

Number:

Date:

## APPLICATION FOR THE ACCREDITATION OF A STUDY PROGRAMME

### I GENERAL INFORMATION ON THE APPLICANT

#### 1. Name of the higher education institution

Type of the institution

a)

<input type="checkbox"/>	University	<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Academy of Arts	<input type="checkbox"/>	College
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b)

<input type="checkbox"/>	Public	<input type="checkbox"/>	Private	<input type="checkbox"/>	Public-private partnership
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Organizational unit at the University

<input type="checkbox"/>	Faculty	<input type="checkbox"/>	Academy of Arts	<input type="checkbox"/>	Institute	<input type="checkbox"/>	College
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Registered office and address of the institution

Contact of the institution:

Telephone:

E-mail:

Web page:

<input type="text"/>	<input type="text"/>
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#### 1.1. Name of the organizational unit intending to implement a study programme

Registered office and address of the organizational unit

Ownership structure of organizational unit

<input type="checkbox"/>	Public	<input type="checkbox"/>	Private
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Contact of the organizational unit:

Telephone:

Email :

Web page:

<input type="text"/>	<input type="text"/>
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## 2. Founding of the institution

Name of the institution founder:

Memorandum of Association of the institution

Name of the Memorandum:

Number of the Memorandum:

Date of issue of Memorandum:

<input type="text"/>	<input type="text"/>
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Change in the founding rights of the institution

Name of a legal successor:

Name of the act:

Number:

Date of issue:

<input type="text"/>	<input type="text"/>
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## 3. Former entry into the registers:

a) Initial accreditation of institution<sup>1</sup>:

Number:

Date of the issued certificate:

<input type="text"/>	<input type="text"/>
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b) Valid certificate of reaccreditation of institution:

Number:

Date of the issued certificate:

<input type="text"/>	<input type="text"/>
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c) Licence of institution:

Number:

Date of the issued certificate:

<input type="text"/>	<input type="text"/>
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## 4. Authorities and bodies of the institution

### 4.1. Institution governing authority

Name of authority:

Name and surname of a Manager:

<sup>1</sup>Initial accreditation of all study programmes.

Name of the Manager Appointment act

Manager appointment date:

Manager contact information:

Telephone:

Email:

<input type="text"/>	<input type="text"/>
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**4.2. Institution managing authority**

Name of authority:

Name and surname of a Manager:

Name of the Manager Appointment act:

Manager appointment date:

Manager contact information:

Telephone:

Email:

<input type="text"/>	<input type="text"/>
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**4.3. Managing authority of organizational unit**

Name of authority:

Name and surname of a Manager:

Name of the Manager Appointment act:

Manager appointment date:

Manager contact information:

Telephone:

Email:

<input type="text"/>	<input type="text"/>
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**4.4. Activity of institution**

Scientific or artistic fields

Natural sciences	<input type="checkbox"/>
Technical-technological sciences	<input type="checkbox"/>
Medical sciences	<input type="checkbox"/>
Social sciences	<input type="checkbox"/>
Humanities	<input type="checkbox"/>
Agricultural sciences	<input type="checkbox"/>
Arts	<input type="checkbox"/>
Interdisciplinary sciences	<input type="checkbox"/>

**II SCOPE OF THE ACCREDITATION**

**Study programme:**

Name

Scientific/artistic field

Type

<input type="checkbox"/> Academic	<input type="checkbox"/> Applied
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Degree

<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Master	<input type="checkbox"/> Integrated	<input type="checkbox"/> Doctoral
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Organization of teaching

<input type="checkbox"/> Classic	<input type="checkbox"/> In English language	<input type="checkbox"/> Distance learning (DL)
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Number of semesters

Scope of ECTS

Planned number of students to be enrolled in the first year

Planned issuance of the diplomas

<input type="checkbox"/> Institution	<input type="checkbox"/> Joint	<input type="checkbox"/> Double
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### A. ACT AND DOCUMENTS OF THE INSTITUTION

Document number	Name	Institution*	Unit*
C.1.	Memorandum of Association (law, decree, contract, decision, order) of the first establishment, as well as the subsequent acts on founding rights of successors		
C.2.	Act on entry into the Central Register of Business Organizations		
C.3.	Deed of appointment of managing authorities		
C.4.	Deed of appointment of governing authorities		
C.5.	Deed of accreditation		
C.6.	Deed of reaccreditation		
C.7.	Act on the license		
C.8.	Act on the license for carrying out scientific-research activity		
C.9.	Articles of Association		
C.10.	Rules of studying at undergraduate studies		
C.11.	Rules of studying at master studies		
C.12.	Rules of doctoral studies		
C.13.	Rules on the organization and operation of the quality assurance system		

\*Insert the document reference number

### B. APPLICANT'S STATEMENT

By signing of this application, in the capacity of authorized person of the institution, I hereby declare:

1. That we are familiar with the Rules of accreditation of study programme and Standards and Guidelines for the Accreditation of Study Programme and that we accept them;
2. That we have filed the completed Application for Accreditation comprising the following:
  - Application form for the accreditation of a study programme,
  - Attached documents,
  - Certificate of the Qualifications Council and
  - Certificate of payment for the Application for the accreditation of a study programme.
3. That we shall, on Agency's demand, submit the other necessary documents, host the Accreditation Committee visit to the institution and present all other data required for the evaluation of the study programme;
4. That we shall warrant the accuracy of all the data indicated in the application in question.

