaching and assessment.

Successful students have the opportunity to take exams free of charge to obtain international certificates in the field of information technology.

Most teachers and associates are very dedicated to teaching, apply an interactive way of working, and help mentors with their mentorship to help students master the material

The quality of the computers for teaching the study program is appropriate and every student has access to computers and necessary software for teaching.

Business representatives praised the graduates' knowledge as very good.

**Weaknesses:**

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.

Classes are taught mainly in the form of classical lectures (oral presentation method) and exercises, and the Commission has not been given the impression that modern methods of teaching the student in the spotlight are applied in all subjects.

Practical work is performed facultatively, ie. it is not a compulsory component of the study program, either as a separate subject or as a compulsory part of individual subjects, so it is not even evaluated with a certain number of ECTS in the total number of ECTS in study programs.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

**Improvement recommendations:**

Put more emphasis on the programming of telephone applications in the content of some of the existing subjects.

Introduce a course that addresses the socio-ethical issues of information technology, in light of the possible misuse of technology in violating the freedom, privacy and dignity of people, endangering health and the environment, and similar contemporary challenges. (Instead of a new subject, teaching topics in this area can be introduced into the content of existing subjects.)

The curricula/syllabuses should be designed to provide teaching in which contemporary teaching and didactic methods are applied with the student in the spotlight (such as interactive small group work, dialogical education, "reverse classroom", etc.).

All interested parties should be able to see the full content of the study program, on the website and in the University Library (in accordance with Article 42 of the Law on Higher Education).

<b>Requirement Level:</b>	I	II	III	IV
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Name of the study program:	Level of study:	Name(s) of exit qualifications:
Law	The first cycle	<ul style="list-style-type: none"> <li>• Law degree - 240 ECTS credits</li> </ul>
<b>The good sides:</b>		
<p>The study program is designed in accordance with the Rules for the design and revision of study programs. Both reviews for this study program are positive and well reasoned. In the opinion of the reviewers, the goals and outcomes of the study program are in accordance with the curriculum, as well as with the standards of qualifications, ie the framework of qualifications in BiH and the European Higher Education Area. Likewise, the study program is aligned with comparable programs in the European Union and the environment.</p> <p>In the period since previous accreditation, the study program has been changed twice. The University's self-evaluation report stated the active participation of students in the design of the study program.</p> <p>The University and the Faculty have adequate facilities and teaching facilities for the study program.</p> <p>Talking to the Presidents of the Basic and District Courts in Bijeljina, the Commission was under the impression that the University had developed a very useful and comprehensive cooperation with the two institutions regarding the implementation of the study program, as well as the employment of trainees and the passing of bar examinations.</p>		
<b>Weaknesses:</b>		
<p>The procedure for reviewing study programs is not clearly described in the documentation. The Rules do not provide for “case mapping” and mapping criteria, and it is not clear on what criteria the mapping was performed, when and by whom (based on which act).</p> <p>The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.</p> <p>With the application, ie in the decisions on modification of study programs, no acts were enclosed or attached as evidence that the procedure for changing study programs was fully respected (eg the decision on appointment of the commission for study program changes, study, council decisions, etc.). Also, no documents containing the analysis of the existing study programs, ie data and results of the analyzes were presented.</p> <p>Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading</p>		



pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

Classes are taught mainly in the form of classical lectures (oral presentation method) and the Commission did not get the impression that contemporary teaching methods where the student is the center of attention are sufficiently applied. Likewise, most course syllabuses do not foresee practical assignments in the field under study.

Practical work is performed facultatively, ie. it is not a compulsory component of the study program, either as a separate subject or as a compulsory part of individual subjects, so it is not even evaluated with a certain number of ECTS in the total number of ECTS in study programs.

**Improvement recommendations:**

Adopt new rules for the design and revision of study programs at the University, which should state the title of the study program act and describe the procedure for reviewing study programs, and determine the criteria and method of "mapping", ie evaluation of subjects.

All stakeholders should be able to see the full content of the study program, on the website and in the University Library (in accordance with Article 42 of the Law on Higher Education).

