

Serbian Commission for Accreditation and Quality Assurance (CAQA) – Report of the Panel

ENQA Review, Site Visit 27–28 September 2012

Version 3rd December 2012

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2 Glossary

Abbreviation	
CAQA	Commission for Accreditation and Quality Assurance
COHS	Conference of Higher Schools
CONUS	Conference of Universities
COQS	Commission for Quality Assurance and Self-Evaluation (<i>body within higher education institutions; responsible for internal quality assurance</i>)
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
ESG	Standards & Guidelines for Quality Assurance in the European Higher Education Area
EU	European Union
EUA	European University Association
LoHE	Law of Higher Education
MoESTD	Ministry of Education, Science and Technological Development
NCHE	National Council for Higher Education
SCOHS	Students Conference of Higher Schools
SCONUS	Students Conference of Universities
SER	Self-Evaluation Report
SHEA	Serbian Higher Education Area
WUS Austria	World University Service Austria

Table 1 Glossary of Terms

3 Introduction

3.1 Background and outline of the Review Process

In 2007 the Serbian Commission for Accreditation and Quality Assurance (CAQA)¹ became associate member of *European Association for Quality Assurance in the European Higher Education Area (ENQA)*. Since September 2010, CAQA holds a candidate membership within ENQA.²

In October 2011 CAQA had decided to submit an official request for an external review to ENQA. ENQA's regulations require that for full-membership the agencies have to undergo an external review, in order to verify that the agency fulfils the membership provisions. The external review of CAQA was a so-called review type A according to the ENQA regulations. The external review aimed at an evaluation on how, and to what extent, *CAQA fulfils the criteria for ENQA membership and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. Consequently, the external review shall provide relevant information to the ENQA Board to aid in its consideration of whether CAQA should be confirmed as Full Member of ENQA. This review has been coordinated by ENQA itself at the invitation of CAQA. The Panel for the external review of CAQA was composed of the following members:

Name	
Prof. Ossi V. Lindqvist	Panel Chair, International Consultant in higher education development, Finland
Daniel Derricott, BA (Hons)	Student at the University of Lincoln and member of the QAA Board, UK – European Students' Union Nomination
Prof. Dr. Liliana Duguleana	Professor at the Transilvania University of Braşov, Romania
Dr. Andrée Surssock	Senior Adviser, EUA – European University Association Nomination, Belgium
Dr. Maria E. Weber	Panel Secretary, Academic staff member AQ Austria

Table 2 Panel Members

In addition ENQA accepted to include Prof. Dr Hasan Ali Bicak (Yödak) as an observer in this review. Prof Bicak observed silently all the meetings held with CAQA and was not present during the Panel's internal discussions.

¹ In the Serbian Law of Higher Education (LoHE) the abbreviation for Commission for Accreditation and Quality Assurance (CAQA) is 'the *Commission*'. The report of the external review Panel hereinafter refers either to the 'CAQA members' (addressing the individuals) or to the 'CAQA (Commission)'.
² ENQA Letter on Candidate Membership Status from October 2010.

3.2 The Review Process at a glance

The external review of CAQA was conducted according to the process described in the *ENQA Guidelines for external reviews of quality assurance in the European Higher Education Area*³, and in accordance with the timeline set out in the *Terms of Reference*.⁴ In all of its working steps the external Panel was following the established ENQA practices. As instructed, the external review Panel aimed at conducting the process in a thoughtful, professional and courteous manner, but also constructively searching for proper evidence, and running the whole review process efficiently and responsively for all the involved partners. During the site-visit in Belgrade, the external Panel was met with good practical support and willingness to engage by all involved.

The external review Panel developed a working schedule in order to fulfil the purposes and to support the process (**Appendix 9.3 - External review Panel Working Schedule**). The external review Panel took the following procedural steps as relevant for the fulfilment of the task:

1. Consideration of the SER prepared by CAQA and a range of additional documents. These additional documents were submitted prior to or during the site-visit upon joint request of the Panel (**Appendix 9.2 - Documents for Evidence**).
2. Joint development of a mapping grid that was matching the ESG with various identified open issues for discussion as a basis for the time-schedule for the two-day site-visit in Belgrade.
3. Conducted a two-day site-visit to CAQA (27–28 September 2012) at the CAQA premises in Belgrade, and met a range of stakeholders and representatives covering all CAQA procedures relevant to the CAQA tasks (**Appendix 9.1 - Programme of the Site Visit**).
4. Took into consideration the relevant professional and political contexts that determine the overall operations of CAQA.
5. Drafted and finalized the external panel's report on the basis of a common agreement by the Panel members.

Prior to the site-visit the Panel Chair and the Panel Secretary met for a preparatory meeting in Helsinki. The aim of this meeting was to chart the overall working schedule and the main issues for the panel's work in Belgrade and afterwards, particularly in relation to the SER of CAQA.

An important part for the preparation of the external review Panel was provided with the telephone briefing conducted by *Helka Kekäläinen* (Vice President, ENQA) and *Natalie Lugano* (ENQA Secretariat) on 13 September 2012. Then, after convening in Belgrade 26 September, the entire Panel had a preparatory meeting before the actual site visit at CAQA to outline the overall task and the critical issues confronted. This preparatory meeting was also very helpful in building a team perspective in order to address effectively the upcoming site visit.

During an intensive two-day site visit the external Panel met with numerous stakeholders from higher education institutions, the conferences of universities and students, and other

³ ENQA: Guideline for external reviews, (www.enqa.eu/files/Guidelines%20for%20external%20reviews%20of%20quality%20assurance%20agencies%20in%20the%20EHEA.pdf), (Accessed: 30 June 2012).

⁴ ENQA (Version March 2012).

representatives relevant for the functions of the Agency (**Appendix 9.1 - Programme of the Site Visit**). The schedule of the site visit was discussed and finalized together with CAQA, and only some minor changes of interviewees occurred during the meetings. The external review Panel was convinced that the scope and level of the two-day programme provided relevant information for the purpose of the external review.

Self-Evaluation Report

CAQA has been an associate member of ENQA since 2007. In October 2010 CAQA obtained the candidate membership status. Immediately after receiving this status, CAQA started the self-evaluation process.

In December 2010 CAQA adopted the first draft version of its SER and submitted to the then newly elect Commission for Amendments. For the process of self-evaluation CAQA set up several working groups that were responsible for the various chapters in SER. In addition, an external international expert provided support to CAQA in drafting the final SER.⁵

Between December 2011 and January 2012, CAQA started a preparatory phase on SER. For instance, since CAQA had an interest in the feedback from external stakeholders on the work it has delivered in the past years, CAQA decided to run an electronic survey of its stakeholders. Some 40% of the contacted stakeholders responded to the survey. The findings were included in SER.

The first version of the draft SER was accepted at a CAQA meeting in February 2012. This draft version was released for public discussion at various national and international conferences that were held in Serbia. The final version of CAQA SER was adopted at a CAQA meeting in March 2012.

The SER and the accompanying documentation submitted by CAQA provided of course the key portion of information and evidence for the external review panel. Yet, some of the terms and definitions were sometimes mixed up; e.g. it was not always clear whether CAQA conducts evaluation or accreditation procedures or evaluations (audit). Chapter 2 et seq. in SER may serve as an example for an amalgamation of terms and definitions.

Furthermore, the terminology for higher education institutions was sometimes ambiguous, as for example: Polytechnics / higher schools / colleges. According to Article 32 of *Law on Higher Education of the Republic Serbia* (LoHE) higher education activities shall be carried out by the following higher education institutions: universities, faculties or academies of arts within universities; and academies of professional career studies, four-year colleges; four-year colleges of professional career studies. The term 'polytechnics', 'higher schools' or 'colleges' is not used in the higher education law (LoHE).⁶

⁵ The external international expert was Mr. Bastian Baumann (Germany). Mr. Baumann was appointed by CAQA as an associate foreign expert for the preparation of the report, within a cooperation project between CAQA and the Council of Europe (Cf. *Yearly Report of CAQA Activity in the period from 7.4.2011 - 7.4.2012*).

⁶ According to CAQA the ambiguity in the terminology for higher education institutions is due to translation of LoHE by the Council of Europe office in Serbia. Instead of 'Higher schools of academic studies (Colleges)' the LoHE refers so 'four year colleges' or instead of 'Higher schools of professional studies (Polytechnics)' the translation of the LoHE refers to 'four year colleges of professional career studies'. In the SER it sometimes referred only to 'polytechnics', 'higher schools', 'colleges'.

CAQA provided the following list of terms and definitions during the site visit. This terms and definitions are used in the report of the external review Panel:

Visoko šolske institucije	Higher education institutions
<i>Univerziteti</i>	Universities
<i>Fakulteti</i>	Faculties
<i>Umetničke akademije</i>	Academies of Art
<i>Akademije strukovnih studija</i>	Academies of professional studies
<i>Visoke škole (akademskih studija)</i>	Higher schools of academic studies (Colleges according to SER)
<i>Visoke škole strukovnih studija</i>	Higher schools of professional studies (Polytechnics according to SER)
Tipovi kontrole Kvaliteta koje sporovdi KAPK	Types of Quality Assurance Procedure by QAQA
<i>Akreditacija studijskih programa</i>	Accreditation of Study Programmes
<i>Akreditacija visokoškolskih ustanova</i>	Accreditation of Higher Education Institutions
<i>Spoljašnja provera kvaliteta visokoškolskih ustanova</i>	External Quality Control of Higher Education Institutions

Table 3 Terms and definitions provided by CAQA during the site visit

3.3 Concluding the Report

During the site visit and immediately after it the Panel members discussed the evidence and arguments for the compliance of CAQA with ESG and the ENQA membership criteria. The Panel reached a broad consensus on each criterion. After the site visit the Panel Secretary and the Chair prepared a draft report, which was circulated to the Panel members for further discussions and clarifications. The report produced was based on the SER, the additional documents submitted prior and during the site visit, and on the site-visit meetings. CAQA had an opportunity to comment on the report for factual accuracy, and the final report was then produced in full consultation with the entire external review panel, and forwarded to CAQA and the ENQA secretariat.