**C. VERIFICATION OF SUBMITTED MATERIALS**

1. ACTS OF THE INSTITUTION	Hard copy	C.1	C.2.	C.3.	C.4.	C.5.	C.6.	C.7.	C.8.
	Electronic								

2. DOCUMENTS OF THE INSTITUTION	Hard copy	C.9	C.10.	C.11.	C.12.	C.13.
	Electronic					

3. DOCUMENTS FOR THE STUDY PROGRAMME	Hard copy	Application for Accreditation
	Electronic	

**Authorized person of the institution  
Name, surname and position**

stamp \_\_\_\_\_  
(signature)

**Place and date:**  
\_\_\_\_\_

# STANDARDS FOR THE ACCREDITATION OF STUDY PROGRAMME WITH THE CRITERIA

*Note: Standards for the accreditation of study programme 1-6 are general standards and are a mandatory part of the accreditation application for each study programme. If the subject of application is accreditation of distance learning, in English language or of doctoral studies, completed standards 7, 8 or 9 are additionally filed (subject to the type of studies).*

<b>STANDARD 1. HIGHER EDUCATION INSTITUTION</b>	
Institution planning to implement a study programme should have a status governed in accordance with the Law on Higher Education.	
Attachment:	
<ul style="list-style-type: none"> <li>- Document on registration of institution harmonized with Article 24 of the Law on Higher Education.</li> <li>- Articles of Association of the institution</li> </ul>	
<b>CRITERIA:</b>	
1.1.	Background information on establishment and development of the institution (dates and decisions, changes in organization and work).
<i>Explain:</i>	
1.2.	Internal organizational structure (units and other forms of organizational units and activities of the institution with a brief description of their composition and functions), inclusion of external members (students, employers and others) in the management structures and their role and contribution.
<i>Explain:</i>	
1.3.	Management and governing authorities of the institution and organizational units: bodies, their role and selection procedure
<i>Explain:</i>	
1.4.	Overview of institution activities
<i>Explain:</i>	
1.5.	Overview of integrated functions and activities in the institution
<i>Explain:</i>	
1.6.	Mission, vision and main strategic objectives the institution tries to achieve through study programmes, employment possibilities for graduate students,

international cooperation, scientific-research activities, arts and culture, students' care, quality and business assurance, etc.
<i>Explain:</i>
1.7. Special significance and distinctive features of institution in educational, research and artistic work.
<i>Explain:</i>
1.8. Strategy and activities on assurance of quality of education, research, i.e. artistic work, bodies continuously engaged in the field of quality assurance, level of implementation of the quality assurance document (existence of the document and assessment of effects of their application in the past five years)
<i>Explain:</i>
1.9. General position on international comparability of institution, its organizational structure and activity (international institutions).
<i>Explain:</i>
<b>STANDARD 2. STRUCTURE OF STUDY PROGRAMME AND CONCEPT FOR THE IMPLEMENTATION OF STUDIES</b>
<b>CRITERIA:</b>
2.1. Objectives of the study programme <ul style="list-style-type: none"> <li>• Academic classification (academic or applied studies) and particulars of affiliation to the higher education level within the Montenegrin Qualification Framework (hereinafter referred to as: MQF) and compliance with the European Qualification Framework (hereinafter referred to as:EQF);</li> <li>• Objectives of the study programme and their compliance with the core objectives of the institution;</li> <li>• Objectives have been formally complied with its classification and level within the MQF</li> </ul>
<i>Explain:</i>
2.2. Learning outcomes of the study programme <ul style="list-style-type: none"> <li>• Learning outcomes are available to stakeholders, primarily to teachers and students;</li> <li>• Planned learning outcomes are comparable to Dublin descriptors;</li> <li>• There is a possibility of verification of learning outcomes within the internal quality assurance system;</li> <li>• Learning outcomes will be available, realistic and reflect the improvement in a given field;</li> </ul>



<ul style="list-style-type: none"> <li>• Learning outcomes will enable the development of cooperation with relevant parties</li> </ul>
<i>Explain:</i>
<p><b>2.3. Compliance of learning outcomes with objectives of study programme</b></p> <ul style="list-style-type: none"> <li>• Programme objectives will be systematically implemented in practice. There are the information on how every subject or module contribute to attainment of study programme objectives;</li> <li>• All subjects or modules described in the "Manual for subjects/modules" of study programmes contain the information sheets available to stakeholders (primarily to teachers and students);</li> <li>• There is a clear description of knowledge, skills and competences expected to be gained by students after attending individual subjects in the study programme;</li> <li>• Learning outcomes are clear and comprehensible to teachers and students.</li> </ul>
<i>Explain:</i>
<p><b>2.4. Perspectives in the labour market, practical significance and professional needs for a study programme</b></p> <ul style="list-style-type: none"> <li>• There is the market demand for graduates who have competences intended by learning outcomes in a study programme or such trends are expected mid-term;</li> <li>• Completed labour market needs assessment and the number of students admitted to the study programme planned accordingly;</li> <li>• Competences allow the graduate students to work in the field of work complied with the obtained qualifications;</li> <li>• Study programme is connected to the professional practice (practical assignments, projects, working with employers in the course of studies).</li> </ul>
<i>Explain:</i>
<p><b>2.5. Application and admission requirements of a study programme</b></p> <ul style="list-style-type: none"> <li>• Study programme admission procedures are regulated, strictly applicable, transparent and provide attainment of intended learning outcomes as for the quality criteria;</li> <li>• Intended admission requirements provide that candidates hold necessary competences for undisturbed continuation of formal education;</li> <li>• All candidates must be equally treated;</li> <li>• Procedures are clear and available for all interested candidates</li> <li>• Conditions for admission of intended number of students are provided.</li> <li>• Intended level of education required for the admission;</li> <li>• Additional requirements for admission of candidates that take into account the results obtained in previous studies and results obtained at admission exam, i.e. the exam for testing the aptitudes and abilities, in accordance with the rules;</li> <li>• Transparent marking at admission tests.</li> </ul>
<i>Explain:</i>