Learning outcomes as well as syllabuses of the subject should be better elaborated. In particular, the content of the course (narrative), the learning outcomes, the manner and types of teaching, the assessment and fulfillment of students' pre-exam and exam obligations should be better described; criteria for grading pre-requisites and exams, and criteria for grading. (Knowledge assessment and criteria can also be elaborated in the operational work plan.)

The curricula/syllabuses of individual subjects should, wherever practicable, provide for compulsory practical tasks, ie the application of knowledge from the teaching topics in the subject, as well as the compulsory subject of practice or practical work.

The curricula/syllabuses should be designed to provide teaching in which contemporary teaching and didactic methods are applied with the student in the spotlight (such as interactive small group work, dialogical education, "reverse classroom", etc.).

Most of the recommendations made regarding the design, revision and implementation of study programs at the University relate to this study program.

More electives should be allowed (electives at the course and course levels are not the same). Bearing in mind the University's integration, elective courses may include courses from other study programs that can fulfill the professional and pedagogical dimension of study program outcomes.

<b>Requirement Level:</b>	I	II	III	IV
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Name of the study program:	Level of study:	Name(s) of exit qualifications:
English	The first cycle	<ul style="list-style-type: none"> <li>• Professor of English language and Literature - 240 ECTS credits</li> </ul>
<b>The good sides:</b>		
<p>Both reviewers for the study program wrote detailed and mostly positive and commendable reviews. They particularly emphasized the compliance of the study program with the related programs of accredited higher education institutions abroad and in the environment, both in structure and in goals and outcomes. They also emphasized the existence of documentation and procedures for the adoption, revision and implementation of the study program.</p> <p>One reviewer stated that “there is a visible awareness that teaching methods are diverse, dynamic and communicative: through group and individual work, presentations, discussions, research work, interaction and communication are encouraged, and theoretical knowledge is linked to practical content. The rules for designing and revising study programs and other documents place great emphasis on teaching with the student at the center of the teaching process. ”</p> <p>After reviewing the documentation and during the visit to the institution, the Commission gained the impression that is consistent with most of the allegations in the reviews.</p> <p>The Commission, upon request, was given access to a document containing all the elements of the study program.</p> <p>The content of the study program meets the requirements of English language studies and literature, and is comparable to such studies in the environment.</p> <p>Practical work outside the University is foreseen in the content of the course Methods of Teaching English with Hospice, and exercises in particular topics are present in most subjects.</p> <p>The study program is mostly performed by the staff employed by the University. Most teachers and associates are at the beginning of their careers and show commitment, enthusiasm and expertise.</p> <p>The cooperation of the study program with the local community is very good, which provides an opportunity for student internships and other forms of cooperation that are conducted with individual foreign language schools in Bijeljina.</p> <p>Space, teaching aids and other didactic tools meet the needs and requirements for the completion of the study program. The library has recently been enriched with a number of literary works, studies, manuals and exercises in the field of study program.</p> <p>Business representatives emphasized the successful cooperation with students and teachers from the study</p>		

program.

**Weaknesses:**

The biggest weakness is in the content of the syllabus. The study of the entire structure of English, from phonetics and phonology, through morphology to syntax, is concentrated in one year of study (III and IV semester). Pedagogically-didactically, such a timetable for the adoption of the most important substance in the study does not seem effective. On the one hand, it creates a great workload for the student, and on the other hand, it does not allow for the gradual and continuous study of the structure of English throughout the eight semesters of study.

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like.

Although the Commission has the impression that in some subjects modern methods of teaching with the student in the spotlight are applied, the teaching is usually performed in the form of classical lectures (oral presentation method) and exercises.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

Practical work is performed facultatively, ie. it is not a compulsory component of the study program, either as a separate subject or as a compulsory part of individual subjects, so it is not even evaluated with a certain number of ECTS in the total number of ECTS in study programs.

**Improvement recommendations:**

The study program, ie the curriculum should be revised so that the English language, literature and culture structures are studied gradually and continuously over the course of the eight semesters, from simpler to more complex professional and theoretical concepts, structures, processes and contents.