The external review Panel draws the following conclusions:

ESG Reference / ENQA Criterion	Conclusions of the Panel
ESG Reference: 2.1 Use of internal quality assurance procedures / ENQA Criterion 1	Fully compliant
ESG Reference: 2.2 Development of external quality assurance processes procedures / ENQA Criterion 1	Substantially compliant
ESG Reference: 2.3 Criteria for decisions procedures / ENQA Criterion 1 cont.	Substantially compliant
ESG Reference: 2.4 Processes fit for purpose procedures / ENQA Criterion 1 cont.	Substantially compliant
ESG Reference: 2.5 Reporting procedures / ENQA Criterion 1 cont.	Fully compliant

ESG Reference: 2.6 Follow up-procedures / ENQA Criterion 1 cont.)	Partially compliant
ESG Reference: 2.7 Periodic reviews / ENQA Criterion 1 cont.	Fully compliant
ESG Reference: 2.8 System-wide analysis ENQA Criterion 1 cont.	Non-Compliant
ESG Reference: 3.1 Use of external quality assurance procedures for higher education / ENQA Criterion 1 cont.)	Substantially compliant
ESG Reference: 3.2 Official status / ENQA Criterion 1 cont.	Fully compliant
ESG Reference: 3.3 Activities / ENQA Criterion 1 cont.	Fully compliant
ESG Reference: 3.4 Resources / ENQA Criterion 3	Partially compliant
ESG Reference: 3.5 Mission statement / ENQA Criterion 4	Partially compliant
ESG Reference: 3.6 Independence / ENQA Criterion 5	Substantially compliant
ESG Reference: 3.7 External quality assurance criteria and processes used by the agencies / ENQA Criterion 6	Substantially compliant
ESG Reference: 3.8 Accountability procedures / ENQA Criterion 7	Partially compliant
ENQA Criterion Reference: ENQA Criterion 8	Substantially compliant

Table 4 Conclusions of the Panel

3.4 Context of the Review

Higher Education in Serbia

The Serbian higher education sector has been reformed and re-constructed after a very troubled political and social era during the last few decades. The time after the early 1990's had a rather dramatic impact on the Serbian higher education as part of the overall turmoil occurring in the entire former Yugoslavian area. The overall quality of higher education suffered badly during the political turmoil. The overall result was inadequate financial support, burdensome shortage of equipment, loss of qualified staff, and lack of organisational and managerial competencies within the institutions. This was followed by serious delays in the transformational processes in higher education that already were taking place in the rest of Europe.

Finally, in the year 2000 and after the democratic watershed events in Serbia, most of the higher education institutions became actively involved in far-reaching reform processes. Yet the transformation process was also very challenging, since more than a decade had been lost in their otherwise 'natural' development. Serbia was finally able to join the European if not the global trends and developments in higher education, which culminated in Serbia signing and joining the *Bologna Declaration* in September 2003. This also launched a number of reform processes in the Serbian higher education at large, among them a new degree structure as shown in Table 5. The main priorities following the signing of the Bologna Process included the need for, among others,

- a new Law on Higher Education and a reform of university governance;
- development of quality assurance within higher education (internal and external);
- introduction of the ECTS-system;
- reforming the curricula;
- reforming the structure of studies in order to be in line with Bachelor-Master-PhD

- implementation of democratic and ethical standards;
- recognition of multiple ethnicities.

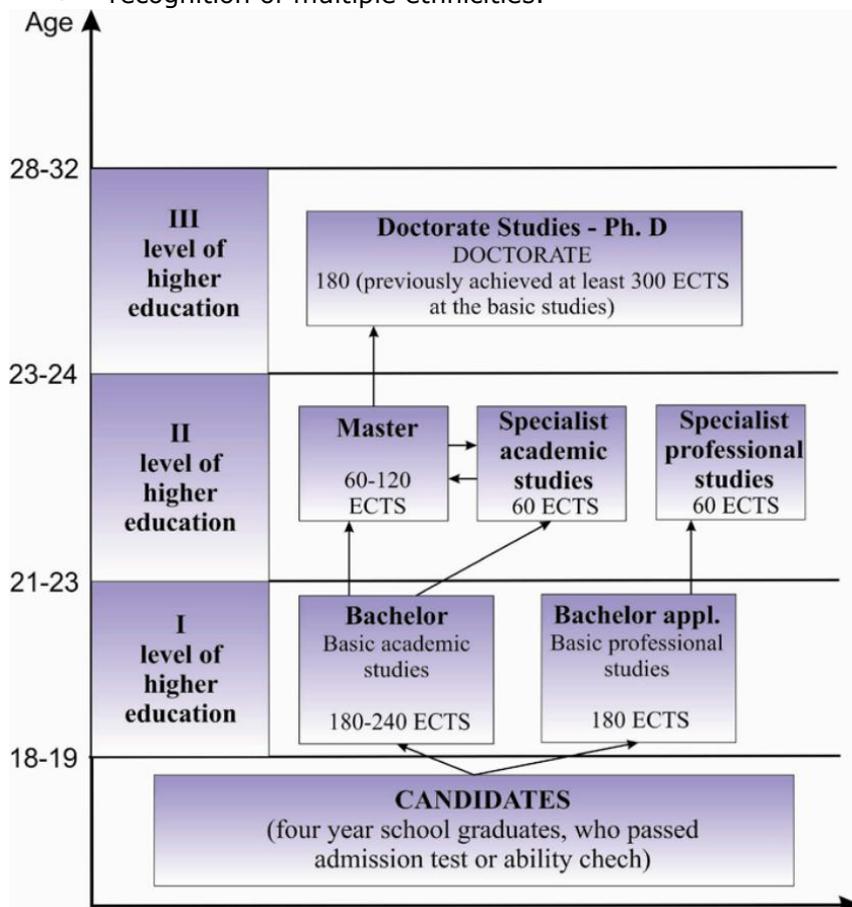


Table 5 Structure of studies and degrees in Serbian Higher Education

Two important pillars of the reform process were the adoption of a new *Law on Higher Education of the Republic Serbia* (LoHE) and the involvement of internal stakeholders (academic university staff, students and administrative staff) in the implementation of the Bologna reforms. The former system of higher education did not provide a formalized basis for these stakeholders' involvement in decision-making processes.

The LoHE, which is in line with the Bologna Process action lines, was adopted in the Parliament in September 2005. The LoHE was the legal basis for the implementation of the Bologna objectives, which were started in the academic year of 2006/2007, as was also the Lisbon Recognition Convention. The LoHE provided the basis for wide organizational and structural changes within the higher education system in Serbia. The latest amendments of LoHE went into force in June 2012.⁷

First and foremost, LoHE stresses that higher education is of *crucial importance for Serbia and the further economic but as well for the social development of the country*. This law

⁷ Republic of Serbia, Ministry of Education: "Law on the amendments and additions to the Law on Higher Education", "Official Gazette of the Republic of Serbia" No 44/10. This document was submitted by CAQA to the external review panel.

underlines that the Serbian higher education considers itself as being part of the international, and especially European, educational and scientific area. During the interviews the representatives of the student organizations and the labour market underlined the importance of the role of higher education for the further development of the Serbian society both economically and socially. The implementation of LoHE is the responsibility of:

- National Council for Higher Education (NCHE),
- Commission for Accreditation and Quality Assurance (CAQA) and
- Ministry of Education, Science and Technological Development (MoESTD).

On system level the governance structure of the higher education system in Serbia is first and foremost linked to the parliament and the government. Hence also NCHE, CAQA, the conferences of the Universities and Higher schools for academic and professional studies and the corresponding Student conferences⁸ undertake an important role in the governance process of the higher education system. Table 5 maps out these relationships. Overall, LoHE guarantees equal access to higher education, institutional autonomy, and academic freedom. Furthermore, the law covers issues related to various topics on education policy, funding, internal and external governance structures, students' rights and duties, personnel issues for academic staff, outlines of academic study programmes, as well as definitions of higher education institutions. Although LoHE gives no special provisions for the internal governance structures of the private higher education institutions in Serbia, these institutions have to guarantee the same rights for student representation as the public ones.

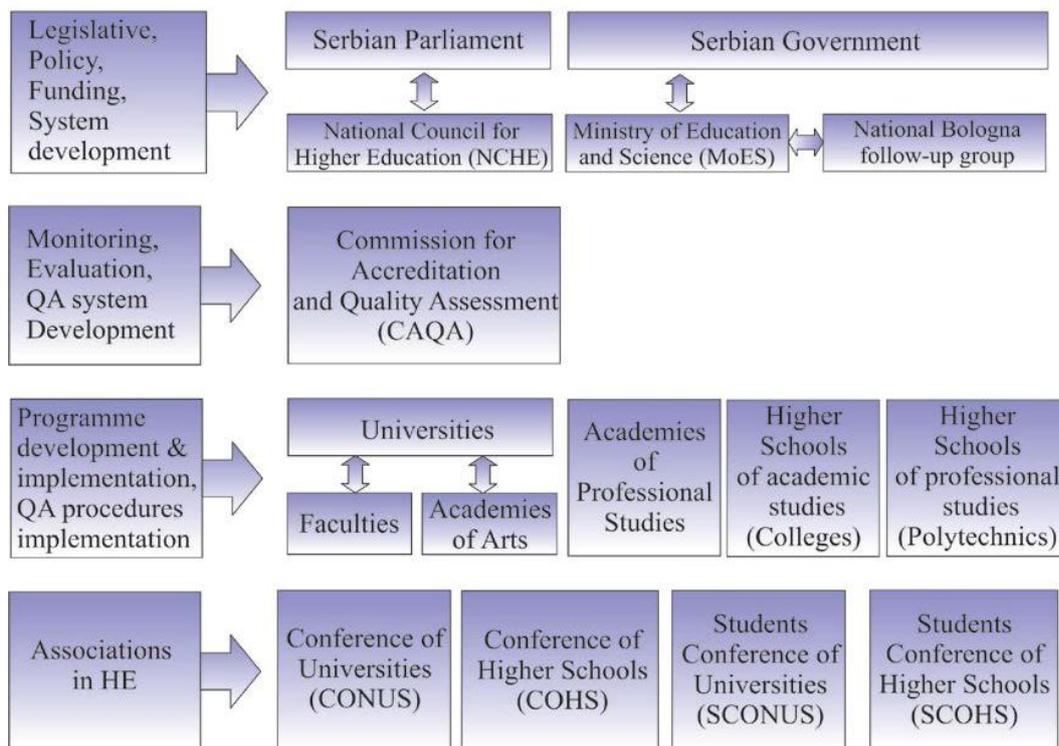


Table 6 Governing bodies in the system of Serbian Higher Education

⁸ Both conferences are umbrella organizations, covering the interests of the public and the private sector.