## 2.6. Curriculum

- The curriculum must be planned so as to enable the accomplishment of learning outcomes during the period envisaged for the completion of studies;
- Connectivity of the curriculum contents with professional requirements;
- Contents of the curriculum are publicly available in the manual and on institution's website;
- At the beginning of teaching, the students are introduced to subjects through information package for all of the subjects.
- Expediency of subjects with regard to their number (good representation), schedule in the levels of studies, affiliation to academic/applied study programme and division to the groups of theoretical, scientific and other subjects

### Attachment:

- Table S2.6 Schedule of subjects per semesters and study years
- Table S2.6.2 Schedule of subjects per semesters, type and status
- Table S2.6.3. Overview of subjects of study programme according to the type
- Table S2.6.4. Information sheets of subjects

### Explain:

## 2.7. Analysis of educational methods

- All educational methods, didactic means, work in the laboratory and seminars are clearly highlighted within the information package for all subjects
- Different implementation methods of education are used;
- A series of pedagogical methods are used flexibly;
- Methods of teaching implementation and used pedagogical methods are regularly assessed and adjusted;

### Explain:

## 2.8. Exams (concept and organization)

- Number, type and organization of tests and final exams are planned so as to support the accomplishment of intended learning outcomes in the period intended for the completion of studies;
- Students have sufficient time to prepare for the tests and final exams;
- Model of exam and final exam is highlighted in information package for every subject/module;
- Students are informed of demands in the exam that are in line with educational objectives of the subject/module;
- Organization of exam does not affect the extension of the study period;
- Evaluation criteria are transparent for teachers and students and guarantee the accomplishment of learning outcomes;
- Completion of a study programme cycle is clearly defined (thesis or other individual assignment).

### Explain:

## 2.9. Student-centred teaching, learning and assessment - student in the centre of educational process

- there are realistic differences of students and their needs in the course of their studies,
- there are flexible learning paths,
- a sense of autonomy is developed with the students,
- adequate guidelines and teacher support are provided,
- mutual respect within the student-teacher relationship is promoted,
- there are appropriate procedures for dealing with students' complaints
- teachers are familiar with existing methods of examination and testing and receive the institutional support in developing their own skills in their own fields;
- Criteria and modes of assessment, as well as criteria for marking are published in advance;
- The mark shows the students the extent to which they have achieved the desired learning outcomes;
- Students are given feedback and, if needed, link it to advice on the assessment process;
- Wherever possible, assessment is carried out by more than one teachers;
- Conditions for assessment take into account possible mitigating circumstances;
- Assessment is consistent, applied to all students and carried out in accordance with the published rules,
- A formal procedure for student appeals is envisaged.

*Explain:*

### **STANDARD 3. RESOURCES**

#### **CRITERIA:**

#### **3.1. Staff engaged in the implementation of study programme**

- Teacher composition and competences should provide the accomplishment of expected learning outcomes in the time intended for completion of studies;
- Research and developmental activities of employees are such to provide the accomplishment of intended educational level;
- Possibilities for future development of employees are defined and accessible
- Organization and personnel of the institution are planned for carrying out: administrative legal affairs, accounting assignments, technical and hygienic assignments, functioning of students' services (student service, library, IT support).

Attachment:

- Table S3.1.1. Overview of engaged teaching staff in the study programme
- Employment Contracts, Teaching Engagement Contracts, CVs of teaching and non-teaching staff
- The most important scientific-research works in the past 5 years in the area of study programme for every teacher and associate individually engaged in the study programme
- Table S3.1.2. Workload schedule of teaching staff

*Explain:*

#### **3.2. Financing and infrastructure resources**

- Financial sustainability of programme is secured;

- Infrastructure (halls, laboratories, libraries...) and their use meet qualitative and quantitative requirements;
- Clearly defined cooperation on the basis of which the institution uses infrastructure of other (external) partners for training and education of students;
- Institution is able to respond to problems, resolve finances, provides staff and a required number of students.

Attachment:

- Table S3.2.2. Opening Balance Sheet
- Table S3.2.3. Income Statement

*Explain:*

## **STANDARD 4. QUALITY MANAGEMENT**

### **CRITERIA:**

#### **4.1 Quality assurance**

- Institution has documents and instruments to provide the quality of teaching, research and artistic work of the institution;
- Quality assurance system is designed so as to provide a continuous improvement of a study programme;
- Quality assurance system allows for the discovery of omissions in attaining the educational objectives, checking if the targeted objectives are attainable, to prepare and carry out appropriate measures for remedying omissions and improvement;
- Quality assurance system has clearly defined responsibilities, includes students and other stakeholders.

Attachment:

- Quality assurance strategy
- Quality assurance procedures and valuation (of teaching and exams by students, support services by students, study programmes by graduated students, study programmes by employers, etc.)