It would be useful to include in the curriculum of the course a subject where the writing of more complex forms and styles (compositions, representations, essays; description, explanation, narration) in the mother tongue or such content would be added to the existing mother tongue subject.

More curricula should be planned in syllabuses in which contemporary teaching and didactic methods are applied with the student in the spotlight (such as interactive small group work, dialogical education, "reverse classroom", etc.).

Learning outcomes in study programs as well as syllabuses of the subject should be better elaborated. In particular, the content of the course (narrative), the learning outcomes, the manner and types of teaching, the assessment of knowledge and the fulfillment of students' pre-exam and examination obligations should be described in more detail; criteria for grading pre-requisites and exams; criteria for performing the

assessment. (Knowledge assessment and criteria can also be elaborated in the operational work plan.)

All interested parties should be able to see the full content of the study program, on the website and in the University Library (in accordance with Article 42 of the Law on Higher Education).

<b>Requirement 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>
<b>Business Economics</b>	The second cycle	<ul style="list-style-type: none"> <li>• Master of Economics - 300 ECTS credits</li> </ul>

**The good sides:**

The study program has the appropriate structure for attending second cycle studies in this field and has been adopted in accordance with the Rules for the design and revision of study programs.

As with the Business Economics study program in the first cycle, the reviewers expressed similar opinions, ie. one mostly positive and the other negative, or partly positive.

The University provides appropriate support in teaching staff, teaching tools, and spatial and administrative resources for the implementation of this study program. In the process of designing and revising the study program, the University consulted its target publics in this field.

**Weaknesses:**

Absence of appropriate library stock, direct access to a number of leading scientific journals in the field of study program (at least in the last ten years) and necessary subscription, ie access to one of the reference providers of access to scientific research databases in the field of study program.

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.

Classes are taught mainly in the form of classical lectures (oral presentation method) and the Commission did not get the impression that contemporary teaching methods where the student is the center of attention are sufficiently applied.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

According to one reviewer, "no obligation was observed for second cycle students to participate in research projects, although opportunities were open to volunteer."

The Statute provides that a candidate may enroll in a second cycle study program, provided that he/she has completed the previous degrees and obtained the number of ECTS credits in accordance with the Law and the Statute, and if he/she demonstrates the appropriate inclination and ability to master the study program for which he/she applied (Art. 65), but it is not foreseen what are the preferences and abilities and how they are tested. In the 2017/2018 Enrollment Decision, also, a test of these preferences and abilities is not foreseen.

**Improvement recommendations:**

In order to provide the minimum research conditions for second cycle studies, all students should be given permanent access to relevant research databases (eg EBSCO, Proquest, Clarivate), either directly or through interlibrary exchange, in collaboration with another university.

Subscribe to the leading international scientific journals in the study program (or provide access to such journals through interlibrary exchange).

The Statute or the enrollment decision should specify which preferences and competences are tested prior to the enrollment of candidates and state how that examination is assessed (entrance examination).

Most of the recommendations made regarding the design, revision and implementation of study programs at the University relate to this study program.

<b>Requirement 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>
<b>Modern information technologies</b>	The second cycle	<ul style="list-style-type: none"> <li>• Master of Computer and Information Science - 300 ECTS credits</li> </ul>

**The good sides:**

Both reviewers for this study program wrote mostly positive reviews, which were explained in detail.

One of the reviewers stated that "the study program offers new and modern contents, through lectures, practical and computer exercises, consultative and mentoring work ... and that teaching includes examples from practice, encourages students to think and creativity, independence in work and application acquired knowledge. Students acquire the strong practical skills necessary in an increasingly complex and demanding business environment, as well as individual creativity, the ability to work in teams and to think and express

themselves critically. ”

The content of the second cycle study program mainly meets the modern requirements of computer science and informatics and monitors and adapts to changes in the world of information and communication technologies.

Practical work is a compulsory subject of the study program and is valued at 6 ECTS credits.