Article 4 of LoHE defines the leading principle for higher education in Serbia as follows:

“[...] Academic freedom; autonomy; unity of teaching and scientific research and/or artistic work; openness to the public at large and to citizens; recognition of humanistic and democratic values of European and national traditions; respect for human rights and civil liberties, including prohibition of all forms of discrimination; harmonization with the European higher education system and promotion of academic mobility of teaching staff and students; participation of students in governance and decision making, in particular in matters relating to teaching and quality assurance; equality of higher education institutions irrespective of the form of property and/or of who is the founder thereof; assertion of competition of educational and research services with a view to upgrading the quality and efficiency of the system of higher education; assurance of quality and efficiency of studies.”

An important feature of LoHE is that a single legal framework covers all types of tertiary education institutions and that no distinction is made between public and private institutions. The new law, however, did not bring a 'new model' of an integrated university; in other words, the concept of faculty autonomy was maintained. Formally, several types of institutions are defined by the law in Article 32. Accordingly, the Serbian higher education institutions fall into the following categories as captured by Table 7:

Higher education institutions according to the Law⁹	Accredited higher education institutions in Serbia¹⁰
Universities	16 accredited universities (8 public : 8 private)
Faculties or academies of arts within universities	118 accredited faculties
Academies of professional studies	-
Higher schools of academic studies (colleges)	5 accredited higher schools of academic studies (colleges)
Higher schools of professional studies (polytechnics)	65 accredited higher schools of professional studies (polytechnics)

Table 7 Higher education institutions

Except for the recently founded State University of Novi Pazar in 2006, all public universities in Serbia are non-integrated universities. The biggest public institution is the University of Belgrade with a total of 31 faculties. By contrast to the public institutions, most of the private universities are integrated.

Nevertheless during the site visit the external review Panel learnt that even though LoHE does not foresee the mode of the integrated university as an overall concept, the processes of both internal and external quality assurance actually support a trend towards more integration and cooperation between the faculties within the same university. Furthermore, accreditation of study programmes, or the accreditation procedures at the university level (institutional level)

⁹ Terms and definitions used according to the CAQA's list provided at the site visit.

¹⁰ Cf. SER CAQA p.11.

have an effect in the very same direction.

The government allocates funding to higher education only through institutions and not directly to the students. The private institutions are not entitled to get any public funding. The funds are mainly allocated on the basis of line items, based on certain input criteria, and not on the basis of performance or any output criteria. All higher education institutions are allowed to charge tuition from their students.

4 External Quality Assurance in Serbia

The predecessor Commission to CAQA was established in 2002. Back then Zoran Đinđić was the first president of the National Council for Higher Education (NCHE). The Commission, in charge for external quality assurance was an integral part of the NCHE. The major activities of that Commission were evaluations of the newly formed private higher education institutions. The first document on accreditation criteria and procedures was published in 2004.

In its current form CAQA was established in LoHE in 2005. Currently, CAQA consist of 15 members, the first of whom were elected by NCHE in June 2006, for four years each, with a possibility of re-election once. Some of the former members were re-elected again in 2010. The procedures for nominations and elections follow Article 13 in LoHE. It is important to note that NCHE serves as the appeals committee for decisions rendered by CAQA.

Article 13 to Article 17 of LoHE defines the basic legal framework for the work of CAQA:

- Article 13 "Commission for Accreditation and Quality Assurance"
 - Subparagraph 1: "For the purpose of carrying out the task relating to accreditation, quality evaluation of higher education institutions and units thereof and evaluation of study programmes, the National Council shall establish a separate working body called the Commission for Accreditation and Quality Assurance (hereinafter referred to as the Commission)."
- Article 14 "Competencies and work of the Commission"
 - Refers to the competencies and work of CAQA
- Article 15 "Quality Assurance for higher education institutions"
 - Refers to the need of higher education institutions to develop internal bodies that are responsible for the assurance quality of study programmes, teaching and working conditions. CAQA has to review the compliance with the (internal) quality assurance.
- Article 16 "Accreditation"
 - Refers to the various accreditation procedures with the Serbian system.
- Article 17 "Internal Assessment"
 - Refers to the higher education institutions internal assessment and quality evaluation of study programmes, courses and working conditions.

The LoHE does not make a reference to CAQA as a managing body that is supporting the Commission in its broad range and duties. The given tasks and activities in the law refer to the Commission as CAQA. The external review Panel learnt that CAQA (Commission) does not see itself as a sole decision making body as do other similar bodies. All CAQA members are involved in both strategic and operational activities.

In addition to the legal framework as defined by LoHE, a set of documents has been developed by CAQA to support its work. All of the documents have been attached to SER:

- Rules of procedure of the accreditation and quality assessment commission (4.6.2006 with amendments) (Annex 2.1 of the SER).
- 16 Standards of CAQA work (Annex 3.1 of the SER) and
- Code of Ethics (Annex 3.2 of the SER).
- Non-conflict of interest statement (Annex 3.3 of the SER).

According to the SER and the evidence provided in the interview sessions, all CAQA members, the administrative staff, and external reviewers, have to follow the above-mentioned rules, standards, and the code of ethic. In addition, a non-conflict of interest statement has to be signed in order to fulfil the tasks for/within CAQA. Beyond that CAQA regulates its overall activities by a set of internal documents defining procedures and specific instructions, for instance, in

- Procedure for administrative support to the evaluation processes (procedure 1),
- Procedure for financial operations (procedure 2),
- Procedure for introducing a purpose-designed IT system (procedure 3) (Annex 2.2 of SER).

During the last years CAQA has conducted the following procedures:¹¹

First accreditation round 2007 - 2011	
2007	78 Polytechnics ¹² + 515 Study Programmes
2008	81 Faculties, Colleges ¹³ , Universities + 928 Study Programmes ¹⁴
2009	60 Faculties, Colleges, Universities + 308 Study Programmes
2010	13 Faculties, Colleges, Universities + 51 Study Programmes
2011	145 Study Programmes
First external quality control round 2011 - 2014	
2011	54 Polytechnics ¹⁵
2012	33 requests for external quality control (submitted until May 2012)
Second accreditation round 2012 - 2015	
2012	50 Polytechnics + 201 Study Programmes (submitted until January 2012)

Table 8 CAQA procedures 2007 - 2012

¹¹ All numbers according either to the SER or to presentation given by CAQA President Prof. Dr. Vera Vujčić during the site visit in Belgrade.

¹² Visoke škole strukovnih studija – Higher schools of professional studies.

¹³ Visoke škole (akademskih studija) - Higher schools of academic studies.

¹⁴ The accreditation of universities, faculties and colleges was divided into five cycles and was scheduled between 2008 and 2009.

¹⁵ In 2011 the first round of external quality control procedures started. The 2007 accredited polytechnics had - prior to the re-accreditation to undergo this procedure. 54 polytechnics already underwent this procedure and additionally four faculties.

5 Compliance with European Standard and Guidelines (ESG)

5.1 ESG Part 2: European standards and guidelines for the external quality assurance of higher education

ESG 2.1 Use of Internal Quality Assurance Procedures within HE

ESG Reference: 2.1 Use of internal quality assurance procedures ENQA Criterion 1
Standard: External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines
Guideline(s): The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met. If higher education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

(a) Evidence

The external review Panel observed that the processes of external quality assurance procedure are well known within higher education institutions. Representatives of public and private higher education institutions were familiar with the external quality assurance procedures as well with the internal QA-procedures and mechanism. Concerning the *Competencies and work of the Commission* as stated in Article 14 of LoHE CAQA has to

*"[...] assist and cooperate with higher education institutions and units thereof in assuring and promoting their quality."*¹⁶

Article 15 of LoHE is referring to the obligation of the higher education institutions to set up requirements for internal quality assurance. According to the law higher education institutions have to,

*"[...] define bodies¹⁷ and procedures concerning overseeing, assurance, promotion and development of the quality of study programmes, teaching and working conditions."*¹⁸

In addition to that and according to Article 17 LoHE, higher education institutions have to *conduct procedures for internal assessment and quality evaluation of (their) study programmes, courses and working conditions*. The internal assessment has to be made according to the procedure established by the general act adopted by the higher education institution.

¹⁶ Article 14 subparagraph 6 LoHE.

¹⁷ The bodies or units within the HEI responsible for QA are the so-called: Commission for Quality Assurance and Self-Evaluation (COQS).

¹⁸ Article 15 LoHE.

Furthermore Article 17 of LoHE specifies that, at the *request of the Commission, the higher education institution has to submit information on the procedures and outcomes of internal assessment and other information of relevance for quality evaluation.*¹⁹

CAQA has developed a set of standards for the particular purpose of supporting the higher education institutions' internal self-assessment procedures. A set of 14 standards for self-assessment (SA standards) indicate the convergence between the standards of Part 1 of EQS and comparable standards applied by CAQA. In addition specific standards applied in the various external quality assurance procedures of CAQA refer to the assessment of internal quality assurance procedures:

- Rules and Regulations on Standard Procedures of External Quality Control
External Quality Control (EQC) - Standard 1: Use of internal quality assurance results
- Accreditation Standards of Higher Education Institutions (ASI) - Standard 12: Internal QA mechanisms
- Accreditation Standards of Study Programmes (ASSP) - Standard 11: Internal quality control

(b) Conclusion

Fully compliant

(c) Recommendation

CAQA has undoubtedly influenced the awareness regarding the importance of both external and internal quality assurance within the higher education institutions. Hence for the future the external review Panel recommends that CAQA gives support to higher education institutions in their efforts to fully implement the internal quality assurance processes for their own sake, and not just in anticipation of the external quality assurance. Next, CAQA's work should focus strongly on the fact that the institutions themselves have the primary responsibility for the quality of their study programmes and the related actions. Once the institutions have established their sustainable internal quality assurance processes, this should finally lead into a creation of a quality culture within the institutions. One consequence would be that external quality assurance could change from a quality control to quality enhancement. This development would undoubtedly lead into less intensive and less formalized processes by CAQA towards its relations with the institutions.

ESG 2.2 Development of External Quality Assurance Processes

<p>ESG Reference: 2.2 Development of external quality assurance processes procedures</p> <p>ENQA Criterion 1</p>
<p>Standard: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.</p>
<p>Guideline(s): In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including higher education institutions. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used.</p>

¹⁹ Article 17 LoHE.

As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of higher education institutions.

(a) Evidence

CAQA developed its external quality processes and procedures during a very short period of time in 2006. During the implementation phase in 2007 CAQA has not only produced a documentation of standards, rules and regulations, but also created and trained a pool of external experts (reviewers) according to specified needs.

One of the main impacts of CAQA's work during the last years was continuous awareness raising of the academic community, but also of the governmental bodies regarding the importance of quality assurance in the field of higher education in Serbia.

