



University of Bihać

*B-02/a\_20 obrazac*

Faculty of Pedagogy

**STUDY PROGRAM SELF-EVALUATION REPORT  
PRESCHOOL EDUCATION**  
for the 2018/19 academic year  
I cycle of study

<u>CONTENT</u> .....	2
<u>ABSTRACT</u> .....	4
1. INTRODUCTION .....	5
1.1. <i>History and organization of the University, the Faculty of Pedagogy and the study program     Preschool education</i> .....	5
1.2. <i>Application of the Bologna Process at the University, Faculty and Study Program</i> .....	7
1.3. <i>Research and research and / or artistic work at the Faculty and the Study Program</i> .....	8
1.4. <i>Links between the Faculty and the Study Program with the environment, economy and social     partners</i> .....	9
1.5. <i>Financing of the University, Faculty and Study Program</i> .....	9
1.6. <i>Statistical data</i> .....	11
2. CONDUCTING THE SELF-EVALUATION .....	13
2.1. Self-evaluation team .....	13
2.2. Self-evaluation procedure .....	13
3. CRITERIA FOR ACCREDITATION OF THE FIRST CYCLE STUDY PROGRAMS IN BOSNIA AND HERZEGOVINA.....	14
1. <i>Study program quality assurance policy</i> .....	14
2. <i>Design and adoption of study programs</i> .....	16
3. <i>Student-centered learning, teaching, and evaluation</i> .....	21
4. <i>Student enrollment and advancement, recognition and certification</i> .....	25
5. <i>Human resources</i> .....	27
6. <i>Resources and funding</i> .....	30
7. <i>Management of study program information</i> .....	32
8. <i>Informing the public about the study programs</i> .....	33
9. <i>Continuous monitoring, periodic evaluation and revision of study programs</i> .....	34
10. <i>Mobility of academic staff and students</i> .....	36
4. CONCLUSIONS ON THE PROPOSED ACTIVITIES FOR IMPROVEMENT OF THE SITUATION.....	39
5. <u>POPIS PRILOGA</u> .....	40

<b>Higher education institution:</b>	University of Bihaću
<b>Address:</b>	Pape Ivana Pavla II 2/II
<b>Contact telephone and fax:</b>	++387 (37) 222 022 ++387 (37) 222 024
<b>E-mail:</b>	kabinetrektora@unbi.ba
<b>Web-address:</b>	www.unbi.ba
<b>Name and cycle of the study program:</b>	Preschool education, I cycle
<b>Faculty implementing the study program:</b>	Faculty of Pedagogy
<b>Faculty Address:</b>	Luke Marjanovića bb, 77000 Bihać
<b>Person responsible for the self-evaluation:</b>	Prof. dr. Nijaz Skender
<b>Contacts of the responsible person:</b>	e-mail: nijazs@yahoo.com, tel.: 061/732-282

## **ABSTRACT**

The self-evaluation report for the Preschool Education program was written during the academic year 2019/2020.

The Faculty of Pedagogy participated in the Erasmus + project Teacher entitled " Introducing competence-based preschool teacher education curricula in Bosnia and Herzegovina ", within which an analysis of Preschool education in B&H was conducted (Activity 1.2), an analysis of interested parties (Activity 1.3), and a needs analyses (Activity 3.2). The innovation was done in partnership with European partner institutions: University of Zagreb, Manchester Metropolitan University in the UK, Matej Bel University in Banska Bystrica (Slovakia) and the University of Alba Iulia (Romania).

The aim of this project was to modernize the Preschool Education program, harmonize it with similar programs in B&H, and coordinate it with programs from universities in the European Union. The main task, upon completing the project, is to accredit the study program. Six universities from B&H participated in the project. The project lasted 3 years with funding from the European Commission.

A further aim of the project is to modernize the didactic equipment, scientific research equipment, to acquire new and contemporary literature, and to train teachers in new methods in teaching and student education.

For the purpose of accrediting the Study Program, a self-evaluation team of 7 members was formed, who had the task of writing the self-evaluation report (SER) based on the existing data and procedures.

This self-evaluation report consists of 5 chapters. Each chapter is explained in detail and documented with appendices that substantiate the claims written therein.

The first chapter deals with the general information which includes the history and organization of the University of Bihac, financial resources, scientific research, implementation of the Bologna process at the University of Bihac, and the connections between the University and the Faculty of Pedagogy, that is, the study program of Preschool education with its surroundings.

Chapter two deals with the formation of the self-evaluation team, training for conducting self-evaluations, and conducting the self-evaluation process and developing the SWOT analyzes.

The third chapter deals with the criteria for accreditation of the first cycle study programs. This chapter is described through 10 sub-criteria with information and necessary contributions, starting with quality assurance of the study programs, creating and adopting study programs, and the mobility of students and teachers.

Chapter four offers conclusions and a proposal to correct issues with which we are currently unsatisfied with and which need to be corrected as soon as possible.

The fifth chapter lists the contributions mentioned in the self-evaluation report.

## **1. INTRODUCTION**

### ***1.1. History and organization of the University, the Faculty of Pedagogy and the study program Preschool education***

The University of Bihać is a public institution which organizes and conducts university study programs and research activities, provides expertise and develops creativity in the areas of science, technology, humanities and art. The University of Bihać was founded on July 28, 1997. However, the roots of higher education in this area go back much further. Namely, in 1970 a branch of the Higher Technical School from Karlovac was opened, then in 1975 Mechanical Engineering Department was founded at the Higher Technical School in Bihać, while the Textile Department and the Higher School of Economics were established in 1979. In 1993, the Pedagogical Academy was established.

The Faculty of Pedagogy of the University of Bihać was founded in 1997<sup>1</sup>, that is, it developed from the then Pedagogical Academy, which was founded in 1993<sup>2</sup>. The Pedagogical Academy had two departments: the Department of Mathematics and Physics and the Department of Classroom Teaching. The Faculty of Pedagogy today has seven departments: Bosnian Language and Literature, Classroom Teaching, Physical Education, Preschool Education, Mathematics and Physics, German Language and Literature, and English Language and Literature.

### **Compliance with current regulations**

The Faculty of Pedagogy of the University of Bihać operates in accordance with the Framework Law on Higher Education of B&H, the Law on the University of Bihać, the Law on Higher Education of the Una-Sana Canton, and University of Bihać Statute. The University Board and the Senate of the University also passed by-laws necessary for the functioning of the University.

### **Realization of the study program**

The first generation of the Preschool education students was enrolled in the academic year 2001/2002. and since then, the program has been implemented on a continuous basis, and with changes in the Curriculum trends are followed in the wider environment. The first Curriculum (hereinafter referred to

---

<sup>1</sup> On June 17, 1998, the Assembly of the Una-Sana Canton adopted the Decision (No. 01-1-67 / 98) adopting a Study on the socio-economic justification of founding the Faculty of Pedagogy in Bihać and appointed a Committee of registrars to establish the Faculty of Pedagogy in Bihać.

The Assembly of the Una-Sana Canton held its 19th session on July 9, 1998, at which two important decisions were adopted: Decision on the adoption of the Report of the Committee of registrars for the Establishment of the Faculty of Pedagogy in Bihać and - on the proposal of the Government of the Una-Sana Canton - Decision on the Establishment of the Faculty of Pedagogy in Bihać as a public higher education institution that organizes and conducts university studies and scientific research.

By integrating the University of Bihać and by a legally binding Decision on registration in the court registry the Public Institution "University of Bihać" was entered as a unique legal entity, with a unique identification number (ID) and a unique number in the Federal Pension and Disability Insurance Institute (January 12, 2010). The faculties are registered as organizational units - branches of the University of Bihać and their legal entity status has been revoked.

<sup>2</sup> On October 18, 1993, the Presidency of Bosnia and Herzegovina adopted the Decision (No. 02-011-621 / 93) on the establishment of the Pedagogical Academy in Bihać, based on the Report of the Committee of registrars for the Establishment of the Pedagogical Academy in Bihać. Less than a year later, more precisely on September 12, 1994, the Ministry of Education, Science, Culture and Sports of Bosnia and Herzegovina issued a Decision (No. 03-612-952 / 93) on the basis of which the Pedagogical Academy in Bihać began its work in the school year 1993/94.

as NPP) from 2001/2002. was done for two years of study (VI level of education) and students could get the title of *teacher-educator for preschool education*. The NPP had its first change in the academic year 2006/2007. year, when the VI level of education was abolished and new courses were introduced to bring the program in line with comparable programs in the region and to move on to a four-year program (VII degree of education). By completing their studies under this NPP, the students earn a bachelor's degree in Preschool education. A second NPP change was made in 2011/2012 academic year. This was mainly related to the introduction of new electives. The study program has been thoroughly reformed in academic 2017/2018. year, when the common subjects, with the aim of financial gain, were merged with the Department of Classroom Teaching and they were held during the first two years.

The latest amendments to the study program at the Department of Preschool Education<sup>3</sup> were adopted on June 28, 2018, and in accordance with the guidelines of project "Innovation of competences-based curricula in Bosnia and Herzegovina". Student workload was altered, some new compulsory subjects were added, and the list of elective courses was expanded. All courses were based on competences. Study program of the first cycle of study of the Department of Preschool Education at the Faculty of Pedagogy<sup>4</sup> became active from the academic year 2018/2019. It is coordinated with other study programs in B&H because that was the intention of the project that made the changes to the curriculum. Since we had the help and support of our colleagues from the EU, it was also coordinated according to the European education so that student mobility is made possible in B&H and the European Union. It is important that they are based on the development of the competences acquired by the students after completing the study program.