*Explain:*

#### **4.1 Instruments, methods and results**

- Methods and instruments are used in order to maintain and develop the quality of study programme. They are documented and subject to regular control by application of: quality assurance mechanisms (self-evaluation and analysis and self-evaluation assessments) and quality assurance instruments (standards and indicators);
- Data obtained are assessed as a part of the quality assurance system. They provide necessary information and permit the conclusions to be made;
- If a study programme has been successfully completed, employment and positions of graduates are also checked regardless to having regular controls in the course of studies. These conclusions permit the weaknesses to be recognized and remedied.

Attachment:

- Results from the report on self-evaluation of institution

*Explain:*

## **STANDARD 5. DOCUMENTATION**

### **CRITERIA:**

#### **5.1. Rules of study**

Institution disposes of all relevant regulations for the study programme including essential rules related to admission, course of studies and completion of programme

*Explain:*

#### **5.2. Diploma and Diploma Supplement**

- Issuance of bilingual diploma (Montenegrin/English language) with Diploma Supplement is compulsory;
- Diploma Supplement provides information of study programme and intended learning outcomes.

Attachment:

- Diploma and Diploma Supplement

*Explain:*

## **STANDARD 6. COMPARABLE EXAMPLES OF GOOD PRACTICE**

### **CRITERIA:**

#### **6.1. Examples of comparable study programmes delivered in other higher education institutions**

Comparability refers to:

- Degree of compliance of study programme objectives;
- Degree of compliance of study programme learning outcomes;
- Degree of compliance of study programme curriculum

Attachment:

- Table S6.1.1. Examples of comparable study programmes delivered in other higher education institutions
- Table S6.1.2. Complied objectives of study programme
- Table S6.1.3. Complied learning outcomes of study programme
- Table S6.1.4. Compliance of number of students in the study programme
- Table S.6.1.5. Compliance of the teacher student relation
- Table S.6.1.6. Compliance of the study programme curriculum

*Explain:*

## ATTACHMENTS

<b>Table S2.6.1. Schedule of subjects per semesters and years of study</b>							
Ordinal number	Code of the subject	Name of the subject	Sem.	Number of hours			ECTS credits
				P <sup>1)</sup>	V <sup>1)</sup>	L <sup>1)</sup>	
<b>FIRST YEAR</b>							
Total hours of active teaching <sup>2)</sup>							
Total ECTS credits							
<b>SECOND YEAR</b>							
Total hours of active teaching <sup>2)</sup>							
Total ECTS credits							
<b>THIRD YEAR</b>							
Total hours of active teaching <sup>2)</sup>							
Total ECTS credits							
<p><b>EXPLANATIONS:</b></p> <p><sup>1)</sup>Refers to the number of hours of lectures (P), Practice (V) and laboratory, i.e. other form of teaching (L);</p> <p><sup>2)</sup> Active teaching per years amounts in average 25 hours a week or 750 hours a year. In study programmes for regulated professions and study programmes subject to international conventions the number of hours is adjusted to applicable directives.</p> <p><i>According to the Applicant's evaluation, the Table can be modified subject to the number of years and subjects, and also supplemented with other data of relevance for the study programme</i></p>							



**Type of subject** (for mandatory and elective subjects) in undergraduate applied study programmes is determined on the basis of affiliation to the following groups

- General-educational ( <b>OO</b> )	30%
- Vocational ( <b>S</b> ), artistic-vocational ( <b>US</b> )	20%
- Vocational-applicative ( <b>SA</b> )	50%

<sup>3)</sup> **Professional practice** is mandatory for all study programmes. Regulation of professional practice requires a special standard (with regard to the study programme, commencement, contents, duration, continuity....).

**Table S2.6.3. Overview of study programme subjects according to their type**

Academic-general educational subjects

Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	% of representation
<b>Total ECTS</b>						

Theoretical-methodological subjects

Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	% of representation
<b>Total ECTS</b>						

Scientific, artistic-vocational subjects

Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	% of representation
<b>Total ECTS</b>						

Vocational-applicative subjects

Ordinal	Code of the	Name of the subject	Sem.	Status	ECTS	% of representation



number	subject					tation
Total ECTS						
Applied studies-general educational subjects						
Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	% of representation
Total ECTS						
Applied studies-vocational, i.e. artistic-vocational subjects						
Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	% of representation
Total ECTS						
Applied studies-vocational-applicative subjects						% of representation
Ordinal number	Code of the subject	Name of the subject	Sem.	Status	ECTS	
Total ECTS						

Table S2.6.4. Form for the preparation of the course information sheets				
Name of the subject				
Code of the subject	Status of the subject	Semester	Number of ECTS credits	Class load
Study programme for which it is organized				
Dependency by other subjects				
Objectives of studying this subject				
Contents of the subject (teaching units, forms of students' individual work, forms of testing) presented per working weeks in the academic calendar:				
Preparatory week				
I week				
II week				
III week				
IV week				
V week				
VI week				
VII week				
VIII week				
IX week				
X week				
XI week				
XII week				
XIII week				
XIV week				
XV week				
Methods of education				
Students' load				
<u>Weekly</u>		<u>In Semester</u>		
Students' obligations during the teaching:				
Literature:				
Learning outcomes (complied with the outcomes for the study programme):				
Forms of tests and evaluation:				
Name and surname of teacher and associate:				
Particularities needed to be emphasized for the subject:				
Note (if needed):				