With the support of international help (e.g. WUS Austria) CAQA has organized several meetings and conferences with the academic community aiming to engage it with the mechanisms of quality assurance in higher education institutions.

With reference to Article 14, Subparagraph 6 of LoHE that define the *Competencies and work of the Commission*, CAQA has the following responsibilities: to carry out accreditation procedures, to decide on the applications for accreditation, and to issue certificates for two types of accreditation procedures:²⁰

- Accreditation of Higher Education Institutions
- Accreditation of Study Programmes

For these purposes CAQA has developed a set of standards and procedures:

- Accreditation Standards of Higher Education Institutions (ASI)
- Accreditation Standards of Study Programmes (ASSP)
 - Standards for the accreditation of study programmes at 1st and 2nd level (BA / MA)
 - Standards for accreditation of study programmes of doctoral studies
 - Standards for accreditation of study programmes of doctoral studies in arts

Additionally CAQA has to carry out periodical, external quality control procedures of higher education institutions. Other than the accreditation procedures, the external quality control is basically an evaluation (audit) process focusing on the enhancement of the (internal) quality systems of the higher education institutions. This procedure takes place between the two accreditation cycles and could also be seen as preparation for the next re-accreditation cycle. For this purpose CAQA has developed a specific set of rules and regulations.

- Rules and Regulations on Standard Procedures of External Quality Control (External Quality Control (EQC Standards)).²¹

In addition CAQA has defined:

- Rules and Regulations of Standards for Self-Evaluation and Quality Assessment of HEIs

²⁰ Akreditacija studijskih programa – Accreditation of Study Programmes, Akreditacija visokoškolskih ustanova – Accreditation of Higher Education Institutions.

²¹ Spoljašnja provera kvaliteta visokoškolskih ustanova – External Quality Control of Higher Education Institutions.

- Standards for (internal) self-assessment of HEIs
- Standard for external evaluation of the quality of HEIs

All standards, rules and regulations are captured and published as a booklet for public use:

- Accreditation in Higher Education²²

(b) Conclusion

Substantially compliant

(c) Recommendation

For the future revision of quality assurance processes CAQA should focus on stronger stakeholder involvement beyond the well-addressed academic community. Up to now there is no routine engagement of representatives from the labour market, professional bodies, and the like. The external review Panel observed that the various sets of standards, rules and regulations provide a valuable basis for CAQA's work. However, for reasons of further clarity and comprehensibility it might be worth considering a revision of these documents, also based on the experience gained so far.

ESG 2.3 Criteria for Decisions

<p>ESG Reference: 2.3 Criteria for decisions procedures</p> <p>ENQA Criterion 1 cont.</p>
<p>Standard: Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.</p>
<p>Guideline(s): Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner. Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.</p>

(a) Evidence

All decision made by CAQA are based on a predefined decision making process. This process, together with a detailed description of the external quality assurance procedures, is published in a booklet 'Accreditation in Higher Education' on the website of CAQA. The criteria for decisions are set out in each procedure. Additional criteria and processes for the nomination and election of external reviewers are defined and communicated adequately.

It was an observation of the external review Panel, that even though the decision making process itself is complex, the final decisions are considered as clear and consistent.

Accreditation procedures

After CAQA has received an application for accreditation²³, CAQA will establish a Sub-commission that consists of three members with field-specific backgrounds. With the Sub-commission's suggestion CAQA elect two external reviewers – from the pool of trained

²² CAQA: Accreditation in Higher Education, (www.kapk.org/images/stories/Akreditacija_u_visokom_obrazovanju.pdf), (Accessed 30 June 2012).

²³ Institutional or study programme related accreditation.

reviewers – who are responsible for the examination of the submitted documents for accreditation.

Each of the external reviewers will write a report, on the basis of a structured template, as to whether the institution (Cf. Annex 17.2 of SER) or the study programme (Cf. Annex 17.1. of SER) meets the set standards. The external reviewers then submit their reports to the Sub-commission. In addition to these reports, the Sub-commission also examines the documents submitted by the applicant unit. Finally the Sub-commission prepare the final report, including a recommendation for the final decision by CAQA.

Both the accreditations of study programmes and the institutional accreditations include a four-hour site visit. The members of the CAQA Sub-commission, including a student member from the pool of trained students, visit the applicant unit. The site visit of the institution is based on a defined protocol and a set of questions that are aimed to support the assessment process. (Cf. Annex 16.1 and Annex 16.2 of SER). During the visit the Sub-commission and the student member conduct meetings with various groups: the management, academic and administrative staff, students, and the self-evaluation team. A tour through the facilities is also obligatory. In advance of the site visit, the external reviewers have examined documents submitted by the institution. The report of the Sub-commission again includes the findings of the external reviewers. After the site visit the Sub-commission and the student member prepare a report that includes a recommendation for a final decision by CAQA.

The Sub-commission members present their report in the CAQA meeting. For a final decision, a quorum of at least eight CAQA members is required. The final decision contains a description of compliance in respect of each accreditation standard.

- With a **certificate** on positive accreditation decision MoESTD will issue an operating license.
- With an **act of warning the final decision of CAQA is postponed**. In this case CAQA has found room for improvement. CAQA provides a certain period of time, from one to six months, for the institution to reach compliance with the standards. After this period CAQA will make the final decision.
- In case of a **decision on rejection** the applicant unit may appeal to NCHE within a defined period of time.

External Quality Control

In case of the **external quality control** the higher education institution submits a self-evaluation report supported by relevant data and documents as required in the rules and regulations. After that the process is similar to that of the institutional accreditation. First CAQA nominates a Sub-commission, including a student member, and nominates the external reviewers. They then examine the documents submitted and write their reports based on a predefined template (Cf. Annex 17.3 of SER).

The Sub-commission and the student member visit the higher education institution. The site visit is similar to that in the case of an institutional accreditation.

After the site visit the members of the Sub-commission and the student prepare a report according to a predefined format (Cf. Annex 21 of SER). The report of the Sub-commission includes the findings of the external reviewers. The report is then presented and discussed in a CAQA meeting, and amendments are possible. After acceptance of a final version of the report by all CAQA members, the report is submitted back to the higher education institution, as well as to NCHE and MoESTD.

(b) Conclusion

Substantially compliant

(c) Recommendation

As already mentioned above, the decision making process is rather complex and produces numerous reports by various groups of people before everything is consolidated into one final document for a decision.

Regarding the future the external review Panel would recommend a revision of the whole decision making procedure. Even though the Panel learnt that in the end the decisions are clear and consistent, the Panel would recommend a stronger division of labour between the external reviewers and CAQA members and CAQA itself. Especially the double role and the double involvement of CAQA members (in Sub-commissions) in both the external quality assurance and in the final decision-making process calls for a clear separation of the two tasks.

Concerning the decision-making process as it is defined at present, the Panel would recommend an implementation of a more structured feedback between the external reviewers and the CAQA members. The external reviewers interviewed indicated that a structured feedback process would help to improve the whole process. First and foremost, it would bring clarifications especially to those cases where CAQA's decisions did not follow the assessment of the external reviewers.

ESG 2.4 Processes Fit for Purpose

ESG Reference: 2.4 Processes fit for purpose procedures ENQA Criterion 1 cont.
Standard: All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.
Guideline(s): Quality assurance agencies within the EHEA undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes. Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the European dimension to quality assurance. Amongst these elements the following are particularly noteworthy: <ul style="list-style-type: none">• insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task• the exercise of care in the selection of experts• the provision of appropriate briefing or training for experts• the use of international experts• participation of students• ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached• the use of the self-evaluation/site visit/draft report/published report/follow-up model of review Recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality.

(a) Evidence

The implicit aims/objectives in all CAQA activities during its period of existence have been to introduce the idea of quality assurance within the Serbian higher education institutions. All of them are now involved in their internal and external quality assurance processes, and also implementing them.

The external review Panel noted that the Serbian institutions support the current quality assurance processes and are willing to develop them further, in the direction of enhancement. However, the current procedures may still be focusing the entire system on the achievement of defined threshold criteria, which may be opposite to the overall development aims of the institutions.

Furthermore, the Panel noted that the current complex procedures result in a heavy workload for the CAQA members (Commission). They seem to be involved in a number of activities, considering also that they are usually engaged in their academic work outside CAQA. Thus strengthening the capacity of the CAQA staff itself is of the utmost importance.

According to the guidelines of ESG, CAQA has incorporated the common elements of external review processes in order to ensure their validity, reliability and usefulness, but also to provide a basis for the European dimension of quality assurance. The following are particularly noteworthy:

- CAQA's standards, rules and regulations are published publicly and have been developed with the involvement and consultation of relevant stakeholders.
- The common procedural steps of external quality assurance are implemented into CAQA's processes and procedures. Concerning the implementation of follow-up procedures CAQA expressed full awareness that this element has to be implemented in a stronger formalized way. Site visits are foreseen in the case of institutional accreditation and external quality control. The accreditation of study programmes does not foresee a site visit.
- CAQA's procedures are developed and implemented with the aim of supporting fair and consistent decisions.
- CAQA initiated trainings of a pool of external reviewers in order to assure that they have the appropriate skills and competencies for their task. Thus several training events and seminars for external reviewers, including student representatives (delegated from a student-pool of SCOHS and SCONUS) have been organized. The training seminars were run in cooperation with WUS Austria and they also engaged international experts as speakers.
- Student representatives are members in the CAQA Sub-commissions and participate in the site visits for institutional accreditations and for external quality control. The students are involved in the drafting of the Sub-commissions' reports in these two cases.
- CAQA has also started a process of engaging outside stakeholders from the professional field, and the labour market in there procedures. Nevertheless a final decision on the inclusion of this expertise in all of the procedures is not made yet, because of the legal framework. CAQA has started a discussion with relevant partners. Once the legal framework is changed, CAQA will be allowed to include outside stakeholders.
- CAQA expressed full awareness of the need to use international reviewers. It has already engaged 16 international experts in its pool of external reviewers. However, they can be rarely used because of the language barrier; e.g., the documents submitted to CAQA are written in Serbian (Cyrillic). Yet there exist possibilities of using experts from the Region (Western Balkan), and from the Serbian diaspora abroad. Wider possibilities for the use of international experts exist in the accreditation of study programmes that are given in English. A specific desire of CAQA is that it could employ international experts in all of the 16 Serbian universities for external quality control and institutional accreditation.