### **New developments in relevant scientific fields**

When designing the Study Program in the first cycle of studies of the Department of Preschool Education at the Faculty of Pedagogy, the competency approach and emphasizing learning outcomes were applied for the first time, as a novelty that changes the previous approach to planning and programming of the educational process, and also represents the basis for the introduction of each individual qualification. Learning outcomes are presented and evaluated through knowledge and skills, and associated independence and responsibility.

When compiling program outcomes, the so-called depth descriptors were taken into consideration. They have been developed within the EHEA Ministerial Conference Qualification Framework (EHEA Ministerial Conference, 2012) and describe learning outcomes at individual levels in higher education. According to them, the outcomes of the study program are divided into five categories, of which the first three categories relate to professional, i.e. area specific outcomes, and the last two include generic competencies.

### **The place and role of professional practice and practical teaching in the study program**

While attending the study program, students perform: pedagogical, methodical and independent methodical practice, which prepare them for the teaching vocation.

---

<sup>3</sup> Decision on the adoption of the amended study program in the first cycle of studies of the Department of Preschool education at the Faculty of Pedagogy of the University of Bihac, No. 06-3960 / 2018, dated 28.06.2018.

<sup>4</sup> Preschool education Curriculum

As a special form of preparing the students for the educational vocation, as part of the methodologies during the fourth year, methodical and independent methodical practice of students is realized.

Methodical practice consists of:

- a) student attendance to activities defined by the plan and program of educational work in preschools and primary and secondary schools, which are implemented by teacher mentors and professor mentor according to the teaching schedule during the day;
- b) realization of activities prepared and implemented by students in the presence of a mentor.

Methodical practice consists of students observe to two classes of their mentors and two classes held by students (for each methodology subject).

Independent methodological practice consists of independent work of the students in the duration of ten days within one educational standard (42 classes), with one group of children according to the plan and program of educational work in preschool institution with mentoring of teachers in Preschool institution and methodological and didactic practice are held and supervision of pedagogy professors. Methodological practice is obligatory with the mentorship of the teacher from the Preschool institution where the teaching is performed, supervised by the selected teacher of methodology from the Faculty.

### **Other relevant information about the study program**

Through participation in the Erasmus + Project (Introducing competence-based preschool teacher education curricula Bosnia and Herzegovina – TEACHER), this Study Program is not only in line with new trends in relevant scientific fields, in order to increase students' competencies and their employment opportunities upon graduation, but it already contains the high-quality changes introduced in the curriculum to improve students' functional knowledge. The realization of this project resulted not only in the production of the Study Program but also in the modernization of the educational process, especially teaching methods through training teachers on new teaching methods, improvement of transversal skills of teachers through training, as well as the modernization of technical and didactic teaching / learning equipment.

The implementation of the new harmonized Study Program began in the academic year 2018/2019. in the first year of study. The aforementioned Study Programs are comparable to study programs both in B&H (Faculty of Pedagogy, Sarajevo) and in the region (Faculty of Teacher Education, Zagreb and Teacher Education Faculty, Belgrade), according to the courses and contents contained therein. In addition, five universities in B&H (TEACHER project participants) have made competency-based study programs identical to the new Study Program. In academic 2019/2020. the second year students are also attending classes from the new harmonized program. The third year classes are held according to the 2017/2018 curriculum. The fourth year students attend classes according to the curriculum from the year 2011/2012.

#### ***1.2. Application of the Bologna Process at the University, Faculty and Study Program***

The Faculty of Pedagogy, University of Bihać organizes the study in three cycles (4 + 1 + 3):

First cycle. Upon completion of the first cycle, candidates (students) receive the academic degree of a Bachelor or equivalent, obtained after completing four years, and is valued at 240 ECTS credits. ECTS study credits meet the criteria of the European Credit Transfer System.

- Second cycle. The second cycle students, upon completion, receive the academic title of Master or equivalent, acquired after completing the undergraduate study, lasting one year, and is valued at 60 ECTS credits, in a way that the total with the first cycle equals 300 ECTS study points;
- The third cycle students, upon completion, receive the academic title of Doctor of Philosophy or equivalent, it lasts for three years, and is valued at 180 ECTS credits.

The first cycle has been implemented since the academic year 2006/2007 according to the Bologna process. In 2006, the curriculum was innovated for the first time at all the departments of the Faculty in accordance with the European principles of higher education. This enables full student mobility. In academic 2011/2012, by innovating the curriculum at the Department of Preschool Education, the title of Bachelor of Preschool Education was introduced. As part of the Erasmus + Teacher project, we have updated the curriculum in 2017/2018 in accordance with the competences, strengthening this program and facilitating better student mobility to European universities.

The second cycle is realized in the duration of one year since the academic year 2017/18. and the title of Master in the field of Preschool Education.

The study programs are divided into study years and semesters in accordance with the current Bologna study regulations.

The implementation of the Bologna process at the Faculty is accomplished as a whole under the Law on Higher Education of the Una Sana Canton. The basic principles of the Bologna Process are reflected in the adaptation to international standards, the modernization of teaching and the introduction of new methods and forms of work, compatibility, electiveness, interdisciplinarity, mobility and quality assurance. In the teaching process and content acquisition, these changes are evident in the organization of teaching, flexibility in learning, the way information is processed, the use of aids and active participation in teaching.

Based on the instructions and requests of the Senate of the University of Bihac, as well as the active participation of responsible representatives of the Faculty in the field of teaching, scientific research and international cooperation with domestic and foreign higher education institutions.

After completing the four years of study, a student of the Department of Preschool Education can continue to the master's study for a period of 1 year with 60 (ECTS) credits, thus gaining the professional title of Master in the field of preschool education.

II (second) cycle of study - master program - can be enrolled by candidates who have completed undergraduate study (pre-Bologna program) and / or candidates who have completed the I (first) cycle of study (240 ECTS credits) at the Faculty of Pedagogy or a related faculty, as well as candidates from other universities in the country and region, thus facilitating student mobility.



### ***1.3. Research and research and / or artistic work at the Faculty and the Study Program***

The teaching staff of the Faculty of Pedagogy and the Department of Preschool Education intensively work on personal, and therefore institutional advancement, publishing scientific papers in relevant databases, books, textbooks, monographies. They also participate in congresses, conferences, scientific symposia, seminars, workshops, exhibitions, music concerts - either alone or organized by the Faculty.

The Faculty monitors the number of published papers by teachers and associates annually. Teachers are logged in to one of the scientific social networks: Research gate, Google scholar, Academia. The research of teachers and students through the preparation of final papers, master's papers and doctoral dissertations at the Faculty of Pedagogy is aimed at improving the scientific discipline in the respective fields of research. The research results in publications in national and international journals. Of particular importance is the involvement of students in scientific papers for the preparation of final papers on the first cycle as well as for the preparation of their master's theses. An overview of the published works of teachers and associates is given in Appendix No. 9.1. Students of the Department of Preschool Education also participated in the research work during the preparation of the final papers (Appendix No. 21.3).

### ***1.4. Links between the Faculty and the Study Program with the environment, economy and social partners***

The Faculty of Pedagogy participates in various activities which connect it with subjects of importance for the Study Program. E.g. organization of book promotions within different manifestations in the wider community through different cultural manifestations (Bihačko ljeto) or seminars for the professional development of teachers and educators, from private and public institutions and institutions in the field of education. Important relations are established with the Ministry of Education, Science, Culture and Sports, the Pedagogical Institute, the Association of Educators of Physical and Health Education, as well as public and private institutions in the field of education. Within the Erasmus + Teacher project, we are joined by 5 other similar faculties in B&H and 4 faculties from the European Union. At the University level, we have more than 70 signed agreements on mutual cooperation with other universities in B&H, the region as well as the countries of the European Union and the world (Appendix 9.3 - Active Cooperation Agreements 2019). In this way, we are constantly in contact with other institutions and thus ensure a constant exchange of information and knowledge with others. Cooperation with institutions in the field of Preschool education where our students have practice in order to complete their theoretical and practical knowledge by putting them into practice is particularly important. Thus, so qualified, students can volunteer in these institutions, gain experience in working with children, and participate in the job market with a completed internship.

### ***1.5. Financing of the University, Faculty and Study Program***

Funding for the University of Bihac, the Faculty of Pedagogy and the Department for Preschool Education is provided from the budget of the Una-Sana Canton, then from its own revenues from students, domestic and international projects.

According to the Statute of the University of Bihac, the University, in accordance with the law, provides the funds needed to carry out its activities from the Founder's Budget and to acquire its own funds. The basis for budget financing is: the total number of students enrolled at the University, the required number of teaching and non-teaching staff according to the Higher Education Standards, the standards of the Una-Sana Canton, capital investments and other expenses in accordance with the vision of the development of the University of Bihac. All funds received from the budget, collected tuition fees and funds from other sources belong to the higher education institution and are spent in accordance with the law, the statute and the adopted financial plan.

Own revenues for 2018 amounted to 204,172.00 KM.

Income from own funds for 2019 amounted to KM 127,223.00. (Appendix 62).

Total costs for the study program Preschool education for one academic year are 271.754.00 KM.