<b>Table S3.1.1. Staff engaged in the implementation of study programme</b>				
<b>Ordinal number</b>	<b>Code of the subject</b>	<b>Name of the subject</b>	<b>Information on teaching staff</b>	
			<b>Teacher</b>	<b>Associate</b>
			<b>Name and surname, title and field for which he/she was selected</b>	
<b>UNDERGRADUATE STUDIES</b>				
<b>FIRST YEAR</b>				
<b>SECOND YEAR</b>				
<b>THIRD YEAR</b>				
<b>MASTER STUDIES</b>				
<b>FIRST YEAR</b>				
<b>SECOND YEAR</b>				



Table: Opening Balance Sheet

I	Purpose of assets	Value, €	II	Sources of incomes	Value, €
<b>A</b>	<b>Fixed assets</b>		1.		
1	Structures		2.		
2	Equipment		3.		
3	Other investments		4.		
<b>B</b>	<b>Working capital</b>		5.		
<b>TOTAL (A+B)</b>			<b>TOTAL</b>		

Table: Income Statement

Number	Structure	I year	II year	III year
<b>A</b>	<b>Total revenues</b>			
<b>B</b>	<b>Total expenditures (1+2)</b>			
1.	Business expenditures (1.1+1.2+1.3)			
1.1.	<i>Tangible and intangible costs</i>			
1.2.	<i>Depreciation</i>			
1.3.	<i>Wages</i>			
2.	Costs of financing			
<b>C</b>	<b>Balance (A-B)</b>			

<b>Table S6.1.1. Examples of comparable study programmes implemented in other higher education institutions</b>	
<b>Institution 1 (U1)</b>	
Name	
Status	
Position in the national system of higher education (rank if ranking has been made)	
Name of the study programme	
<b>Institution 2 (U2)</b>	
Name	
Status	
Position in the national system of higher education (rank if ranking has been made)	
Name of the study programme	

<b>Table S6.1.2. Complied objectives of the study programme</b>		
Institution-Applicant	Institution 1	Institution 2
Brief explanation of significant differences of study programme objectives		
With regard to the institution 1		With regard to the institution 2

<b>Table S6.1.3. Complied learning outcomes of study programme</b>		
Institution-Applicant	Institution 1	Institution 2
Brief explanation of significant differences of study programme learning outcomes		
With regard to the institution 1		With regard to the institution 2

<b>Table S6.1.4. Compliance of number of students in study programme</b>		
Institution-Applicant	Institution 1	Institution 2
Brief explanation of significant differences of number of students		
With regard to the institution 1		With regard to the institution 2

<b>Table S.6.1.5. Compliance of the relation between the number of teachers and students</b>		
Institution-Applicant	Institution 1	Institution 2
Brief explanation of significant differences of relation between the number of teachers and students		
With regard to the institution 1		With regard to the institution 2

<b>Table S.6.1.6. Compliance of the study programme curriculum</b>					
Present alongside the information for the subject different with the applicant (PZ), institution 1 (U1) and institution 2 (U2). Information to be presented per semesters. At the end, present the information for total number of classes per week and total number of credits different with the institution (extend the table so as to present all subjects in the curriculum of the institution).					
Semester	Name of the subject	P	V	L	ECTS
U1					
U2					
U1	Total teaching classes for subjects different with regard to the applicant				
U2					
U1	Total ECTS credits for subjects different with regard to the applicant				
U2					
Brief explanation for the significant differences of curriculum					
With regard to the institution 1			With regard to the institution 2		



**STANDARD 7 WITH THE CRITERIA:  
ACCREDITATION OF STUDY PROGRAMME FOR DISTANCE LEARNING**

**Guidelines:**

For organization of study programme for distance learning it is necessary that:

- complete teaching material for a study programme is prepared and available in advance;
- space, equipment and required infrastructure for programme implementation are provided;
- teaching staff taking part in the programme implementation have certain competences required for the implementation of distance learning;
- teaching associates (e-tutors) have special significance for programmes;
- professional, non-teaching staff for support in learning should be provided and holds necessary competences;
- students' examination is conducted directly, the same as with traditionally organized studies in the premises of institution (or in dislocated centres, if there are conditions for the same).

**CRITERIA:**

**7.1. Motivation and objectives**

Motives and objectives for the implementation of study programme with DL should be harmonized with the adopted mission, vision and development objectives of higher education and the institution.

Attachment:

- Memorandum of Association, Articles of Association and Mission Statement

*Explain:*

**7.2. Curriculum and materials**

- Curriculum (structure of the study programme), programmes and materials for DL, with regard to their contents, scope and quality entirely correspond to intended learning outcomes;
- Curriculum clearly defines the methods and technologies of DL;
- Complete teaching material for study programme is prepared in advance in electronic format so that it is accessible online;
- Academic and administrative-technical support to students are precisely defined, with detailed description of the method and schedule of student communication and interaction

Attachment:

- Curriculum per semesters with information sheets per teaching disciplines

*Explain:*

**7.3. Space and equipment**

- Higher education institution has provided:
  - technical equipment in a form of integrated computer platform for the implementation of DL;
  - Premises whose number, size and equipment permit the classical consultations, final exam, work of the teaching and administrative staff, as well as the