(b) Conclusion

Substantially compliant

(c) Recommendation

The external review Panel recommends limiting the roles of CAQA members to decision making. In other words, they should not be involved in Sub-commissions and other procedural activities. This would free them to focus on planning and strategic monitoring, as well as the further development of CAQA's own procedures, in cooperation with higher education institutions (Cf. recommendations ESG 2.1).

ESG 2.5 Reporting

ESG Reference: 2.5 Reporting procedures ENQA Criterion 1 cont.
Standard: Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.
Guideline(s): In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone. In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers. Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

(a) Evidence

CAQA has been publishing routinely accreditation decisions and lists with all on-going and finished accreditation procedures.

Furthermore all accreditation decisions are captured in a guide for students, which is updated frequently by CAQA and also made public.²⁴ This guide should support prospective students in their decisions on higher education institutions or study programmes.

Besides the accreditation decisions CAQA is also publishing summary reports on accredited universities and their study programmes.²⁵ These reports are published for all the accredited public and private universities in Serbia, and they are not meant to substitute the reports based on external quality assurance procedures.

Since 2011 CAQA has been publishing the reports on external quality control procedures on its website. In addition to that, CAQA has decided to publish all reports on institutional and

²⁴ CAQA: Guide for Students through accredited study programs in the institutions of higher education in Serbia, latest translated version 21.9.2012.

²⁵ CAQA: Reports on accredited Universities, (www.kapk.org/index.php?option=com_content&task=view&id=49&Itemid=57&lang=en), (Accessed 26 September 2012).

study programme accreditations beginning with the upcoming re-accreditation cycle.

(b) Conclusion

Fully compliant

(c) Recommendation

In order to support a sustainable development of the Serbian higher education, and to strengthen the overall transparency of the work by CAQA, a policy of open publication of the full reports should be continued. This would avoid or at least counter the possibility of a distorted perception by the general public, and (sometimes) even media attacks on CAQA's decisions and overall work that has happened in the past.

ESG 2.6 Follow-up Procedures

ESG Reference: 2.6 Follow up-procedures ENQA Criterion 1 cont.
Standard: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.
Guideline(s): Quality assurance is not principally about individual external scrutiny events: it should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

(a) Evidence

Even though all procedures include elements of follow-up activities, a structured and systematic follow-up procedure does not exist currently.

CAQA defines activities related to the 'act of warning' as follow-up. Before CAQA makes its final accreditation decision, a certain time is granted to improve and to gain compliance with the standards. CAQA members can offer their advice to the institution or the study programme in order to support their improvement activities.

In case of the external quality control, CAQA's report ends with recommendations for improvements on various defined issues. Also in that case CAQA members can offer their advice on how to follow the recommendations and achieve improvements. These activities are seen rather as a mere preparation for the upcoming accreditation rather than as a structured follow-up aiming to improve the quality in a sustained manner.

(b) Conclusion

Partially compliant

(c) Recommendation

CAQA is advised to develop more structured and systematic follow-up procedures. The follow-up should focus on whether CAQA's recommendations are dealt with appropriately and the required action plans are properly prepared and implemented by the institutions and/or by the study programmes, or not.

ESG 2.7 Periodic Reviews

ESG Reference: 2.7 Periodic reviews ENQA Criterion 1 cont.
Standard: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.
Guideline(s): Quality assurance is not a static but a dynamic process. It should be continuous and not 'once in a lifetime'. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically renewed. Subsequent external reviews should take into account progress that has been made since the previous event. The process to be used in all external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

(a) Evidence

CAQA has to conduct both the accreditation and external quality control procedures periodically. The higher education institutions and study programmes are subjected to re-accreditation every five years. In between the accreditation cycles, the institutions have to undergo external quality control.

Between 2007 and 2011, CAQA had been submitted 232 requests for accreditation of higher education institutions and 1947 requests for programme accreditations. For the first round of external quality control between 2011 and May 2012, 96 requests have been submitted. In addition, CAQA is now preparing for the second cycle of re-accreditations.

All the core informations are published on the CAQA website. In addition, CAQA members are providing briefings and information events to support the institutions' preparation for the procedures.

(b) Conclusion

Fully compliant

(c) Recommendation

The external review Panel expressed its concern about the unbalanced workload of CAQA and its members at large. It would be advisable to focus on the human resource development within CAQA and its office staff to guarantee efficient support for the overall processes. Due to the heavy workload CAQA members now have to obtain (technical) assistance from external staff (employed by temporary contracts) for first checks of documents and to support in writing of the reports. It is important that CAQA has a permanent and trained and skilful office staff to support it in all its activities.

ESG 2.8 System-Wide Analysis

ESG Reference: 2.8 System-wide analysis ENQA Criterion 1 cont.
Standard: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments, etc.
Guideline(s): All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole higher education systems. Such analyses can provide very useful information about developments, trends,

emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work

(a) Evidence

The external review Panel observed that CAQA has derived lessons-learnt from the first round of accreditation procedures, albeit not always in a systematic way. A strategic implementation of a system-wide analysis based on research of CAQA's own activities and its working environment does not exist yet. A SWOT analysis alone does not make a strategy, though it is most useful as a starting point. Also, the annual reports as such do not cover such strategic issues.

Due to the intensive workload during the last years, the focus of CAQA's activity was not primarily directed on developing system-wide analyses, or on building the wider organizational strategy. Apparently CAQA members were heavily involved in the practical implementation process of the external quality assurance system in Serbia, as well as in the first round of accreditation procedures at various levels. Additionally, it was thus evident that also the somewhat understaffed CAQA office was not able to provide full support and resources towards these activities.

The administrative structure of the Serbian universities poses a challenge to CAQA as well. The main functional units are the independent faculties, and there apparently exist few ties that would make them into a truly coherent and integrated university. As mentioned above, except for the 2006 founded State University of Novi Pazar, all public universities in Serbia are non-integrated universities. During the site visit the external review Panel learnt that, the processes of both internal and external quality assurance actually support a trend towards more integration and cooperation between the faculties within the same university. Furthermore, accreditation of study programmes, or the accreditation procedures at the university level (institutional level) have an effect in the very same direction. The QA system could be used to enhance strategy of Serbian universities and to support their integration as coherent institutions.

(b) Conclusion

Non-Compliant

(c) Recommendation

The external review Panel observed that CAQA has already decided to implement a strategic system-wide analysis in the near future.²⁶ This decision is timely and it is strongly supported by the external review Panel. In this context it is also recommended that CAQA office staff should be able to provide appropriate support to this activity. Thus it is advisable that CAQA is willing to review and take steps to improve the human resources capacity and competencies of its academic staff so that it is capable of supporting and fulfilling the whole scale of tasks assigned to it.

²⁶ 'Action Plan for CAQA improvements' (CAQA Action plan), submitted to the external review Panel on 14 September 2012.

5.2 ESG Part 3: European standards and guidelines for external quality assurance agencies

ESG 3.1 Use of External Quality Assurance Procedures for Higher Education

<p>ESG Reference: 3.1 Use of external quality assurance procedures for higher education</p> <p>ENQA Criterion 1 cont.</p>
<p>Standard: The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.</p>
<p>Guideline(s): The standards for external quality assurance contained in Part 2 provide a valuable basis for the external quality assessment process. The standards reflect best practices and experiences gained through the development of external quality assurance in Europe since the early 1990s. It is therefore important that these standards are integrated into the processes applied by external quality assurance agencies towards the higher education institutions. The standards for external quality assurance should together with the standards for external quality assurance agencies constitute the basis for professional and credible external quality assurance of higher education institutions.</p>

(a) Evidence

CAQA’s compliance with ESG Part 2 has been discussed and analysed above. The external review Panel concluded that except for ESG 2.6 Follow-up procedures (partially compliant) and ESG 2.8 System-wide analysis (non-compliant), all other issues have been concluded with either full or substantial compliancy. In both cases for ESG 2.6 and ESG 2.8, CAQA has presented actions for the future to overcome the current shortcomings. Thus the Panel considers that CAQA’s activities follow to a large extent the principles and spirit of ESG.

(b) Conclusion

Substantially compliant

(c) Recommendation

No specific recommendations are given. The external review Panel provided comments and recommendations in the previous chapter dealing with ESG Part 2.

ESG 3.2 Official Status

<p>ESG Reference: 3.2 Official status</p> <p>ENQA Criterion 1 cont.</p>
<p>Standard: Agencies should be formally recognized by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.</p>
<p>Guideline(s):</p>

(a) Evidence

CAQA is a recognized body for external quality assurance in the Serbian higher education system, by the Government and the MoESTD, the University Conferences, the Student

Conferences. Like all of these groups CAQA holds an important role within the structure of external governance of the Serbian higher education system.

The legal basis for CAQA was established with LoHE in 2005. The specific legislative jurisdiction for CAQA is defined in detail through Articles 13 to 17 of LoHE. According to Article 13, CAQA is established as separate working body from NCHE for the purpose of carrying out the tasks relating to accreditation, quality evaluation of higher education institutions and the units thereof, and for the evaluation of study programmes. The scope of work and competencies of CAQA are accurately defined in Articles 14 to 17 of LoHE.

(b) Conclusion

Fully compliant

(c) Recommendation

No specific recommendations.

ESG 3.3 Activities

ESG Reference: 3.3 Activities ENQA Criterion 1 cont.
Standard: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis
Guideline(s): These may involve evaluation, review, audit assessment, accreditation or other similar activities and should be part of the core functions of the agency

(a) Evidence

CAQA undertakes external quality assurance activities at both institutional and programme levels on a regular basis. The main activities are institutional accreditations and study programme accreditations at the bachelor, master and doctoral levels, and external quality control procedures for all higher education institutions.

After an initial accreditation, the higher education institutions or study programmes have to submit a request for a re-accreditation every five years. In the run-up for a re-accreditation of an institution, an external quality control procedure has to be conducted. This procedure is scheduled with an interval of every five to eight years, and it is considered as preparation for the up-coming re-accreditation.

CAQA conducted its activities according to the following plan:

- The first round of accreditation of higher education institutions started with the polytechnics²⁷ in 2007
- The accreditation of universities, faculties and colleges²⁸ was divided into five cycles and was scheduled to take place between 2008 and 2010
- The accreditation of study programmes was conducted between 2007 and 2011

²⁷ Visoke škole strukovnih studija – Higher schools of professional studies.

²⁸ Visoke škole (akademskih studija)- Higher schools of academic studies.

- In 2011 the first round of external quality control procedures started. The 2007 accredited polytechnics had - prior to the re-accreditation to undergo this procedure. 54 polytechnics already underwent this procedure and additionally four faculties²⁹.