Teaching Staff: 196,114.00

Outside Associates: 18,340.00

Support staff: 26,700.00

Administrative staff: 27,500.00

Electricity: 1,000.00

Heating: 2,100.00

The total costs were obtained on the basis of the annual income and running costs calculations: a) teaching staff - 5 full professors, 8 associate professors, 12 assistant professors, 7 senior teaching assistants and 6 teaching assistant (gross monthly income x 12 months); b) outside associates - 2 full professors, 0 associate professors, 3 assistant professors, 3 senior teaching assistants and 3 teaching assistants (according to the number of hours held), c) administration - 6 persons and support staff - 6 persons (monthly income divided into 7 x 12 months).

In the process of teaching, 8 teachers participate in the Study Program, of which 3 are full professors., 2 associate professors and 3 assistant professors. The aforementioned teachers have norms in other study programs as well, most of them in Classroom teaching. One of the assistant professors teaches at all study programs. One senior teaching assistant and one teaching assistant are in charge of teaching the Preschool Education program

As can be seen, the main source of funding is the Una-Sana Canton Government, which by law is the founder of the University and has taken over the funding of the University. A significant source of revenue are projects received from the European Union (Erasmus + Teacher), from the Federal Ministry of Education, Science, the Federal Ministry of Sport, projects funded by the Turkish Military Mission in B&H, and also from our own funds from student tuitions and donations from other levels of government (Bihac Municipality). Our own resources are collected from student fees for various services provided by the Faculty to students (full-time, part-time, self-financing) for cycle I and II.

The procurement of equipping the cabinets was done only from projects - international and domestic (Appendix 20, UNBI Project Activities). International projects include Erasmus + Teacher. The total amount of funds for the procurement of didactic and scientific research equipment is KM 70,000.00 (Appendix 61: Equipment from the Teacher project). There are two more scientific projects funded by FMON, one project funded by the Turkish Military Mission in Bosnia and Herzegovina (worth KM 40,000.00), one project by the Federal Ministry of Culture and Sports, Bihac Municipality and the Ministry of Education (in total 42.000,00 KM for reconstruction of object number 13 for the purposes of the gym).

#### 1.6. Statistical data

Total number of study programs at the Faculty:	I cycle	II cycle	III cycle		
	7	4	-		
<b>STUDENTS AND GRADUATES OF THE STUDY PROGRAM</b>					
Academic year:	2014/2015.	2015/2016.	2016/2017.	2017/2018.	2018/2019.
Full-time students:	82	83	78	66	64
Part-time students:	10	12	4	14	13
Distance learning students:		-	-	-	-
<b>Total number of students:</b>	92	<b>95</b>	<b>82</b>	<b>80</b>	<b>77</b>
Number of graduates:	11	39	22	11	6
Master's students:	-	-	-	-	-
<b>STUDY PROGRAM ACADEMIC STAFF</b>					
<b>Number of elections to scientific-teaching and artistic-teaching titles:</b>					
<b>Year:</b>	2014/15	2015/16	2016/17	2017/18	2018/19
Full professor	1	1	2	1	-
Associate professor	1	-	2	-	1
Assistant professor	1	1	3	1	-
Senior teaching assistant	1	1	-	2	1
Lector	-	-	-	-	-
Teaching assistant	-	1	-	1	1
<b>Total Elections:</b>	4	4	7	5	3

<b>Number of academic staff</b>	<b>Full professor</b>	<b>Associate professor</b>	<b>Assistant professor</b>	<b>Senior teaching assistant</b>	<b>Lecturer</b>	<b>Teaching assistant</b>
Employees:	3	5	8	7	-	1
Outside associates:	2	0	3	3	-	3
<b>RESOURCES AND INFRASTRUCTURE FOR STUDY PROGRAM IMPLEMENTATION</b>						
Total area of usable space [m <sup>2</sup> ]	3000					
Classroom area [m <sup>2</sup> ]	1900					
Library area [m <sup>2</sup> ]	40					
Laboratory area [m <sup>2</sup> ]	70					
Surface area for student standard (accommodation, food, recreation) [m <sup>2</sup> ]	30					
Number of amphitheatres and / or large classrooms	3					
Number of classrooms	15					
Seating capacity for classes with students	484					
Number of computer classrooms	2					
Number of computers in computer classrooms	53					
Total number of computers	91					
Number of laboratories	1					
Total number of library units	9576					
Total number of books in libraries	9116					
Number of people employed by the library	1					
Total number of administrative staff	17					
Total number of staff in student service	2					

## 2. CONDUCTING THE SELF-EVALUATION

### 2.1. Self-evaluation team

On the 35th Regular meeting of the Faculty Council of the Faculty of Pedagogy passed the Resolution no. 0203-1935 / 19 dated December 17, 2019, which appointed the Commission<sup>5</sup> for writing the Self-Evaluation Report for the Preschool Education Program for the year 2018/19. The team was tasked with producing a detailed self-evaluation report and delivering it to the Faculty Council of the Faculty of Pedagogy and the University Senate. Subsequently, the Report should be forwarded to the Una-Sana Ministry of Education, Science, Culture and Sport for further action in the accreditation process of the Study Program.

The self-evaluation team is made up of teachers from the Department of Preschool Education, student representatives, administration representatives and representatives of the International Relations Office.

1. Prof. dr. Nijaz Skender, teacher - president
2. Prof. dr. Meho Čaušević, teacher - member
3. Asst. Prof. Lejla Ovčina, teacher - member
4. Asst. Prof. Jasmin Hošić, teacher - member
5. Džalila Muharemagić, International Relations Office - member
6. Belkisa Mujić, student - member
7. Nermina Ezić, Student Service - member

### 2.2. Self-evaluation procedure

Through the Erasmus + Teacher Project we were required to write the Self-evaluation report for the Preschool Education program. Faculty Council of the Faculty of Pedagogy formed the Commission in Resolution no. 0203-1935 / 19. dated 17.12.2019.

All team members were tasked with collecting data and prepare specific sections of the report with the active support of all faculty services and staff. Regular work meetings as well as operational involvement of all members of the staff to ensure relevant and current information resulted in successful preparations. Through the Erasmus + Teacher Project, all members of the team attended a seminar on writing a self-evaluation report, held by Prof. dr. Benjamin Muhamedbegović from the Agency for Development of Higher Education in B&H (**Appendix 60**: Seminar by Dr. Benjamin Muhamedbegović). In addition, the team attended training for the re-accreditation of the University of Bihać and self-evaluation of study programs, which was held on November 5, 2019, and organized by the Quality Assurance Center of the University of Bihać. The team did a SWOT analysis (**Appendix 65**).

The team is trained in B02\_020 - self-evaluation processing for use in self-evaluation activities of study programs and activities to be undertaken in the coming period. After completing the Self-evaluation report, it was delivered to the University's Quality Assurance Center. After a positive evaluation, it was submitted to the Faculty Council.

---

<sup>5</sup> Resolution appointing the Commission to write the self-evaluation report

### 3. CRITERIA FOR ACCREDITATION OF THE FIRST CYCLE STUDY PROGRAMS IN BOSNIA AND HERZEGOVINA

#### *1. Study program quality assurance policy*

##### *1.1. The higher education institution has an approved and publicly available internal quality assurance policy for study programs as part of its strategic management.*

At the XXX Regular Session of Senate of the University of Bihać held on November 28, 2018, the Quality Assurance Policy of study programs was adopted in accordance with the existing Mission, Vision and Quality Policy of the University, strategic documents, legal and other norms and requirements in the higher education system in Bosnia and Herzegovina, and accordingly, the University of Bihać has an approved and publicly available internal quality assurance policy for study programs, which is an integral part of strategic management. This is, among other things, prescribed by the Act No. 06-6582 / 18 entitled Rulebook on quality assurance at the University of Bihać (**Appendix 1**), which was adopted at the 30th session of the Senate of the University of Bihać on November 28, 2018.

This document is coordinated with the strategic objective 3.1.3. (Quality Assurance of Teaching), cited in the Development Strategy of the University of Bihać 2018-2022. (**Appendix 2**).

##### *1.2. The quality assurance policy of the study programs is focused on the promotion of: research work, learning and teaching, mobility and internationalization on study programs, as well as prevention of plagiarism of teachers' papers and students' final papers in all study cycles.*

The quality assurance policy of the study programs focuses on the promotion of research work, learning, teaching, mobility and internationalization of study programs, as well as on the prevention of plagiarism of teachers' papers and final papers of students in all study cycles. Thus, the document Rulebook on quality assurance at the University of Bihać (**Appendix 1**) states:

"Research work is an integral part of the study program of each cycle of study, adapted to that cycle of study, the resources of the University and the interests of students and teaching staff."

Quality assurance policy is also focused on student learning and teaching, which has been characterized as the key activity of the study program implementation with a mandatory even student workload, and the achieved success is a common result and responsibility of staff and students.

The study program of Preschool Education carries out scientific research work for the development of science and creativity, improving the quality of teaching and professional activity. The study program requires all of its teachers to engage in scientific research and professional work in their field. In this way, teachers are enabled to apply elements of research and specific practical problems to the teaching content that they convey to students. The promotion of research work in the Preschool Study Program is reflected in the active participation of academic staff and students at numerous conferences, scientific meetings, symposia, and the publication of research results in the form of papers in various journals (**Appendix 3 and 4**). Students in the study program are allowed to carry out research within the

framework of their final paper, the results of which can also be published in the form of a paper (**Appendix 9.2**).