Successful students in the second cycle have the opportunity to take the exams free of charge for obtaining international certificates in the field of information technologies.

**Weaknesses:**

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.

The Commission did not get the impression that contemporary teaching methods with the student in the spotlight were applied in all subjects.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

Absence of direct access to a number of leading scientific journals in the field of study program (at least during the last ten years) and necessary subscription, ie access to one of the reference providers of access to scientific research databases in the field of study program.

The Statute provides that an applicant may enroll in a second cycle study program, provided that he/she has completed the previous degrees and obtained the number of ECTS credits in accordance with the Law and the Statute, and if he/she demonstrates the appropriate inclination and ability to master the study program for which he/she applied (Art. 65), but it is not foreseen what are the preferences and abilities and how they are tested. In the decision on enrollment in 2017/2018, also, a test of these preferences and abilities is not foreseen.

**Improvement recommendations:**

In order to provide better research conditions for second cycle studies, all students should also be given permanent access to relevant research databases (eg EBSCO, Proquest, Clarivate), either directly or through interlibrary exchange, in collaboration with another university.

Subscribe to the leading international scientific journals in the study program (or provide access to such journals through interlibrary exchange).

The Statute or the enrollment decision should specify which preferences and competences are tested prior

to the enrollment of candidates and state how that examination is assessed (entrance examination).

Most of the recommendations made regarding the design, revision and implementation of study programs at the University relate to this study program.

<b>Requirement 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>
<b>Law - general course</b>	The second cycle	<ul style="list-style-type: none"> <li>• Master of Law - 300 ECTS credits</li> </ul>

**The good sides:**

The study program is designed in accordance with the Rules for the design and revision of study programs. Both reviews for this study program are overwhelmingly positive. In the opinion of the reviewers, the goals and outcomes of the study program are in line with the standards of qualifications, ie the framework of qualifications in BiH and the European Higher Education Area. Likewise, the study program is aligned with comparable programs in the European Union and the environment.

The University and the Faculty have adequate facilities and teaching facilities for the study program.

**Weaknesses:**

Absence of appropriate library stock, direct access to a number of leading scientific journals in the field of study program (at least in the last ten years) and necessary subscription, ie access to one of the reference providers of access to scientific research databases in the field of study program.

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like. The Commission did not have access to a document containing all the elements of the study program in one place.

Course syllabuses do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

Classes are taught mainly in the form of classical lectures (oral presentation method) and the Commission did not get the impression that contemporary teaching methods where the student is the center of attention are sufficiently applied. Likewise, most course syllabuses do not foresee practical assignments in the field under study.

The Statute provides that a candidate may enroll in a second cycle study program, provided that he / she has completed the previous degrees and obtained the number of ECTS credits in accordance with the Law and the Statute, and if he/she demonstrates the appropriate inclination and ability to master the study program for which he/she applied (Art. 65), but it is not foreseen what are the preferences and abilities and how they are tested. In the 2017/2018 Enrollment Decision, also, a test of these preferences and abilities is not foreseen.

**Improvement recommendations:**

In order to provide the minimum research conditions for second cycle studies, all students should be given permanent access to relevant research databases (eg EBSCO, Proquest, Clarivate), either directly or through interlibrary exchange, in collaboration with another university.

Subscribe to the leading international scientific journals in the study program (or provide access to such journals through interlibrary exchange).

The Statute or the enrollment decision should specify which preferences and competences are tested prior to the enrollment of candidates and state how that examination is assessed (entrance examination).

Most of the recommendations made regarding the design, revision and implementation of study programs at the University relate to this study program.

<b>Requirement 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>
<b>English language and literature</b>	The second cycle	<ul style="list-style-type: none"> <li>• Master of English Language and Literature - 300 ECTS credits</li> </ul>

**The good sides:**

Both reviewers submitted integrated reviews for the first and second cycle study programs, which were overwhelmingly positive. Particularly emphasized is the compliance of the study program with the related programs of accredited higher education institutions abroad and in the environment, both in structure and in goals and outcomes. They also stated that there is documentation and procedures for the adoption, revision and implementation of the study program.