As mentioned above, prior to the first round of accreditation activities, the standards, rules and regulations had to be defined and forwarded to NCHE for final approval and public announcement. Also, a pool of external reviewers had to be trained. Furthermore, both the academic community as well the relevant governance bodies had to be acquainted and informed about both the philosophy and the practice of Quality Assurance.

In the near future CAQA is facing at least the same volume of work as the re-accreditation round, and thus the same procedures have to be conducted again.

Thus a major part of CAQA's activities will be directed at the external quality assurance.

(b) Conclusion

Fully compliant

(c) Recommendation

No specific recommendations.

ESG 3.4 Resources

<p>ESG Reference: 3.4 Resources ENQA Criterion 3</p>
<p>Standard: Agencies should have adequate and proportionate resources, both human and financial, to enable them to organize and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures <i>and staff (Addition by ENQA for ENQA criterion)</i></p>
<p>Guideline(s):</p>

(a) Evidence

CAQA receives professional, administrative-technical and administrative support by MoESTD. The financial resources of CAQA are regulated by LoHE and the Budget Law of the Republic of Serbia. The budget of CAQA is determined on an annual basis.

According to Article 13 of LoHE, CAQA's work is funded by the accreditation fees paid by the higher education institutions. The level of the fees is determined by NCHE. The management of the financial resources is regulated by CAQA's internal rules and regulations:

- Procedure for administrative support to the evaluation processes (procedure 1),
- Procedure for financial operations (procedure 2),
- Procedure for introducing a purpose-designed IT system (procedure 3) (Annex 2.2 of SER).

CAQA (Commission) consists of 15 members, supported by 10 administrative staff. As

²⁹ Faculty of Agriculture – University of Belgrade; Faculty of Agriculture – University of Priština in Zubin Potok, Kosovska Mitrovica; Faculty of Forestry – University of Belgrade and the Faculty of Technology – University of Novi Sad.

opposed to common practice elsewhere in Europe, CAQA members (the Commission) do not limit their role to decision making.

As mentioned above, the external review Panel observed that due to the set-up of the current processes and procedures CAQA members are involved in various ways actively (e.g. as trainers for external reviewers / as members of Sub-commissions / as part of the decision making commission). CAQA convenes for regular meetings at least every second week, occasionally also weekly, in the CAQA premises in Belgrade. CAQA members spent on the average two days per week on CAQA duties – outside their engagement and regular work as academics at various universities and faculties across Serbia.

It appears that the turnover among the office staff in CAQA is fairly rapid and frequent, which leaves the serious question of the continuity of staff skills and actual competencies, and the provisions of CAQA for long-term human resource development.

Up to 2008, MoESTD provided the finances for CAQA staff. Starting in 2008, CAQA was able to employ its own staff in addition to the staff financed by MoESTD; this provided CAQA greater autonomy in its own human resource policy. Yet MoESTD still provides full- and part-time staff in charge with the issues related to legislative, financial, and data-base management.

The current administrative structure of CAQA is as follows:

Position – Academic Degree	Involved with CAQA
Office Manager, PhD in Law,	Since Nov. 2007, paid by MoESTD
CAQA Sectary & Officer for the Field of Humanities and Social Sciences, BSc in Art History	Since July 2011, paid by CAQA
Financial Officer, BSc in Economics, part time	Since Feb 2012, paid by MoESTD
System Analyst, BSc in Economics	Since Nov. 2008, paid by CAQA
Data Base Manager & and since July 2012 also Officer for the field of Medicine, a second-year student of Basic Academic Studies in Informatics	Since March 2008, paid by CAQA
Data Base Assistant & Officer for the Field of Natural Sciences and Mathematics, BSc in Mechanical Engineering	Since Nov. 2008, paid by MoESTD
IT Officer, Student of the final year of Basic Academic Studies in Medical Engineering	Since April 2010, paid by CAQA
Officer for the Field of Humanities and Social Sciences, Professional Bachelor in Business	Since Jan. 2012, paid by CAQA
Assistant for contacts with ENQA & Officer for the Field of Arts and Medical Sciences, BSc in Political Sciences	Since Oct. 2011, paid by CAQA
Officer for the Field of Technical and Technological Sciences, of Basic Academic Studies in Business	Since May 2011, paid by CAQA

Table 9 CAQA office staff

In addition to the regular CAQA office staff, CAQA has contracted 12 persons in charge for direct assistance of the CAQA members. They are located at the home institutions of the respective CAQA members and they support the members in the preparation of reports.

Apparently these assistants are hired on the basis of individual contracts and for a specific accreditation task only.

(b) Conclusion

Partially compliant

(c) Recommendation

Even though CAQA argues in its SER that adequate resources – in terms of human, financial and infrastructural – are in place in order to run the external quality assurance procedures in an effective and efficient manner, the Panel is of the opinion that one of the most demanding challenges for the future of CAQA is to focus on sustainable human resource development. Yet, certain outlines for a stronger commitment in staff training and professionalism are presented in the 'Action plan for CAQA improvements', and this very issue was also discussed during the interview sessions.

The Panel would strongly encourage CAQA to set up concrete steps and actions towards a sustainable strategy concerning its human resource development.

A constant enhancement of qualifications and professionalism of the CAQA staff in terms of quality assurance knowledge and management at large are of utmost importance. CAQA should encourage the participation of the staff members in training, and specific training events and seminars on national but also on international level.

Aside from providing administrative support to CAQA members, staff members, when appropriate, should also be involved in CAQA's strategic or methodological discussions.

The outlines are already set in the 'Action plan for CAQA improvements', and hence CAQA should safeguard that human resource development has a high priority, and CAQA members find the appropriate time and resources to shift their focus on the strategic element of the whole organization.

Nevertheless Panel took note of the good impact on the quality development within the Serbian higher education, due also because of the strong commitment of CAQA and its members towards external quality assurance.

ESG 3.5 Mission Statement

ESG Reference: 3.5 Mission statement
ENQA Criterion 4
Standard: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement
Guideline(s): These statements should describe the goals and objectives of agencies' quality assurance processes, the division of labour with relevant stakeholders in higher education, especially the higher education institutions, and the cultural and historical context of their work. The statements should make clear that the external quality assurance process is a major activity of the agency and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statements are translated into a clear policy and management plan.

(a) Evidence

The mission statement is publicly available on the website of CAQA.³⁰ The mission statement highlights four main priorities of CAQA:

- Contribution to the maintenance and enhancement of quality in the Serbian higher education sector
- Compliance with internationally agreed quality standards
- Creation of a pool of trained external reviewers for the processes of accreditation and external quality control procedures
- Acting as main driving force for the development of quality assurance in higher education among the Western Balkan Countries by fostering cooperation between agencies of the region.

The external review Panel concluded that the mission statement as such is forward looking and has clear statements for improvement and enhancement of the Serbian higher education. The interviews and the documentation of CAQA's work demonstrate that it has had a good impact on the quality within Serbian higher education. It was also demonstrated that its standards, rules and regulations are in line with common international practices.

Yet there was an apparent gap between the mission statement and the overall policy and management plan. In short, the external review Panel was missing a closer link and a more detailed translation of the mission statement into internal strategies and development policies of CAQA. Again, the Panel has to reiterate the heavy workload of CAQA also here. The strong involvement of CAQA in operational activities caused a diversion from the needed focus on strategic planning and frequent monitoring of activities in the past.

(b) Conclusion

Partially compliant

(c) Recommendation

It is strongly advisable that CAQA's mission statement is translated into long term strategic plans (every 3-5 years) with more detailed actions plan agreed each year to ensure its implementation, including the necessary feedbacks from possible changes in CAQA's functional environment. The mission statement might also include the range of responsibilities and a clear statement on the working principles of CAQA. With regard to the manifold responsibilities, CAQA has the commitment to fulfil these responsibilities in line with the defined aims and objectives based on defined working principles.

Once CAQA has adopted a strategic focus it might also be possible in a foreseeable future to rethink the composition of the Commission as it is now. The Panel recommends giving serious consideration to adding nominees of the Student conferences and representatives from the labour market to the Commission. Nevertheless a final decision on the inclusion of this expertise in CAQA's governance is not made yet, because of legal constraints. Once the legal frameworks are changed CAQA is allowed to include the students and other outside stakeholders.

³⁰ CAQA: Mission Statement, (www.kapk.org/index.php?option=com_content&task=view&id=52&Itemid=60) (Serbian and English Version), (Accessed 20 September 2012).

ESG 3.6 Independence

<p>ESG Reference: 3.6 Independence ENQA Criterion 5</p>
<p>Standard: Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders</p>
<p>Guideline(s): An agency will need to demonstrate its independence through measures, such as:</p> <ul style="list-style-type: none"> • its operational independence from higher education institutions and • governments is guaranteed in official documentation (e.g. instruments of • governance or legislative acts) <p>the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence while relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.</p>

(a) Evidence

According to LoHE Article 13, NCHE has established CAQA as a separate body to carry out external quality assurance. Therefore, CAQA might be seen as an extension of NCHE rather than as an independent body in charge of external quality assurance.

The external review Panel explored the concrete implications of the law in various interview sessions.

The external review Panel observed that CAQA commands operational independence in setting up its external quality assurance processes and procedures. Based on the provided evidence the external review Panel concluded that the ownership and responsibility of the external quality assurance processes lies within CAQA. According to CAQA, in relation to external quality assurance procedures, NCHE has only competences for the appeal processes.

This operational independence is demonstrated with various documents on rules, regulations and a code of ethics.

(b) Conclusion

Substantially compliant

(c) Recommendation

The external review Panel would advise that the independence of CAQA in procedural matters is more clearly stated and supported in the legal documents and that CAQA’s relation and its role as an independent body towards NCHE is clarified. Particularly, it would be advisable that NCHE is not the body responsible for both establishing CAQA and serving as an appeal to CAQA’s decisions. It would be procedurally better to establish a separate Appeals Body.

ESG 3.7 External Quality Assurance Criteria and Processes used by Agency

<p>ESG Reference: 3.7 External quality assurance criteria and processes used by the agencies ENQA Criterion 6</p>
<p>Standard: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:</p> <ul style="list-style-type: none"> • a self-assessment or equivalent procedure by the subject of the quality assurance process • an external assessment by a group of experts, including, as appropriate,

- (a) student member(s), and site visits as decided by the agency
- publication of a report, including any decisions, recommendations or other formal outcomes
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

Guideline(s): Agencies may develop and use other processes and procedures for particular purposes. Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people. Agencies that make formal quality assurance decisions, or conclusions which have formal consequences, should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency

(a) Evidence

The standards, rules and regulations for external quality assurance procedures are publicly available on the website of CAQA and have been analysed above under ESG part 2.