The structure and content of the curriculum of the study program are coordinated with modern didactic approaches such as modern teaching methods, innovations in the teaching process, realization of practical teaching, all with the aim of learning and teaching in the study program. Classes are interactive, interdisciplinary and multimedial. A very important characteristic of teaching is understanding the processes and phenomena in the modern educational system. Regular classes, which include lectures and exercises, are accompanied by professional practice, the preparation of seminar papers and presentations, which ultimately enables students to study and learn on a full-time basis.

Mobility and internationalization are recognized and promoted within the study program, and is implemented through the existing processes at the University through various student and teacher mobility programs within the country and abroad and based on innovative staff proposals. The teaching staff participates in joint projects and in publishing scientific and review papers with colleagues from other universities in B&H and abroad (**Appendix 3 and 4**). Mobility has also been realized through various EU funded programs such as Tempus projects and Erasmus + exchange programs for students and teaching staff (**Appendix 5**, International Relations Office).

***1.3. The policy supports the development of a quality in which all participants contribute to the quality of study programs, and it defines the way in which external participants are involved.***

Quality assurance policies support the development of a quality culture. Within this policy, all internal and external participants are involved in contributing to the development of the quality of study programs, through the document Rulebook on quality assurance at the University of Bihac (**Appendix 1**), which states the following: "The development of a quality culture is a continuous obligation of all participants in the implementation of the study program." Internal participants involved in the implementation of the study program are involved in all stages of preparation, realization, analysis and (self)evaluation of the study program. External participants are involved minimally in the preparation and evaluation phases of the study program. The Faculty develops appropriate procedures for quality assurance of the study program, in accordance with the procedures and regulations of the University. The responsibility for the implementation of this Policy rests with the University's Quality Assurance and Internal Evaluation Center and the Faculty Management.

The study program development team includes a number of academic staff on the study program (**Appendix 4.1**), and during the preparation of the study program academic staff on the study program were involved in the design of the study program by submitting a syllabus for their subject. During the development of the study program, as external participants, the Una-Sana Canton Ministry of Education, Science, Culture and Sports, the Una-Sana Canton Pedagogical Institute, alumni, Preschool institutions (public and private) and our students were contacted (**Appendix 4.2**).

The culture of the quality of the study program in terms of realization, analysis and evaluation of the study program is achieved through the activity of the Quality Assurance Team at the Faculty of Pedagogy.

The quality of the study program in terms of the realization, analysis and evaluation of the study program is achieved by the activity of the Quality Assurance Team at the Faculty of Pedagogy, i.e. by reports on evaluation questionnaires of students for the winter and summer semester, as well as reports

on the students' pass rates for the winter and summer semester. In the evaluation questionnaires, students have the opportunity to anonymously evaluate the quality of each lecturer and subject (**Appendix 10.5 and 10.6**: Reports from the Quality Assurance Team).

## ***2. Design and adoption of study programs***

### ***2.1. The institution of higher education has established procedures for the design and adoption of study programs involving students and all interested parties.***

At its 25th session, held on September 29, 2011, the Senate of the University of Bihać adopted the act No. 06-4294 / 11. entitled Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of Study Programs at the University of Bihać (**Appendix 7**), which provide and establish procedures by which study programs are created. They clearly involve students and all other participants in this process.

The Preschool Education Program has been updated in accordance with the Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of Study Programs at the University of Bihać (**Appendix 7**), and within the Erasmus + Teacher Project ("Introducing Competence-Based Preschool Teacher Education Curriculum in Bosnia" and Herzegovina"), which included an analysis of Preschool education in B&H (Activity 1.2), analysis of interested parties (Activity 1.3), needs analysis (Activity 3.2), and SWOT analysis (**Appendix 65**). The innovation was done in cooperation with European partner institutions: University of Zagreb, Manchester Metropolitan University in the UK, Matej Bel University in Banska Bystrica (Slovakia) and the University of Alba Iulia (Romania). Consultations with interested parties (preschools, parents, students, teachers) were conducted through online surveys, and information collected during the survey was used to design innovative study programs (**Appendix 8, Appendix 8.2**). EU partner institutions have reviewed and supplemented the proposal for innovative study programs in line with the European reform processes. At its 25th session, June 28, 2018, the Senate adopted the Decision on Adoption of the Modified Study Program on the 1st cycle of studies of the Department of Preschool Education at the Faculty of Pedagogy at the University of Bihać (**Appendix 6**: Decision on Adoption of the Modified Study Program, the Senate).

Within this Study Program we have made concrete changes in terms of introducing new competencies and the whole program was in fact based on new competences. Based on competencies, we modified some subjects so that, compared to the previous Curriculum, some subjects which had many hours were eliminated and we implemented new subjects to enhance the professional and personal competences of educators (eg, Speech Culture, and electives: Drama and movement, Geometry for Kids, Guitar, Graphic Workshop, Music History, Choral Singing, Fine Arts Workshop, Puppet Workshop, Mathematical Brain Teasers, Real-World Mathematical Design, Mathematics Through Play, Mathematics in Nature, Rhythm & Dance, Painting Workshop, Picture Book and Illustrated Book). Students are offered six elective courses according to the Study Program. Practical classes, unlike the previous curriculum, were initiated from the 5th semester, so that in the new curriculum, students have practical classes in years 3 and 4 held at the Preschools in the Bihać area while independent practice is held in the Una-Sana Canton area. Practical classes are present from the 5th semester and are taught in the 3rd and 4th year of study in Preschool institutions in the area of the city of Bihać, while independent practice is held in the Una-Sana Canton area.



***2.2. The study programs are in line with the scientific and educational standards and achievements of a specific scientific / artistic field, the requirements of related scientific fields in order to acquire multidisciplinary knowledge, the requirements of the labor market and international reform processes.***

Since the study program was innovated in the framework of the Erasmus + project in cooperation with partner institutions from the European Union (University of Zagreb, Manchester Metropolitan University in the UK, Matej Bel University in Banska Bystrica (Slovakia) and the University of Alba Iulia /Romania/), several workshops were held for staff working on innovation to bring the content of the study program in line with the European Union science and education standards, current scientific and labor market developments, and international reform processes. The workshops were conducted by scientists and teachers from partner institutions from the EU, and the workshop presentations are available on the project website (**Appendix 10, 10.1., 10.2.**)

Within the project, trainers were educated and then they held trainings for the Faculty staff regarding the innovation of Curriculum based on competences and learning outcomes.

During the innovating and adopting the new curricula Faculty students, as well as other interested institutions were involved, e.g. Una-Sana Canton Ministry of Education, Science, Culture and Sports, Preschool institutions, graduate students and pre-service educators. All those interested in the field of Preschool education completed an anonymous **survey (Appendix 4.1 and 4.2)** compiled by the teaching staff and students of the Faculty together with all partner institutions within the mentioned project with the mentorship of 4 EU universities.

***2.3. The objectives of the study program and the learning outcomes are clearly defined and consistent with the content of the study program and the level of the study cycle and are consistent with the institution's strategy. The objectives of the study program and the learning outcomes are comparable to the same and / or similar programs at higher education institutions in B&H and abroad.***

The aims of the Preschool Study Program are listed on page 7 of the Study Program Curriculum (Appendix 11), and a review of analysis of needs and opportunities in line with the University's strategic goals, which are in line in the Strategic development the University, has been given previously. The mission and vision of the University are compared with what was undertaken during the drafting of the Curriculum. Since the mission and vision are linked to the reform processes in education in B&H and to the European educational space, it is stated that the design of the new study programs takes into account compliance with the Bologna Declaration and the European Credit Transfer System (ECTS). This compatibility can be seen later on through the syllabuses of courses containing student workload and the number of ECTS credits for each course. The aims of the study program can also be linked to the content of the study program and the mission and vision of the University, since the mission and vision are focused on reference scientific research and advanced education - among other things in the social sciences - and the learning objectives state that the aim of this study program is “to enable students, after completing their four-year studies, to successfully implement educational work in Preschool education, applying modern knowledge, abilities and skills in the field of educational work. One of the essential goals is to equip the student for independent lifelong learning and development in accordance with new developments in the field of educational work”(Appendix 11, SP – 18, pp. 13 and 18).

Learning objectives and outcomes are defined at the level of the study program and at the level of each subject, and the process of defining the learning outcomes is made within the framework of the Erasmus + Teacher project ("Introducing competence-based preschool teacher education curricula in Bosnia and Herzegovina"). During the course of the project, a series of meetings of the teaching staff of the University of Bihać who were responsible for the innovation of the study program and experts in the field of Preschool education from B&H and the EU, producing matrices with learning outcomes for each subject (**Appendix 11**, page 18 in the Curriculum) and at the level of the study program itself. In doing so, care was taken to ensure that the learning outcomes were aligned at the level of the subject and study program, as well as with the institution's strategy.

When it comes to the University's strategy, learning outcomes are aligned first with the mission and vision of the University in terms of quality of education and focus on lifelong learning, while the process of developing learning outcomes, which included experts in relevant fields and analysis of interested parties, is consistent with strategic tasks 3.1.1. (Curriculum Revision) and 3.1.3. (Quality assurance of teaching).

As mentioned above, the innovation of the Preschool Education curriculum was a part of the Erasmus + project Teacher ("Introducing Competence-Based Preschool Teacher Training Curriculum in Bosnia and Herzegovina"), which includes six (public and private) universities in Bosnia and Herzegovina (University of Bihać, University of Travnik, University of Mostar, University of Tuzla, Independent University of Banja Luka and University of Herzegovina). All the mentioned universities worked together to prepare the proposal for an innovated study program, especially in the segment concerning the aims, competences and learning outcomes, after which the proposals were supplemented and adopted in accordance with the regulations of each institution. In that sense, the study program of Preschool Education at the Faculty of Pedagogy at the University of Bihać is comparable to five study programs at universities in B&H.