<p>accommodation and maintenance of integrated computer platform for DL implementation;</p> <ul style="list-style-type: none"> <li>○ Access to own and/or other appropriate libraries that are specialized for the e-form delivery of textbooks and other teaching and scientific publications.</li> <li>● Institution can establish consultancy centres beyond its headquarters, with access to integrated computer platform for the implementation of DL, in which the following can be carried out: <ul style="list-style-type: none"> <li>○ Classical consultations;</li> <li>○ Teaching for a group of students by video conference system;</li> <li>○ Final exams</li> </ul> </li> </ul>
<p><i>Explain:</i></p>
<p><b>7.4. Information structure</b></p> <ul style="list-style-type: none"> <li>● Higher education institution provides for an integrated computer platform that enables the DL implementation, which refers to: <ul style="list-style-type: none"> <li>○ Storing, keeping and distribution of multimedia curriculum content;</li> <li>○ Unique users interface that supports all user categories (students, teachers, administrative-technical staff) and provides appropriate system of access control and protection of contents;</li> <li>○ Defined authorization for uploading materials by teachers and associates, administrative staff and students;</li> <li>○ Communication of teachers and associates with students that includes the use of electronic mail and discussion forums in real time;</li> <li>○ Examination and assessment of students (self-examination, examination during teaching, online report submission, exam);</li> <li>○ Record of system access by all users.</li> </ul> </li> <li>● Higher education institution can provide the equipment that allows the other forms of DL, such as: public broadcasting of time scheduled teaching event (broadcasting of lectures or discussions live or video clips).</li> </ul>
<p><i>Explain:</i></p>
<p><b>7.5. Teaching staff</b></p> <ul style="list-style-type: none"> <li>● Higher education institution has a qualified and competent teaching staff (teachers and teaching associates and e-tutors) for the preparation and delivery of DL;</li> <li>● Teaching staff is responsible for the preparation of teaching material, monitoring students' progression, examination and assessment, as well as for compliance of all activities in DL process;</li> <li>● Number of teaching staff needed for the delivery of a study programme of DL is determined the same way as for traditional teaching (based on the needed number of teaching classes and number of students).</li> </ul> <p>Attachment:</p> <p><i>The list of engaged teachers and associates with CVs, employment contracts for the engaged teaching staff, the most important scientific-research paper in the past 5 years, plan of teaching staff workload</i></p>
<p><i>Explain:</i></p>

### 7.6. Nonteaching staff

Higher education institution accrediting the DL programme has one *expert* in charge of the technical preparation of teaching material, one *expert for administering the system for technical support to the DL process*, and *administrative person* who will be in charge of administrative-technical support to students.

Attachment:

Employment or engagement contracts of nonteaching staff

*Explain:*

### 7.7. Students

- Student admission to DL study programmes is made under the same rules and criteria in force for the study programmes that are delivered traditionally;
- Students in the DL programme are provided with material-technical conditions (appropriate equipment, Internet access) by the institution in order to follow the teaching process;
- Students admitted to DL have mobility for the continuation of studies to appropriate programme being delivered traditionally and vice versa, in the manner and under the terms defined by the acts of the institution

*Explain:*

### 7.8. Examination and assessment

- Examinations are organized in accordance with the learning outcomes presented in the information sheets for the subject. Examinations should entirely correspond to the schedule of teaching organization;
- For independent students' paper the following is defined:
  - submission, checking and correcting,
  - assessment, reporting on the assessment results and storing;
- Examinations include:
  - Mid-term exams and tests (during the teaching),
  - Final exams (after completion of teaching),
 and are organized and taken in the headquarters of the higher education institution or in the consultative centres;
- If the exam is organized in consultative centres, the institution submits the evidence that equal conditions have been provided for taking the exam as if in the headquarters of institution.

*Explain:*

### 7.9. Quality assurance and improvement

- Within the strategy of quality assurance the institution harmonizes measures for providing and improving the quality of DL. For these studies the following is monitored: quality of teaching delivery, examinations, student achievement in their studies in individual subjects and as a whole, *quality of prepared learning materials and academic and administrative-technical support to students*. Measures for quality improvement are planned for the same scope of examination;

- The institution carries out the procedure of self-evaluation, pursuant to the rules for internal quality assurance and compulsory in the process of reaccreditation;
- The institution prepares the Self Evaluation Report and publishes it publicly (web page or otherwise).

Attachment:

Strategy of quality assurance of institution

*Explain:*

#### 7.10. Documentation

- The institution owns relevant rules for the implementation of study programmes with clearly defined rules of admission, implementation of teaching process and issuance of diplomas;
- Bilingual diploma supplement contains the information of intended learning outcomes.

Attachment:

- Rulebook on conditions, criteria and procedures of admission to the first year of studies
- Rules of the distance learning
- Diploma and Diploma Supplement template

*Explain:*

#### 7.11. Examples of good practice

- The accreditation application should indicate the cases of good practice of institutions implementing the similar programmes, with certain level of comparability according to the programme objectives, curriculum and learning outcomes

Attachment:

Curriculums of similar faculties in the surrounding area and wider

*Explain:*

**STANDARD 8 WITH THE CRITERIA:  
ACCREDITATION OF STUDY PROGRAMMES IN ENGLISH LANGUAGE**

Study programmes can be organized in English language, if all the conditions applicable for the accreditation of programme in Montenegrin language have been met, with additional condition that the institution:

- has all relevant documents for programme/module/course implementation in English language;
- also meets the special conditions, in order to demonstrate its ability to organize teaching in English language, namely:
  - ✓ To have a well-developed student mobility and staff mobility, as well as trained professional services for providing assistance and advices in mobility programmes,
  - ✓ To consider and resolve the needs of incoming students, in different study levels, during planning and organizing teaching in English language,
  - ✓ To own the efficient process for gathering and analysing data related to the interests and numbers of incoming students in subjects/modules/study programmes.

For organization of these studies, students and teachers should have a required level of mastering English language.