The Commission, upon request, was given access to a document containing all the elements of the second cycle study program English Language and Literature.

The content of the study program generally corresponds to the requirements of the study of English



language and literature, and is comparable to such studies in the environment.

The study program is mostly performed by the staff employed by the University.

The space and the teaching aids meet the needs and requirements for the study program

**Weaknesses:**

Absence of adequate library stock for the second cycle study, direct access to a number of leading scientific journals in the field of study program (at least in the last ten years) and necessary subscription, ie access to one of the reference providers of access to scientific research databases in the field of study program.

The rules for designing and revising study programs at the University do not clearly state what the name of the act is, who passes the act, and what the act of the study program looks like.

Course syllabuses (syllabuses) do not contain sufficiently clearly described subjects, types and methods of assessment and fulfillment of students' pre-exam and exam obligations (written, oral, practical, etc.); criteria for grading pre-requisites and exams; evaluation criteria; as well as a more detailed semester syllabus of weekly topics.

The Statute provides that an applicant may enroll in a second cycle study program, provided that he / she has completed the previous degrees and obtained the number of ECTS credits in accordance with the Law and the Statute, and if he / she demonstrates the appropriate inclination and ability to master the study program for which he / she applied (Art. 65), but it is not foreseen what are the preferences and abilities and how they are tested. In the decision on enrollment in 2017/2018, also, a test of these preferences and abilities is not foreseen.

The curriculum lacks courses in theoretical linguistics.

**Improvement recommendations:**

Add one subject in theoretical linguistics (eg introduction to theoretical linguistics, theoretical morphology / syntax, etc.) into elective groups I and II.

In order to provide the minimum research conditions for second cycle studies, all students should be given permanent access to relevant research databases (eg EBSCO, Proquest, Clarivate), either directly or through interlibrary exchange, in collaboration with another university.

Subscribe to the leading international scientific journals in the study program (or provide access to such journals through interlibrary exchange).

The Statute or the enrollment decision should specify which preferences and competences are tested prior to the enrollment of candidates and state how that examination is assessed (entrance examination).

Most of the recommendations made regarding the design, revision and implementation of study programs

at the University relate to this study program.

<b>Requirement Level:</b>	I	II	III	IV
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### 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
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	IV
A.6 Learning and Student Support Resources	III
A.7 Information management	IV
A.8 Public information	IV
A.9 Continuous monitoring and periodic review of the program	III
A.10 Periodic external quality assurance	IV

After reviewing the submitted documentation, 16 reviews of study programs, 8 plans for improvement prepared by study programs based on the reports of reviewers, visits to a higher education institution and insight into the real state of affairs carried out by a committee of experts:

STUDY PROGRAM	PERFORMANCE LEVEL
Bussiness economics, (First cycle)	III
Computer and Information Science, (First cycle)	IV
Law, (First cycle)	III
English, (First cycle)	IV
Bussiness economics, (Second cycle)	II
Modern information technologies, (Second cycle)	III

Law - general course, (Second cycle)	II
English language and literature, (Second cycle)	II

Based on the overall quality assessment, the Commission recommends to the Higher Education Accreditation Agency of Republika Srpska, in accordance with the Rulebook on Accreditation of Higher Education Institutions and Study Programs, that it **issues a decision on accreditation for 5 years to the Sinergija University Bijeljina Higher Education Institution, in accordance with the assigned grades, ie send a letter of expectations for up to one year for study programs evaluated with the level of fulfillment of the requirements of standard 2.** Therefore, the Commission based on the insight into independent reviews of study programs programs and the external evaluations of study programs applied for accreditation, recommends for accreditation the study programs listed in the previous table whose level of fulfillment of requirements is 3 and 4, for the letter of expectation of study programs whose level of fulfillment of requirements is 2.

**Members of the Commission:**

Prof. Aleksandar Bogdanic, PhD, chairman

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Prof. Branko Rakita, PhD, member

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Mira Bera, member

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Bojan Tesic, member

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