Building on the previous paragraph, it can be confirmed that the updated study program is comparable to several similar study programs from the European Union, given that the project also includes partner higher education institutions from the European Union (University of Zagreb, Manchester Metropolitan University in the UK, Matej Bel University in Banska Bystrica (Slovakia) and the University of Alba Iulia /Romania/). The proposal for an innovated study program was analyzed by each of the aforementioned partner institutions, and the workshops and study visits during the project also presented study programs and learning outcomes from these institutions that were considered when innovating this study program.

***2.4. Learning outcomes are identified and listed at each level of the study program, and are linked to qualification standards, the B&H Qualifications Framework and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).***

The learning outcomes of the mentioned study program are clearly stated and a matrix for learning outcomes within each subject has been elaborated, and a link to the Action Plan for the Design and Implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014-2020. and the Basics of the Qualifications Framework in Bosnia and Herzegovina (**Appendix 11.1**), as well as the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) (**Appendix 12**), is reflected in the fact that the curriculum presents learning outcomes for each subject, and also specific and generic competences that students acquire after completing their studies, as well as ECTS

credits for each course. Taking into account the specific situation regarding the standards of qualifications and the qualification framework as such in B&H, the design of the study program during the implementation of the said project took into account the specifics of each institution from different parts of Bosnia and Herzegovina, as well as proposals of partner institutions from the European Union. Thus, at the University of Bihać, the first cycle of study, which is otherwise presented as a three-year study according to FQ-EHEA, is organized as four years, followed by a second cycle of one year, while according to FQ-EHEA, the duration of the second cycle is presented as a period of two years. However, the FQ-EHEA itself states that this is only an indicative number of years of study, and that it depends on the country in which it is organized (**Appendix 12: European Higher Education Area and Bologna Process**, or at <http://www.ehea.info/page-three-cycle-system>).

Bloom's taxonomy was used to formulate the learning outcomes, and the knowledge and skills that students will have upon graduation were defined during workshops organized through this Erasmus + project with representatives from B&H and the European Union. The learning outcomes themselves are modeled on partner institutions from the European Union, taking into account the specificities of the institution at which the given study program is organized.

Learning outcomes for the first study cycle:

- a) independently and in teams plan, program and implement a program of preschool education, taking into account the developmental characteristics of children;
- b) select and implement activities to meet the educational needs of children through the implementation of specific and alternative programs, with regard to pedagogical and methodological achievements;
- c) systematically evaluate and monitor children's development and lead the interest in health care in relation to the needs and opportunities of children;
- d) create a safe and stimulating environment for development, learning and children's play while respecting the rights of preschool children and families;
- e) create an inclusive environment respecting the cultural, social and emotional needs of children;
- f) analyze and evaluate their own educational work and continuously improve their competences through lifelong learning in order to ensure quality in the profession;
- g) establish and develop close and confidential relationships with the family and cooperate with the local community;
- h) be familiar with the legal acts regulating the field of education, identify the importance of preschool education in the educational and social context and apply the principles of the code of ethics in Preschool education;
- i) maintain pedagogical documentation, participate in the work and development of a preschool institution using modern information technologies.

***2.5. The curriculum contains a minimum of: compulsory and elective courses overview, indicative content for each subject (divided by the number of weeks / units within one semester), student workload per subject, credit value of each subject expressed in accordance with ECTS, methods of testing and evaluation of continuous student knowledge acquisition, ECTS credit value of final work on the 1st and 2nd cycle of study, depending on the status of the institution, quality assurance***

*methods, list of required and recommended reading for each individual subject, obligatory and specific equipment for the implementation of the program / subjects according to the requirements of the scientific / artistic field.*

In the syllabuses of courses in the curriculum of this study program **on pages 14-18, e.g. pages 24-31 (Appendix 11)** what can be seen is: overview of compulsory and elective subjects, indicative content for each subject, student workload per subject, credit value of each subject expressed in accordance with ECTS, methods of verification and evaluation of continuous acquisition student's knowledge, ECTS credit value of final work in the first cycle of studies, quality assurance methods, list of required and recommended reading for each individual subject.

Determining the student workload is realized through the Handbook on determining the workload of a course / module at the University of Bihać **(Appendix 13)**. The choice of teaching methods for the transfer of knowledge depends on each lecturer, but it is worth mentioning that with the basic obligation of teachers to constantly improve in their scientific field and in the methodological-didactic field, within the previously mentioned Erasmus + Teacher project, a series of methodological-didactic workshops, training sessions and study visits to EU partner universities were held for subject teachers in the Department of Preschool Education. The workshops were conducted by experts in the field of Preschool education from B&H and the European Union **(Appendix 14, 14.1, 14.2, 14.3, 14.4, 14.5)**.

ECTS credits are allocated as follows: number of contact hours of lectures + number of exercise hours + number of seminars + number of hours provided for other activities + number of hours allocated for independent learning and preparation for exercises. This is the complete student load per one subject.

One (1) ECTS credit implies a student load of 25 hours given the complexity of the subject. The total sum of the total load is divided by the number 25 and the number of ECTS credits for the course (subject) is obtained.

Complexity is assessed on the basis of the number of pages in the reading list that need to be learned to successfully master the subject, which is decided by teachers in a narrow scientific field in collaboration with students' representatives to develop the curriculum. If the number is awarded half ECTS credits, then it is rounded up or down based on the complexity of the content of the course (Appendix 11: Study program; Appendix 11.1: Manual for the application of the qualification framework in higher education).

Through the syllabuses in the curriculum required and specific equipment is listed for the implementation of the program / course according to the requirements of the scientific / artistic field (Appendix 9: Specific equipment used in the Study program).

***2.6. The higher education institution ensures: interdisciplinary / multidisciplinary curriculum, internationalization of curriculum, interaction with professional practice, realization of practical teaching and active participation of students in scientific / artistic research within the study program.***

The interdisciplinarity of the study program is ensured through the Curriculum (Methodologies on the fourth year), while internationalization is ensured primarily through the outgoing and incoming mobility of students and teachers (**Appendix 4**).

As a specific form of teaching, pedagogical, methodical and independent methodical practice is organized. Pedagogical teaching practice is organized in the fifth and sixth semesters. After completing the pedagogical practice and collecting documentation on the completed practice, the head of the pedagogical practice enters the information into the student's index. Expert practice is held in preschool institutions on the basis of a contract to be signed with them. (**Appendix 13.1**). Contract on maintenance of professional and methodological practice

As a special form of preparation of students for the educational call within the methodologies during the fourth year, methodical and independent methodical practice of students is realized.

1. Methodical practice consists of:

a) attendance of students to activities defined by the plan and program of educational work in preschool institutions, which are realized by the teacher-mentors and the professor mentor according to the schedule of activities during the day;

b) realization of activities prepared and implemented by students in the presence of a mentor; methodical practice is designed in such a way that students listen to two tutor classes and two classes held by students (for each subject of methodology).

2. Independent methodological practice of students consists of independent work of students with one educational group according to the plan and program of educational work in preschool institution with mentoring of teachers and supervision of professors of pedagogy or methodology from the Faculty.

Student participation in research is largely reflected in the development of individual seminar papers as well as the final paper, but student involvement in projects implemented by teachers is also present. One such project is the previously mentioned Erasmus + Teacher project, in which students from the Department of Preschool Education participated in study visits to partner universities in B&H and the EU, as well as workshops and other activities related to the project.

The students of the Department of Preschool Education participated in the scientific research for the purpose of their final papers, which was approved by the Ministry of Education, Science, Culture and Sports of the Una-Sana Canton, within which they did their final paper. (**Appendix 9.2; Appendix 15: Internationalization Strategy of the University of Bihać 2018-2023, dated 29 October 2018**)

### ***3. Student-centered learning, teaching, and evaluation***

***3.1. The academic staff providing the classes are pre-prepared and motivated for that activity, and in preparation for that activity, take into account the results of student learning and teaching quality evaluation surveys.***

The motivation and preparedness of the academic staff is largely reflected in the different approaches teachers have towards teaching and improving their work with students. Institutionally, this issue was addressed through acts of the University such as the Human Resources Management Policy at the University of Bihać (**Appendix 16**) and the Rules of Procedure (**Appendix 17**).

The procedure for interviewing students of the University of Bihać and how to act based on the results of the survey are described in the documents: The procedure for interviewing students of the University of Bihać (**Appendix 18**) and the Report on the analysis of the results of the survey of students of the Faculty of Pedagogy in the summer and winter semester ac. 2018/19. (**Appendix 19 and 19.1**), all in accordance with the recommendations of the Quality Assurance Team, who propose to the Dean, and the Dean at the Faculty Council.

For poorly graded teachers and associates, the management organizes discussions and directs them to use new, different ways and methods of teaching students to correct any potential mistakes. The next way is to highlight the best rated employee and associate, in order to motivate all other employees.

The quality assurance team, the Dean, and the Faculty Council analyze students' opinions and attitudes regarding all survey questions. Example of comments and recommendations given by students in the survey: the reading list for exam preparation must be clearly stated and accessible, reduce the number of classes during one work day, employ professors and assistants in all lectures, adhere to the schedule of lectures, Faculty management should work on improving the level of quality of the spatial and technical conditions for teaching, improve the interest of students (**Appendix 8.1: Comments of students in the survey**).