*Guidelines:*

- Documents are prepared in accordance with the needs of the application for:
  - o Accreditation of study programme in English language, previously accredited in Montenegrin language,
  - o Accreditation of new study programme in English language.
- In the first case, the Agency for Control and Quality Assurance of Higher Education (hereinafter referred to as: Agency) appoints the Accreditation Committee to evaluate solely the fulfilment of criteria for language proficiency. Institution submitting the application prepares the report in English language, with a focus on language proficiency of teaching staff and students. It is not necessary the institution undergoes the complete procedure of study programme accreditation if accreditation in English language is carried out for the validity period of accreditation/reaccreditation in Montenegrin language, but the following procedure is applied:
  - o The Agency sets up the Accreditation Committee of three members of which, at least one member has academic title in the field of English language linguistics,
  - o The Committee prepares the report to the Agency in accordance with the guidelines 7.2. for language proficiency of students and teaching staff.
- For the accreditation of a new study programme in English language, the application is prepared according to the template used in the process of accreditation of study programmes in Montenegrin language, supplemented with the data envisaged by standard 8. Complete application for accreditation of study programme is prepared bilingually: in Montenegrin and in English language.

**CRITERIA:****8.1. Organization of teaching**

Teaching in English language is organized for:

- Complete study programme,
- Individual modules of study programme,
- Individual subjects of study programme delivered solely in English language

*Explain:*

**8.2. Language proficiency**

- Level of language proficiency of students and teaching staff is clearly prescribed in institutional acts, as follows:
  - For students of first and second cycle of studies (undergraduate and postgraduate studies), at least a certificate issued by a licensed institution (Language Centre at the University or other licensed academic institution for English language), confirming the English language proficiency level (at least CEF-level B2);
  - For students of the third cycle (doctoral studies), certificate of taking the TOEFL test, of restricted validity (up to two years), with the defined minimum earned number of points, as follows:
    - Hard copy version of the test 550, computer version of the test 213, Internet version of the test 79-80 points, or
    - Original academic IELTS test, of restricted validity (up to two years), with a defined minimum required number of points 6,0 or
    - Cambridge/Oxford academic test with a defined level of proficiency(A or B);
  - The teaching staff needs a formal certificate of language proficiency, e.g. CEF level B 2.1, or certificate of higher intermediate academic level, certificate of proficiency in professional English language;
  - As equivalent to formal certificate for teachers, a number of paper published in magazines from the SCI/SCIE/SSCI/A&HCI list in English language is taken into account (minimum 2), as well as the number of verbal presentations in English language in international conferences (minimum 3), experience of lecturing in English language in foreign Universities or long-term academic mobility.

Attachments:

- Attests and certificates of English language proficiency, as well as other evidence
- Rules of study in studies in English language

*Explain:*

**8.3. Issuance of documents**

For the issuance of documents the institution has the prescribed procedures, layout and content of the documents in bilingual form: *Transcript of records* (module/subject), *Diploma and Diploma Supplement* (study programme).

Attachment:

- Procedures for issuance of documents and transcript of grades

- Template of Diploma and Diploma Supplement

*Explain:*

#### 8.4. Joint study programme and issuance of joint diploma

- Study programme jointly organized by two or more higher education institutions (hereinafter referred to as: institutions-partners) meets the following:
  - Plan of the programme implementation is presented in details, with the data for a part of the programme delivered jointly and parts of the programme under the competence of individual institutions-partners;
  - Accreditation of joint programmes ends under the same procedure as in the case of application from an individual institution (organization units);
  - In the accreditation procedure of joint programmes of partner institutions from different countries, each institution should complete a national procedure and has a positive decision by national accreditation bodies;
  - Accreditation of joint programmes is preceded by bilateral/multilateral agreement on joint programme;
  - Accreditation application should also contain a precise student and teaching staff mobility plan, as well as the number of national and international students to be admitted to the study programme.
- Joint diplomas are issued to students who have completed the joint programme (attended teaching and passed exams) in any of the institutions-partners, accredited for the implementation of a joint study programme. Diploma is signed by authorized persons of all institutions-partners involved in the implementation of joint study programme.

Attachment:

- Schedule of the programme implementation
- Bilateral/multilateral agreement on joint programme
- Decision of the national accreditation body for each partner institution

*Explain:*

**STANDARD 9 WITH THE CRITERIA:  
ACCREDITATION OF DOCTORAL STUDIES PROGRAMME**
**Background data of doctoral studies**

Title of the studies	
Orientation to research area/s	
Intended delivery of teaching (classical/distance learning)	
Final level (degree)	
Duration of studies and required number of credits (according to ECTS)	
Expected conditions for access to a study programme	
Planned study year of the beginning of programme and the planned date of public presentation of the programme	
Amount of tuition	

**CRITERIA:**
**9.1. Concept for the accreditation of doctoral studies**

- Protection of programme interests and its public presentation will be ensured by designing procedures that use fair and reasonable methods for assessment of:
  - Clear, consistent and expedient institutional and programme objectives and tasks,
  - Quality of teaching and research for achieving outcomes related to the set objectives and tasks,
  - Programme ability to achieve tasks and reach objectives,
  - Likelihood that such outcomes will be constantly monitored
  - Documented presentations of the most significant achievements in the period of minimum five years, recognized by a wider scientific research public