The processes of CAQA include the following steps:

- The higher education institutions provide relevant documentation, including a self-assessment report.
- The external assessment includes external reviewers, a specific Sub-commission set by CAQA, and a site visit, followed by reporting.
- Students are part of Sub-commission's site visit in two cases: Accreditation of higher education institutions and procedures of external quality control. There are plans that stakeholders from the labour market will be included in the external review panels.
- With the start of the external quality control procedures in 2011, CAQA has published the full reports on the website. For the upcoming re-accreditation cycle CAQA has decided to publish also the full reports on its website.
- However, the follow-up procedures seem not to be in place in a structured way. Up to now CAQA has had more or less informal communication processes which might be seen as a follow-up procedure. If an act of warning is given with an accreditation decision, CAQA begins to discuss improvements and remedies. This can apparently happen also in the case of external quality assessment. The standards, rules and regulations of CAQA do not provide for well-structured follow-up procedures.
- In case of a non-compliance of an accreditation decision, the institution can appeal to NCHE according to Article 16 of LoHE.

(b) Conclusion

Substantially compliant

(c) Recommendation

The external review Panel recommends continuing the policy of publication of the full reports, starting with the upcoming re-accreditation cycle. The Panel would advise CAQA also to develop a structured and systematic follow-up procedure. The Panel recommends that CAQA focus on stronger stakeholder involvement from the labour market. The engagement of representatives from the labour market, professional bodies should become routine.

ESG 3.8 Accountability Procedures

<p>ESG Reference: 3.8 Accountability procedures ENQA Criterion 7</p>
<p>Standard: Agencies should have in place procedures for their own accountability.</p>
<p>Guideline(s): These procedures are expected to include the following:</p> <p>1 A published policy for the assurance of the quality of the agency itself, made available on its website.</p> <p>2 Documentation which demonstrates that: the agency’s processes and results reflect its mission and goals of quality assurance</p> <ul style="list-style-type: none"> • the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts • the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties • the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. means to collect feedback from its own staff and council/Board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement. <p>3 A mandatory cyclical external review of the agency’s activities at least once every five years <i>which includes a report on its conformity with the membership criteria of ENQA. (Addition by ENQA for ENQA criterion)</i></p>

(a) Evidence

CAQA has published a set of its internal rules and regulations on the website:

- Rule of CAQA Work
- Standards of CAQA Work
- Code of Ethics

It appears that CAQA has developed policies on non-conflict-interest mechanisms for its work. CAQA undergoes annually an evaluation by NCHE and a Parliamentary body in charge for education after submitting its Annual report. Nevertheless the external review Panel was missing an overarching integrative plan that would enable CAQA to develop work and functions as a long-term strategy. CAQA has produced a SWOT analysis in preparation for the ENQA review, and it also includes suggestions for improvement. Also, CAQA had sought external feedback from its stakeholders, mainly institutions and the programmes under review, but they were of a rather general nature only and hardly informative.

(b) Conclusion

Partially compliant

(c) Recommendation

In order to secure its long-term development and viability, CAQA should devote proper time and human resources to deal with the issues under ESG 3.8. As already noted above, this should not only involve the CAQA members but the entire staff and the expertise it can provide, including e.g. financial prospects.

6 ENQA Membership Criterion 8: Miscellaneous

ENQA Criterion Reference: ENQA Criterion 8
ESG Reference: N/A <i>(Addition by ENQA for ENQA criterion)</i>
Standard/Guideline(s): N/A <i>(Addition by ENQA for ENQA criterion)</i> i. <i>The agency pays careful attention to its declared principles at all times, and ensures both that its requirements and processes are managed professionally and that its judgments and decisions are reached in a consistent manner, even if the judgments are formed by different groups;</i> ii. <i>If the agency makes formal quality assurance decisions, or conclusions which have formal consequences, it should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of the agency;</i> iii. <i>The agency is willing to contribute actively to the aims of ENQA.</i>

(a) Evidence

The standards, rules and regulations on the CAQA policies and external quality procedures are publicly available.

The appeals procedure is covered in Article 16 of LoHE. In case of a non-compliance in the accreditation the institution or the study programme can appeal to NCHE.

Given the workloads, the involvement with ENQA appears superficial: the agency has appointed one Commission member and one staff member to interact with ENQA.

(b) Conclusion

Substantially compliant

(c) Recommendation

The external review Panel would recommend giving consideration for more time and possibilities for CAQA (Commission) and its staff to engage with ENQA but also other international quality assurance network activities in the future. CAQA should especially encourage participation of the staff members in training, events and seminars on quality assurance practices and developments internationally. As mentioned under ESG 3.4, constant enhancement of qualifications and professionalism of the CAQA staff in terms of quality assurance knowledge and managerial skills at large are of utmost importance.

7 Conclusion

On the basis of the SER and the various other documents submitted by CAQA, as well as the discussions conducted during the site visit in Belgrade, the external review Panel is of the opinion that, despite its relatively short period of existence, CAQA has been able to set up the essential requirements for quality-driven developments in Serbian higher education institutions and in the higher education system at large. The Panel also noted that, despite the rather heavy workload, CAQA has been able to develop and produce the necessary standards, rules and regulations for the quality assurance work, and has been involved in the training to acquaint the Serbian institutions and administration at large. This has also involved training a large numbers of experts to engage with the accreditation and quality assurance procedures, in a relatively short period of time. A partially open issue still concerns the full participation of students and external stakeholders in the evaluation functions of CAQA. The work and achievements of CAQA may seem to be even more impressive considering its starting point after the past turmoil and consequent difficulties in the development of the entire Serbian educational system.

The external review Panel has also brought up suggestions to enhance the future functions and procedures of the current system for quality assurance. The main recommendation would be directed at a stronger emphasis on CAQA's vision and the importance of the consequent strategic planning and development of the work of CAQA, with greater student involvement at a high level being central to this. Strategic planning and development should especially take note of, and relate to, the development of the environment of the entire Serbian higher education system. That is, the aims would be a better balance in CAQA's workload between the daily operations vs. its strategic planning and work. This aim would also provide a better focus on sustainable human resource development of both the Commission itself, and especially its staff. The staff could then more efficiently support the Commission in both its operational and strategic functions.

Finally, the external review Panel would strongly encourage CAQA to continue its good work on further development of the overall quality of the Serbian higher education institutions, private or public. The panel would also see it necessary that CAQA continues to receive the full support of NCHE, the MoESTD, as well as the support and participation from the students and the stakeholders not only from inside the academic field but also from the labour market. No doubt, a well-functioning educational system and the higher education sector in particular, will be of utmost importance for a sustainable economic and social development of the entire Serbian society.

The external review Panel would like to thank warmly the CAQA members (the *Commission*) and its administrative staff, in particular Prof. Dr. Vera Vujčić, Prof. Dr. Sofija Pekić-Quarrie, and Ms. Ana Marjanović, BSc, for their work and most helpful support before and during the Panel's site visit in Belgrade.

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9 Appendices

9.1 Programme of the Site Visit

During the site visit unexpected changes in the composition of the interview partners occurred. These changes occurred in the following interview sessions:

- Session 2: Dragan Popović, BSc was replaced with Gordana Jelić-Mariokov, BSc
- Session 6: Prof Dr. Žarko Obradović (Minister)
- Session 8: Prof Zoran Popović, MSc (University of Arts); Prof Dr. Vera Dondur (University of Belgrade); Prof Dr. Miroslav Babić (University of Kragujevac);
- Session 10: Prof Dr. Radmila Nedučin and Prof Dr. Olivera Milošević-Đorđević replaced Prof Dr. Miroslav Vesković, Vice-President of CONUS and Prof Dr. Slobodan Arsenijević (Former CAQA president);
- Session 11: Stefan Kocić;
- Session 12: Slobodan Cvetković (Serbian Chamber of Engineers) replaced Dragoslav Šumarac (Serbian Chamber of Engineers);

Day, 1st 26 September 2012

Time	Content	Participants	Location
15.30 - 19.30	Initial preparation meeting for Review Team	Review Team	Hotel Balkan / VIP ROOM
19.30	Working Dinner / Preparation for the Review	Review Team	Restaurant Hotel Balkan

Day, 2nd 27 September 2012

Time	Content	Participants	Location
8.00 - 8.15	Taxi from Hotel Balkan to CAQA Premises	Review Team + Observer	Meeting Hotel Lobby
8.15 - 8.30	Preparation for Review Team	Review Team	CAQA Office

8.30 - 8.45	Introduction and Welcome	Review Team & Observer, CAQA Members, CAQA Office Staff	CAQA office
8.45 - 9.45	Session 1 / Interview CAQA (Process and Management of the External Review)	<p>President Prof. Dr. Vera Vujčić (Natural Sciences and Mathematics, 2nd mandate); Vice President Prof. Dr. Endre Pap (Natural Sciences and Mathematics, 2nd mandate); CAQA Members in charge with review: Prof. Dr. Sofija Pekić Quarrie (Natural Sciences and Mathematics, 1st mandate); Prof. Dr. Ivan Milentijević (Technical and Technological Sciences, 1st mandate); Prof. Dr. Ivana Živančević Sekeruš (Social Sciences and Humanities, 1st mandate);</p> <p>CAQA Office person acting with managing role: Dr. Momir Grahovac</p> <p>+ Translator: Svetlana Milivojević Petrović, (Faculty of Philology, Belgrade)</p>	CAQA - Office
9.45 - 10.45	Session 2 / Interview CAQA staff	<p>Dragan Popović, BSe Gordana Jelić-Mariokov, BSc Dr. Momir Grahovac, Ana Marjanović, BSc Andrijana Tot Kukulj, BSc Tanja Ristić, BA Siniša Gujić</p> <p>+ Translator: Svetlana Milivojević Petrović, (Faculty of Philology, Belgrade)</p>	CAQA - Office