### ***3.2. Academic staff motivates and involves students to take on an active role in the research and teaching process with appropriate guidance, consultation, and support.***

Students are encouraged to be involved in scientific research and the teaching and learning process, first of all through the preparation of seminar papers as part of their subject obligations and student practice, but also through participation in the preparation of publications and projects conducted by teachers. Examples of such publications are student magazines, created by students with teacher mentoring, and the journal *Post Scriptum*, in the preparation of which students are involved. There is also student participation in projects such as the Erasmus + Teacher project, in which students from the Preschool education department visited partner universities in B&H and the EU, as well as workshops and other project related activities. Examples of student participation can be seen in (**Appendix 21, 21.1, 21.2. and 21.3**).

It is the responsibility of each teacher and assistant to provide a minimum of 2 hours of individual consultation for students two times during the week, and these are regularly held (**Appendix 54: Teaching Staff Consultations with Students**).

### ***3.3. Students are assessed through publicly available procedures for fair, transparent and consistent assessment, as well as through various forms of assessment of knowledge and skills in accordance with the specifics and objectives of the study program.***

At the beginning of the academic year, teachers introduce students with the subject, learning methods, assessment criteria and give them a syllabus of the subject. The syllabus of each course describes the procedure and criteria for evaluating student work (**Appendix 11**). For each activity he or she does, the student receives a certain number of points, which are pre-set and with which the students are familiar.

Students have partial examinations, midterm and enterm examinations, final exam and integral midterm and endterm exam - they can earn a certain number of points for each of these. The number of points on the pre-examination activities are added up and it is a prerequisite for taking the final exam. Depending on the particular subject, the pre-exam grade point ratio ranges from 50% for students' pre-exam requirements. They then take the final exam. In accordance with the specifics of the objectives of individual subjects, the number of points that a student needs to have for each level of demonstrated knowledge and the grade level is determined. Student Opinion on Procedures is an integral part of the survey completed by all students at the end of the semester (**Appendix 11: SP Preschool Education; Appendix 56: Study Rules for First Cycle Study No. 06-3667 / 2019 dated June 27. 2019.**

***3.4. Assessment procedures regulate: the organization of tests and examinations, the criteria and methods of assessment by examiners and the committee, the transparency of assessment and the possibility of student complaints regarding the assessment.***

The assessment procedure is regulated by the Rulebook on Exams at the Universities / Colleges of the University of Bihać for students studying in accordance with the Bologna Process (**Appendix 22**).

Students' work is monitored and graded continuously during one semester, and grading is done by assigning points for each form of activity and assessment during the semester and at the final exam, which determines the final grade. In the structure of the total number of points, which must be described in the work plan for a given subject, at least 50% of the points must be assigned to activities and knowledge tests during the semester. The final exam in the assessment structure can be evaluated with a maximum of 50% points.

The faculty / college is obliged to organize classes “in classrooms” for the part-time students in the first, eighth and fifteenth week of each semester, which is regulated in more detail by the rules of study.

Part-time students are obliged to attend the forms of assessment as defined by the syllabuses of the subject at each faculty / college, which are, as a rule, executed during those working weeks in which classes are organized for these students, and which is regulated in more detail by the rules of study. Forms of assessment can be written, oral and practical. As a rule, the assessment is written and is done through a test or a written paper. The method of examination is determined by the home department or teacher, and all forms of assessment are public.

A written or practical assessment of one course may not last less than 1 (one) or more than 3 (three) hours. The results of the written exams are kept until November 1st of the following academic year. The first study cycle (undergraduate study) ends with the completion of all exams and / or preparation and defense of the final thesis in accordance with the study program.

The final exam is taken in the second week after the classes are completed.

Students who do not pass the final exam (fail to meet) in the regular term may take the remedial exam in subjects they did not pass at the end of one semester. Between the regular (first) and remedial exam

periods, a time period of 2 (two) to 4 (four) weeks is left in which teachers and assistants will, through consultations and, if necessary, additional teaching, prepare students for the remedial exam.

A student who is not satisfied with the grade, that is, a student who fails to pass the exam in a particular subject after the first attempt, may request in writing that the exam be repeated before the committee within 24 hours of the assessment. The request for the retake of the exam must be substantiated (**Appendix 22:** Examination Regulations of December 30, 2010, No. 06-4344 / 10).

***3.5. A higher education institution has a procedure that defines the process of preparation, structure and evaluation of the final paper of students of a particular cycle of study, as well as the rights and obligations of students and mentors and the conditions for mentoring.***

Pursuant to the Rulebook on the defense of the final thesis at the Faculty of Pedagogy (**Appendix 24**), the procedure and proceedings for drafting the final paper are prescribed. These Rules prescribe the rights and obligations of the student as well as the mentor and the conditions for mentoring. The structure of the paper itself is clearly prescribed, with the explained chapters that must be implemented in order for the final paper to go to final evaluation and defense. The quality of the work is evaluated by the mentor and the Commission for drafting and defending the final thesis. The condition for obtaining mentorship is a teaching title - assistant professor, associate professor and full professor.

For each cycle of study there is a different report on the defense of the thesis and it is done after a successfully completed defense at any of the cycles (**Appendix 26:** Record of the defense of the final thesis; **Appendix 26.1:** Record of defense of the master's thesis).

The Infoservice maintains a mentoring database with the name of the candidate, the name of the topic of the final, graduate, master's thesis, the name of the mentor and the date of defense. This prevents repetition of topics as well as possible plagiarism, i.e. the rewriting of edited topics. The mentor's competence is exercised and controlled on the basis of the selection of each teacher into a teaching title at the Faculty (**Appendix 27:** Mentoring database and list of final papers).

***3.6. Students' representatives are involved in the work of the body of the higher education institution whose duty is to manage and make decisions concerning the study programs.***

Students from all cycles of the University of Bihać are involved in the work of the Faculty and the University, which is regulated by the Statute of the University of Bihać (**Appendix 28**). The decision on student representatives is made by the students in their institutions for which the Student Association of the University of Bihać is in charge. Cycle I, II and III students each have 1 Senate representative. At the Faculty Council, students of the first and second cycle are represented by 1 student each and the selection of representatives is made by the Association of Students of the Faculty of Pedagogy. Students participate equally in decision-making on all agenda items at Faculty Council sessions. Through representatives, students participate, among other things, in the development of curricula and the innovation and coordination of study programs. As part of the Erasmus + Teacher project, where we worked on the innovation and coordination of the Preschool Education program, students of the Preschool Education Department (2 students) participated in all activities. Two female students were on the project team and attended all curriculum innovation and coordination sessions and participated in proposing and making curriculum decisions (**Appendix 29:** Records of one of the project meetings showing student attendance).



### ***3.7. The institution of higher education has a mechanism and procedures in place to support students and advise them on their future career development.***

During their studies, students have a practical part of teaching in preschools, and there they have the opportunity to see the way they work, which affects their career development. Independent practice of seven days allows them to independently approach the creation of activities and their implementation in preschool institutions.

## **4. Student enrollment and advancement, recognition and certification**

***4.1. Admission of students to the study program of any cycle is made on the basis of legal guidelines, clear and transparent criteria which include examinations of candidates' knowledge, preferences and abilities and success in the previous education, in accordance with the analyzed social needs and the resources provided for the implementation of the program. The public competition for enrollment is announced on the institution's website and in the media.***

Admission of students to the study programs of the University of Bihać is done in accordance with the Statute of the University of Bihać and the Decision on criteria and standards for determining the order of receipt of candidates for enrollment in the first year of study at the University of Bihać (**Appendix 30**), and through public competition for student enrollment in the first year of I, II and III study cycles of the academic year.

Admission and enrollment of students in the first year of study is conducted by a special committee appointed by the Council of the Faculty of Pedagogy, University of Bihać.

Selection of candidates is made on the basis of the Decision on criteria and standards for determining the order of receipt of candidates for enrollment in the first year of the first cycle of study at the University of Bihać, which is an integral part of the public competition, as well as individual criteria of the faculties of the University in Bihać for evaluating grades from subjects relevant to the specific study and evaluating the results of entrance exams at the faculties of the University of Bihać where the entrance exams are held.

The criteria clearly determine the need for the entrance exam and the way it is graded, the success in previous schooling, and the way of giving preference to certain social categories on equal terms. The ranking of candidates and admission of students in the first year of study is done depending on the number of points that the candidate receives at the Faculty of the University of Bihać where the entrance exam is scheduled and take based on:

- overall grade point average,
- success in particular subjects relevant to the study program,
- the results achieved in the entrance exam,
- results obtained from competitions in courses relevant to a particular study, as well as results accomplished in sport,
- special recognition for the valedictorian.

The rank list of all candidates and the list of admitted candidates are published by the faculties of the University of Bihać on the bulletin board after being verified by the Council of each faculty of the

University of Bihać and no later than 3 days from the last day of the entrance exam (**Appendix 31: Link to the last public competition**).