*Explain:*

**9.2. Right to accreditation of doctoral studies**

- Programme of doctoral studies has been proposed by a competent body of the higher education institution,
- Programme is an integral part of the mission of institution proposing it,
- The programme is recognized in the budget and in the institution plans so that it can achieve its objectives and institution objectives,
- Programme has a sufficient number of students, infrastructure and equipment, needed for the provision of adequate professional communication, linking and student support,
- The programme requires that every student has previously completed his/her studies with at least 300 ECTS credits (or equivalent completed scope of studies),



- The programme does not have a discriminatory policy and working conditions and avoids any actions that could restrict the access to the programme, progression and completion of studies that are not relevant for students' achievement,
- The programme adheres to the prescribed procedures that make it available to all interested candidates, through formally adopted policy and decision-making procedure for:
  - academic conditions at programme access and previously completed degree of studies,
  - administrative assistance and financial requirements,
  - student evaluation of requirements,
  - feedback information,
  - consideration of the extension and termination of decisions made in the processes and appeal procedures for students and institution,
  - policy and procedure are in accordance with the policy in other study cycles within the same institution.

Attachment:

*Decision of the competent body of the institution on initiating the procedure for the accreditation of doctoral studies*

*Explain:*

### 9.3. Institutional support

- Higher education institution as Applicant has the accredited educational programmes, secured adequate facilities, administrative and infrastructure support for the efficient work;
- Institution in its work achieves the unity of educational, scientific research and professional (expert) work and systematically monitors and evaluates the scope and quality of research work of teachers and associates;
- If it is planned the programme is to be implemented by two or more institutions, the contract governs liabilities with regard to administrative duties, teaching and supervision, signed by each institution, with the intended regular renewal of contract in no less than the period envisaged for the accreditation of doctoral studies;
- The programme supports and makes available to interested candidates, through formally prescribed policy and procedures governing the required degree, the access and admission, administrative and financial aid;
- Laboratories for doctoral research should be trained for conducting a wide research and meeting the highest professional standards;
- Students of doctoral studies should have a modern equipped library, IT support and office space available. In addition to the required number of reference books, library should provide access to a wide spectrum of online magazines. All of the required IT services should be available to students.
- For the implementation of doctoral studies programme the institution has academic staff with proven and recognized highly ranked professional references in the field of the respective study programme, i.e. compliant with the programme objectives.
- In case the institution does not have all resources needed for reaching the objectives and outcomes of doctoral studies programme, the unit should develop and document the plan for procurement of missing assets by contract for external financial, technical or other aid.

Attachment:

- *List of scientific research projects in the period of five years,*

- *List of current scientific research projects whose leaders are employed teachers, engaged in the doctoral studies,*
- *List of teachers' and associates' paper planned for the doctoral studies teaching in SCI/SCIE/SSCI/A&HCI indexed magazines in the previous five years,*
- *List of defended doctoral thesis in the previous five years with the number of paper from the results of doctoral thesis that have been published in SCI/SCIE/SSCI/A&HCI indexed magazines,*
- *List of current professional projects whose leaders are teachers employed and engaged in the implementation of doctoral studies,*
- *Overview of awards and recognitions of teachers, associates and students for the results achieved in scientific research work.*

*Explain:*

#### 9.4. Curriculum of studies

- Curriculum shows its aspiration to excellence and accomplishment of educational objectives;
- Quality management directs the programme objectives towards new approaches in theoretical and practical research. Quality should be proven with the results and integration of different research components such as designing, statistical processing (if an integral part of results processing), presentation of results and research ethics. Education should be based on didactical methods for laboratory research, supervision and drawing conclusions, liabilities for planning of research task, presentation of results and teaching skills;
- In attaining its objectives, doctoral studies implement a clear and coherent curriculum providing all prerequisites so that the students can acquire and demonstrate essential understanding of theoretical, methodological and scientific research methods.

*Explain:*

#### 9.5. Services

- Programme demonstrates that education, research and communication are based on mutual respect and professional relationship between the students of doctoral studies and the institution;
- Complete communication should be friendly and carried out in a way that reflects the highest standards. Programme should respect the individual diversity;
- Programme provides adequate mentorship to a candidate (guidance and supervision);
- At admission, the programme provides to the candidates written procedures for institution requirements and expectations regarding their abilities.
- Programme provides a possibility of written notification of all problems and provides a possibility of students presenting them and discussing them with those in charge of the programme, and to obtain feedback on corrective measures taken.

Attachment:

- *Rules of studies in doctoral studies*

*Explain:*

### 9.6. Quality assurance

- Programme demonstrates its dedication to excellence through periodic systematic reviews of objectives and tasks, educational models, curriculum, programmes, data about outcomes and ensures their adequacy;
- Programme has a complete admission policy, administrative support, financing, evaluation of results, consideration and termination of effectiveness of the decisions, in accordance with other programmes in the institution, as well as responsibilities to a personal development;
- Institution keeps records of the offer of curriculums, presence and student activities, evaluation related to admission, assessments, results, feedback to candidates, relations to former students;
- There must be assessments for the continuous and systematic consideration of programme effectiveness. Programme should define a series of measures for outcomes, using the periods of several last years for documenting and data review.

Attachment:

- *Strategy of ensuring the quality of institution*

*Explain:*

### 9.7. Examples of good practice

- Explain the current educational systems and higher education institutions with already implemented similar study programmes. For comparable examples present the following:
  - Similarities and differences of core objectives of doctoral studies,
  - Similarities and differences of learning outcomes of doctoral studies,
  - Similarities and differences of the curriculum of doctoral studies.

Attachment:

*Curriculums of similar faculties in the surrounding area and wider*

*Explain:*