10.45 - 11.00	Short Break / Coffee / Refreshments	Review Team + Observer	
11.00 - 12.00	Session 3 / Interview CAQA members	<p>Prof. Dr. Dušica Pavlović (Medical Sciences, 2nd mandate);</p> <p>Prof. Dr. Ivan Milentijević (Technical and Technological Sciences, 1st mandate);</p> <p>Prof. Dr. Danijel Cvjetičanin (Social Sciences and Humanities, 1st mandate);</p> <p>Prof. Fern Rašković (Arts, 2nd mandate);</p> <p>Prof. Dr. Endre Pap (Natural Sciences and Mathematics, 2nd mandate);</p> <p>Prof. Dr. Vera Vujčić (Natural Sciences and Mathematics, 2nd mandate);</p> <p>+ Translator: Svetlana Milivojević Petrović, (Faculty of Philology, Belgrade)</p>	CAQA - Office
12.00 - 13.00	Lunch Break / Lunch catering / including preparation for up-coming sessions	Review Team + Observer for the lunch	CAQA office / close room nearby
13.00 - 14.00	Session 4 / Interview experts involved in CAQA procedures	<p>Prof. Dr. Žarko Čojbašić (University of Niš, Technical and Technological Sciences) ;</p> <p>Prof. Dragan Živančević (University of NoviSad, Arts);</p> <p>Prof. Dr. Đorđe Dugošija (University of Belgrade, Natural Sciences and Mathematics);</p> <p>Prof. Dr. Dejan Erić (Belgrade BankingAcademy , Social Sciences and Humanities);</p> <p>Prof. Dr. Zoran Milenković(University of Niš, Medicine);</p> <p>Prof. Dr. Snežana Oljača (University of Belgrade, Natural Sciences and Mathematics);</p>	CAQA - Office
14.00 - 15.00	Session 5 / Interview with students involved in CAQA procedures	<p>Dragoslav Šekularac(University of Kragujevac);</p> <p>Miloš Kalanj (University of Belgrade);</p>	CAQA - Office

		Jovana Nikolić (University of Belgrade), Miroslav Otrupčak (Higher School of Professional Studies, Novi Sad); Savo Papić (Higher School of Professional Studies, Beograd); Milan Jevtović (Higher School of Professional Studies, Niš);	
15.00 - 15.45	Panel Break / Coffee / Refreshments / Preparation for upcoming sessions	Review Team + Observer	CAQA - Office
15.45 - 16.45	Session 6 / Interview with MOES	Prof Dr. Žarko Obradović (Minister); Prof Dr. Radivoje Mitrović (Secretary of State, MoES); Dr. Mirjana Vesović (Head of the Department for HE in MoES); + Translator: Svetlana Milivojević Petrović , (Faculty of Philology, Belgrade)	CAQA - Office
16.45 - 17.45	Session 7 / Interview NCHE	Prof Dr. Srđan Stanković , President of NCHE; Prof Dr. Miroljub Milivojčević ; Prof Dr. Oskar Kovač ; Prof Dr. Milan Aleksić (former CAQA member); Prof Dr. Radmila Nedučin ;	CAQA - Office
17.45 - 18.45	Session 8 / Interview with HEIs (Universities; Faculties or Academies of Arts within Universities)	Prof. Dr. Milan Matijević (University of Kragujevac); Prof Dr. Vladimir Katić (University of Novi Sad); Prof. Marina Marković, BSc (University Novi Sad) Prof Dr. Tanja Jovanović (University of Belgrade); Prof Dr. Nada Popović-Perišić (University Singidunum); Prof Zoran Popović , MSc (University of Arts);	CAQA - Office

		Prof. Dr. Vera Dondur (University of Belgrade); Prof. Dr. Miroslav Babić (University of Kragujevac);	
18.45 - 19.00	Panel meeting / closure of the day	Review Team	CAQA - Office
19.00 - 19.15	Taxi from CAQA premises to Hotel Balkan	Review Team + Observer	Lobby of Ministerial Building / CAQA
19.30	Working Dinner / Reflections of the day / preparation of the 2 nd Day	Review Team	Restaurant 'Kalemegdanska terasa'

Day, 3rd 28 September 2012

Time	Content	Participants	Location
8.00 - 8.15	Taxi from Hotel Balkan to CAQA Premises	Review Team + Observer	Meeting Hotel Lobby
8.15 - 9.00	Preparation for Review Team	Review Team	CAQA Office
9.00 - 10.00	Session 9 / Interview with HEIs II (Academies of Professional Career studies; four-year colleges; four-year Colleges of Professional Career Studies)	Dr. Dragoljub Martinović (Higher School of Professional Studies for Electrotechnics and Computing, Belgrade); Vesna Marković , MSc (Higher School of Professional Studies for Business, Valjevo); Dr. Dejan Blagojević (Higher Technical School of Professional Studies, Niš); Jovan Njegić , MSc (Higher School of Professional Studies for Business, Novi Sad); Dr. Tatjana Simović (Higher School of Professional Studies for Medicine, Čuprija);	CAQA - Office
10.00 - 11.00	Session 10 / Interview with CONUS and	4 members from CONUS :	CAQA - Office

	COHS	<p>Prof. Dr. Branko Kovačević, President; Prof Dr. Milovan Stanišić; Prof Dr. Radmila Nedučin; Prof Dr. Olivera Milošević-Dorđević; Prof Dr. Miroslav Vesković, Vice-President; Prof Dr. Slobodan Arsenijević (Former CAQA president);</p> <p>2 members of COHS: Dr. Ružica Stanković, president; Dr. Borivoje Rodić vice-president;</p>	
11.00 - 11.15	Short Break	Review Team + Observer	
11.15 - 12.15	Session 11/ Interview with SCOHS and SCONUS	<p>SCOHS: Nebojša Andrijević; Bojana Svičević; Stefan Kocić;</p> <p>SCONUS: Miša Živić; Fikret Halilović; Vladimir Smuđa;</p>	CAQA - Office
12.15 - 13.15	Session 12 / Interview with further stakeholders (Labour Market / Chambers)	<p>Vidosava Džagić (Chamber of Commerce); Marina Deljanin Ilić (Serbian Medical Chamber); Janko Baljak (Serbian Film Center); Slobodan Cvetković (Serbian Chamber of Engineers); Dragoslav Šumarac (Serbian Chamber of Engineers); + Translator: Svetlana Milivojević Petrović, (Faculty of Philology, Belgrade)</p>	CAQA - Office

13.15 - 14.00	Lunch Break / Lunch catering /	Review Team + Observer	CAQA office / close room nearby
14:00 - 15.15	Review team meeting preparation for the final feedback and debriefing meeting	Review Team	CAQA - Office
15.15 - 16.15	Session 13 / Final feedback session	<p>President Prof. Dr. Vera Vujčić; Vice President Prof. Dr. Endre Pap;</p> <p>CAQA Members in charge with review: Prof. Dr. Sofija Pekić Quarrie; Prof. Dr. Ivan Milentijević; Prof. Dr. Ivana Živančević Sekeruš;</p> <p>CAQA Office: Dr. Momir Grahovac; Ana Marjanović, BSc Andrijana Tot Kukulj, BSc Tanja Ristić, BA Siniša Gujić;</p> <p>+ Translator: Svetlana Milivojević Petrović, (Faculty of Philology, Belgrade)</p>	CAQA - Office
16.15 - 17.00	Farewell cocktail	ALL	Hall in front of CAQA office
17.00- 17.30	Closure of the Meeting and Taxi from CAQA premises to Hotel Balkan	Review Team + Observer	
19.00	Dinner	Review Team + Observer	Restaurant 'Opera'

Table 10 Programme Site Visit

9.2 Documents for Evidence

No	Documents	Submission
1	Self-Evaluation Report CAQA	17.7.2012
2	Mission Statement	7.9.2012
3	ENQA Letter on Candidate Membership Status	14.9.2012
4	List of CAQA Office Organization and duties of the administrative staff	7.9.2012
5	List of NCHE Members according to their institutional background	10.9.2012
6	Action Plan for CAQA improvements (CAQA Action Plan)	14.09.2012
7	Law on the amendments and additions to the Law on higher education (Official Gazette of the Republic of Serbia" No 44/10)	7.9.2012
8	List of higher education institutions / external quality control	20.9.2012
9	CAQA Guide for Students through accredited study programs in the institutions of higher education in Serbia	21.9.2012
10	Presentation of CAQA President Prof. Dr. Vera Vujčić given during the site visit	28.9.2012
11	CAQA Glossary with relevant terms used in the SER	28.9.2012
12	Position of CONUS on external quality assurance in Serbia and the work of CAQA	28.9.2012

Table 11 Documents for Evidence

9.3 External Review Panel Working Schedule

No	Date	Content	Name
1	17 July	CAQA self-evaluation document circulated to all Panel members for preliminary comments (paper Version)	ENQA Office
2	18 August	First questions, remarks on the SER	ALL
3	22 August - 23 August	Chair and Secretary / planning meeting / drafting of schedule / interview sessions (mapping grid ESG / issues for discussions)	OL/MEW
4	27 August - 31 August	Draft schedule to CAQA	MEW
5	27 August - 31 August	MEW compares Panel responses and re-circulate it to Panel on 1 September	MEW

6	12 September	ENQA telephone briefing: - Introduction, Purpose of the Reviews, Roles and Responsibilities and Interpretation of the ESG/ENQA membership criteria - Evidence and information, timeline and management of the site visit - Drafting of the report - Submission of the final review report and the decision-making process - Other issues related to the planning of the review	ALL
7	13 September - 21 September	Further Panel dialogue and fine-tuning by email, moderated by Chair	ALL
8	26 - 28 September	Site-Visit	ALL
9	26 September	Planning meeting to finalize questions (by session) and agree on question/topic leaders, moderated by Chair	ALL
10	27 September (full morning meeting from 8.00 onwards)	Site-Visit / Interviews / moderated by Chair	ALL
11	28 September (full morning meeting from 8.00 onwards)	Site-Visit / Interviews / moderated by Chair	ALL
12	1 October - 26 October	First draft of report written by Panel Sec and sent to Panel Chair	MEW/OL
13	26 October - 16 November	Draft signed off by Panel Chair by 16 November	OL
14	16 November - 23 November	Amended draft circulated by MEW to Panel members / Panel members submit comments to MEW	MEW
15	23 November - 25 November	OL and MEW finalize report with Panel (based on comments and feedback)	OL/MEW
16	26 November	Draft of evaluation report sent to CAQA for factual corrections and CC to Panel members	MEW
17	26 November - 3 December	Factual corrections CAQA / Statements of CAQA reviewed by Panel if necessary	CAQA
18	3 December - 5 December	Statements of CAQA reviewed by Panel if necessary	ALL
19	5 December	Report finalized by Chair and MEW	OL/MEW
20	6 December	Final report sent to Panel members, to CAQA and to ENQA secretariat.	MEW/OL

Table 12 Time Table External Review Team