The enrollment of students in the study programs of the University of Bihać is done in accordance with the document Consent of the Una-Sana Canton Government to the plan of enrollment of students in the faculties of the University of Bihać, which is adopted by the founder. Specifically, in the case of the innovation of the Erasmus + Preschool Study Program ("Introducing Competence-Based Preschool Teacher Education Curriculum in Bosnia and Herzegovina - TEACHER"), an analysis of interest groups (potential employers, students, parents - users of Preschool services, etc.) was carried out, and the very innovation of the Curriculum of this study program includes the Association of Preschool Employees in FB&H. The resources for the implementation of the program imply first the human potential, which is provided by the higher education institution through its employees, and for subjects for which the faculty does not have staff, external associates are hired through a public competition for selection into scientific-teaching titles and the engagement of teachers and associates in the first cycle of study in academic year. In addition, the faculty has provided material resources for teaching in the form of space and basic (as well as multimedia) equipment, and additionally, through the Erasmus + project, information and didactic equipment for teaching and equipment for mathematical, physical and health education, music and art methodology subjects (**Appendix 61: Project Teacher equipment**).

All public competitions at the University of Bihać are published on the University of Bihać website, individually on the websites of organizational units, and in daily newspapers available in the territory of Bosnia and Herzegovina.

***4.2. Procedures for the recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, have been put in place. Recognition procedures are in accordance with the Lisbon Recognition Convention.***

Recognition of higher education qualifications at the University of Bihać has so far been carried out in accordance with the Law on Nostrification and Equivalence of Foreign School Certificates (Official Gazette of the Una-Sana Canton, No. 23/11, **Appendix 32**) and the Rulebook on Nostrification and Equivalence of Foreign School Certificates (Official Gazette of the Una-Sana Canton, No. 15/12, dated 15 June 2012, **Appendix 33**), but a new Draft Law on Recognition of Foreign Educational Qualifications is currently in the process (**Appendix 34**). In accordance with the aforementioned Draft Law, the Senate of the University of Bihać, at its 24th regular session of May 2018, adopted a draft Rulebook on recognition.

When it comes to recognizing periods of study and prior learning within a mobility program, the procedures for their recognition are governed by the Rules on Mobility at the University of Bihać (**Appendix 35**).

International Relations Office of the University has documents which can prove the success of recognizing the period of study for students of the University of Bihać who spent one or two semesters at partner higher education institutions (**Appendix 36**).

Although the Law on Nostrification and Equivalence of Foreign School Certificates No. 01-02-1-249 / 11, used as of 5 December 2011, has not yet been fully harmonized with the Lisbon Recognition Convention, the Draft Law on the Recognition of Foreign Higher Education Qualifications is in the process and is made in cooperation with the Centre for Information and Recognition of Qualifications in Higher Education, and has been produced in full compliance with this Convention. Accordingly, at

its 24th regular session of May 2018, the Senate of the University of Bihać adopted a draft Rulebook on recognition. According to the above Act, the proposal for the nostrification and equivalence of foreign school certificates is made by the University Senate, which forms a committee of 3 to 5 members. The committee works in sessions. In the process of nostrification, the committee shall take into account the education system of the country in which the certificate was obtained, the curriculum of education, the conditions for admission to education, the length of education, the right conferring the diploma in the country in which it was obtained, as well as all other circumstances relevant to nostrification. The committee shall draw up the minutes signed by the Rector of the University.

***4.3. Graduates are given a document explaining the qualification they have acquired, including the learning outcomes achieved, and the context, level, content and status of the studies they have attended and successfully completed.***

Graduates are issued a diploma and diploma supplement in accordance with the Rulebook on Content of Public Documents Issued by Higher Education Institutions in the Una-Sana Canton (Official Gazette of the Una-Sana Canton, No. 15/10, dated September 30, 2010, **Appendix 37**), and the document regulating the defense of the final thesis is available on the faculty website. In addition to the diploma, the graduate is issued a diploma supplement containing the following information: title of qualification, academic title and title acquired by the holder of the diploma, name and status of the institution issuing the diploma, cycle of higher education studies, duration of studies and enrollment requirements, mode of study, the system and rules of study, the program of study, the results achieved during the studies and the rating scale, the academic and professional opportunities provided by the qualification, the possibilities for enrollment in the next degree, professional status of the holder of the qualification, additional information and certification. The diploma supplement is issued on the prescribed form in the above mentioned rulebook.

## **5. Human resources**

***5.1. The number and competencies of academic staff (teachers and associates) and non-academic staff for the quality realization of the study program are in accordance with the relevant act of the competent educational authority which prescribes the criteria for licensing.***

The number and structure of the teaching staff of the respective profession or vocation, is determined in accordance with the curriculum, type of studies, number of students per teaching line, number of teaching lines, and based on the determined optimal average load in terms of the number of classes taught, or exercises, weekly for one academic year. The optimal load of teachers, in addition to other prescribed obligations within a 40-hour work week, is considered a load of 6 hours of teaching per week, or 180 hours of lectures during one academic year, for teachers who are full professor, associate professor and assistant professor. The optimal load of teaching assistants and lectors, in addition to other prescribed obligations within a 40-hour work week, is considered to be an average load of 10 hours of exercises with students per week (300 hours of exercises during one academic year).

Provided that there are not enough teaching staff, and according to the regulations, teachers can have up to 50% of lectures within overtime hours, and exceptionally up to 100% - which is decided by the Senate with the consent of the ministry.

Non-academic staff have been employed by the Faculty for many years and have extensive experience. All positions of non-academic staff according to the Rulebook on Internal Organization and

Systematization of the University of Bihać (**Appendix 38**) and amendments thereto (**Appendix 38.1**) are filled, which guarantees quality support for teaching staff and students in the implementation of the study program (**Appendix 38.2**. : Decision on Standards and Norms for Sector of Higher Education in the Una-Sana Canton, Official Gazette of the Una-Sana Canton 12/12; **Appendix 38.3**; Decision on the class coverage at the Faculty of Pedagogy at the University of Bihać for the academic year 2018/2019).

***5.2. The higher education institution has a defined human resources management policy with clear and transparent criteria for the recruitment of academic staff, duties, workload and responsibilities, criteria for professional development, promotion and professional development of academic staff, and mechanisms for monitoring the performance of academic staff with promotion measures.***

The Human Resources Management Policy at the University of Bihać has a clearly defined human resources management policy with transparent criteria for the recruitment of academic staff. It is based on the following principles which are embedded in an act adopted by the University Senate at its XXX regular session held on November 28, 2018, entitled Human Resources Management Policy at the University of **Bihać (Appendix 39)**, Rulebook for the Recruitment of Academic Staff at the University of **Bihać (Appendix 39.2)**, Rulebook on Determining the Workload of a Course / Module at the University of Bihać (**Appendix 39.1**).

The principles are presented through a series of points that are applied in the recruitment and training of employees, namely:

- The most important resource of the University of Bihać is the staff, as well as external associates and students.
- The approach to human resource management will be strategic, creative and transparent.
- Leadership will be based on the foundations of building team spirit, organizational culture, and the principles of excellence, morality, ethics, integrity, professionalism, exchangeability and stimulation, which derive from the Quality Policy of the University of Bihać.
- Good practice in human resource planning for the needs of the University and the wider community will be used.
- The basis for filling the posts will be based on legality and transparency.
- The University will provide equal opportunities to all employees for professional and academic training, in accordance with the stated needs.
- Performance evaluation of all employees and external associates will be carried out impartially, with clearly defined and measurable criteria, after which the results will be analyzed and appropriate measures and actions will be taken in accordance with the results.
- The University will motivate all employees and external associates to achieve individual and collective excellence, continuous improvement and transfer of knowledge within the University, as well as towards the wider community.
- Rulebooks, procedures, standards and other acts in the field of human resources management will be created in such a way as to encourage individual and organizational excellence and efficiency.

- The primary provider of administrative activities for the implementation of this Policy is the Human Resources Department of the University of Bihać. The students of the University of Bihać are considered to be the main source of human resources for the future.

***5.3. Academic staff is dedicated to research, that is, scientific research and artistic work, especially through international research projects, and joint activities of mentors and students to obtain grants or scholarships.***

Academic staff participates through various international projects such as Erasmus + et al. in various congresses, conferences, symposia where they, together with other researchers from the country and abroad, present the results of their scientific research. An example of the presentation of research papers by professors from the Department of Preschool Education at international congresses and conferences can be found in **(Appendix 4 and Appendix 10)**.

Teachers of the Department of Preschool Education regularly apply for public science competitions announced by the Federal Ministry of Education and Science. At this level, the Department's teachers have received 4 scientific projects in the last 4 years. We received one project from the Federal Ministry of Sport that has already been implemented. Two projects have already been completed and one scientific project is underway.

Teachers have also published papers in international journals in recognized science bases **(Appendix 4)**.

The Council of the Faculty of Pedagogy adopted the Decision on the appointment of the Project and International Cooperation Team **(Appendix 66)**.

Teachers and students work together on research work in the preparation of their final and graduate work. **(Appendix 21.3)**

***5.4. Administrative and support staff are provided with specialization through participation in training, in particular regarding IT and management systems.***

Administrative and support staff participated in trainings for the introduction of Infoservice and other IT systems related to the Faculty.

An employee at the Library attended several seminars to modernize the library and use scientific bases, etc.

As part of the TEACHER project, student service staff and the faculty secretary participated in seminars organized at the Faculty of Pedagogy related to competency innovation, as well as writing a self-evaluation report.

According to the Law on Occupational Safety (Article 12), it is the duty of the auxiliary staff to hold a Certificate for the control and management of energy plants, which the Faculty realizes (e.g. fire training).

## **6. Resources and funding**

***6.1. Resources for the implementation of the study program that are in accordance with the Agency Recommendations on the criteria for licensing of higher education institutions and study programs in B&H and the corresponding act of the competent educational authority that prescribes the criteria for licensing are sufficient and accessible to students.***

The Department of Preschool Education of the Faculty of Pedagogy has exceptional resources for the realization of the SP. The Faculty of Pedagogy has two buildings located on the campus of the University - modern, equipped with internet, video projectors, multimedia screens ... In the second building, around 500 m<sup>2</sup> in size, there are practicums (laboratories) for music education, fine arts, physical and health education, and a phonolaboratory, as well as 30 state-of-the-art computers for language and informatics learning. In all classrooms and laboratories, internet (wireless access) and everything else is available, which entails good support for the educational and scientific work of teachers and students.

We are in the phase of finishing several projects, one of which was completed at facility number 13 and is for the needs of the gym. We plan to put this facility into operation in the coming year. In addition, we rent a city sports hall from the city of Bihać for the purpose of providing physical and health education, as well as meeting the needs of students related to physical exercise and sports activities.

Through the so-called Austrian credit, we have provided complete music education equipment, consisting of 12 state-of-the-art small pianos, 2 pianos, 1 sound system - all of which are used for teaching purposes. For the purposes of art education, we have provided a special practicum with 20 stalls for painting and a special space for students to spend time in. We also purchased equipment for all other subjects (for example, subjects in the natural sciences, physical and health education). All the equipment is available to students and students are writing their final paper using it (example of students who have completed their final work on the latest equipment for gait analysis and body stability – Final thesis). From the Erasmus + Teacher project, we have provided high quality equipment for scientific research, didactic equipment, computer equipment, books for the library for the Preschool Education program.

All equipment is specified and is in (**Appendix 9**.)

***6.2. Required and specific necessary equipment for carrying out the study program / course according to the requirements of the scientific field / narrow scientific field is available. The higher education institution provides required and recommended reading for each individual subject which in content supports the realization of the subject***

The Faculty has provided very valuable equipment for scientific research and education of students through various projects: from loans, international projects and projects approved by Federal Ministry of Education and Science B&H. (**Appendix 61**: Equipment from the Teacher Project).

We are currently in the phase of implementation of the Erasmus + Teacher project, in which we have purchased valuable equipment for scientific research and development, didactic equipment for the natural sciences, for fine arts, music and methodology of physical and health education.

In addition, we have received multiple projects from the Federal Ministry of Education and Science with the help of which we have purchased the equipment we use in working with our students and publishing papers in the country and abroad.

We have implemented the project in cooperation with the Turkish Military Mission and purchased equipment for gait analysis and the reaction rate in children valued at 40.000 KM. This equipment is used for students' final and master's theses.

Through various projects by the Federal Ministry of Education and Science, we have repeatedly received significant donations and acquired books to enrich our library stock (LINK, library and equipment under the Erasmus + project).

As part of the Erasmus + project, we are in the process of procuring 77 works of state-of-the-art literature for the Study Program worth 3,200.00 KM.

The employees of the Department received three scientific projects from the Federal Ministry of Education and Science B&H, one of which was implemented in 2018, one in 2019 and the third is in the implementation phase and will be completed in 2020. 7 SP employees participated in these projects.

***6.3. The higher education institution makes available to students and academic staff a sufficient number of computer rooms with Internet access and a library with an adequate reading room, search engines and scientific and other databases.***

The Faculty has a library that houses a significant number of books that we have acquired through various projects. When designing the curriculum, we made sure to include in the required and recommended reading lists books that students would be able to obtain that reflected the purpose and structure of the syllabus. In addition, students can use online editions of other authors from other universities and different publishers.

The faculty provided a room with a number of computers for students. In addition, there are two IT cabinets with a large number of good quality computers, which are also available to students. (Appendix 57: Inventory lists).

***6.4. The institution of higher education monitors the implementation of the plan for investing in physical resources and equipment for scientific research and teaching activities.***

The University of Bihać has an Annual Public Procurement Plan, the implementation of which is monitored by the Governing Board of the University of Bihać and implemented by the University's Public Procurement Service.

Teachers of the Department of Preschool Education apply as part of their (personal) plans for the modernization of teaching in the subjects they teach to various public competitions within which they can acquire equipment for education and scientific research at the Faculty. Thus, we procured equipment for almost all subjects in the Department, so teachers and students have the opportunity to work on state-of-the-art educational equipment as well as scientific-research work (**Appendix 57:** Inventory list).

For a detailed list of projects with financial effects, see section 1.5. Funding for the University, Faculty and Study Program (**Appendix 20:** List of project activities)

Within the so-called Austrian loan, which was realized in 2014/2015. the Faculty of Pedagogy was equipped with the latest equipment for the Study Program. There is a practicum for art education, a practicum for music education, equipment for physical and health education. It is first-rate equipment that is functional and on which the students refine their practical skills on a daily basis through exercises, tutorials, seminars and self-training. Using this equipment, students also do their final work, master's thesis, and our employees have done their master's thesis and doctoral dissertations (**Appendix 57: Inventory list**).

**6.5. The higher education institution ensures through the contractual relations with other higher education institutions and research centers the possibility of using their resources.**

We have signed an agreement on the sharing of equipment with the Institute of the Faculty of Sport and Physical Education from Sarajevo. We have already implemented several joint projects such as master's thesis and one doctoral thesis.

## **7. Management of study program information**

**7.1. A system of regular collection and processing of information on all aspects of study programs (student success rate, dropout, student satisfaction, employability of graduates, etc.) has been established and is being used to improve the quality of study programs.**

The University of Bihać has an established infosystem through which student services collect the data. At the 34th regular session of the Council the Faculty of Pedagogy, the Decision was passed: 0203-1779 / 19 on the adoption of the Report of the ECTS Coordinator, (**Appendix 39.3.**) and ECTS Coordinator's Report No: 0601-1534 / 19 dated October 2,2019. On the D02 form (**Appendix 39.4.**) This document points to ECTS disproportions and loads, e.g. large differences and consequently ECTS disproportions and student workloads, which require re-examining the aforementioned situation and correcting the proportionality in accordance with the Bologna principles and the existing rules and laws of the University regarding the workload and ECTS system. On this basis, it is proposed that the Quality Assurance Center of the University of Bihać will hold workshops on the workload of students for the staff and students of the Faculty of Pedagogy. In this way, this information is used to promote and improve the quality of study programs in subsequent changes to the Curriculum.

All data are available to the management of the Faculty, and the teaching staff have available data for their subjects and other matters regarding cooperation with students and services of the Faculty. Faculty Council sessions analyze student performance on a case-by-case basis, and those teachers who have a low pass rate are invited to talk and are given ways to improve the pass rate. Student dropout analysis is also analyzed at Faculty Council sessions. We get information from the Una-Sana Canton Employment Service about the status of our alumni's employment. Student satisfaction with the Curriculum and other aspects is conducted through regular surveys and thus evaluated in accordance with the Employment Regulations. **Appendix 39.2**

Faculty management uses all the data of teaching and monitoring of students' satisfaction with all aspects and activities at the Faculty through the survey of students and teachers (Faculty of Pedagogy Infosystem: <https://info.pfb.unbi.ba/Infoservis/login.jsf>).



***7.2. The higher education institution regularly collects and analyzes data on the number and age structure of academic staff, gender, the ratio of teachers and students, the ratio of own and visiting staff, as well as the data of staff surveys by students.***

Data on the age structure of the academic staff, gender, the ratio of the number of teachers and students, or their own and visiting staff, are collected through the Legal Service of the University of Bihać and the Economic and Financial Affairs Service (**Appendix 23**: List of teaching staff with age). Data collection is done electronically with the help of a special information system. The contributions show that the Faculty staff is very young. In the next 10 years, there is not a single employee or associate who is eligible for retirement. Student surveys and analysis of these data are done through the University's information system as part of the activities of the Quality Assurance Center. Through the Council sessions, the Faculty staff are informed about the age structure of the academic staff, they fill in the forms prescribed by the University and submit them to the Rectorate of the University and the ministry in charge with all the general information that implies the age structure, gender, number of students, number of their own staff, visiting teachers. Faculty staff are also informed about the results of student surveys about them. At the end of the semester, students complete a survey in which they give opinions on the attitude of the teachers to work, lectures, exercises, preparedness for lectures (**Appendix 8.2**: Student Survey Report; **Appendix 8.4**: Decision on Adoption of Student Survey Report).

## **8. Informing the public about the study programs**

***8.1. The higher education institution informs the public objectively and in a timely manner with up-to-date information on all aspects of approved (licensed) and / or accredited study programs that it offers with special reference to the defined goals of study programs and learning outcomes. Data on the academic careers of employed and hired staff have been made public. A minimum of 50% of the total information is in English***

The University of Bihać is a public higher education institution founded by the Una-Sana Canton Assembly, which is part of a community for whose (educational and scientific) needs it was founded. In order to regulate the way of communication with the public, in 2011 the University Senate adopted the Information and Communication Policy (**Appendix 40**), which regulates the communication strategy, operational communication goals, communication mechanisms, and bearers of internal and external communication activities. Accordingly, the public is regularly informed of all activities at the University of Bihać, including information related to individual study programs. This communication is primarily conducted through the websites of organizational units and the website of the University of Bihać, and information on the subject study program is available on the website of the Faculty of Pedagogy of the University of Bihać (**Appendix 41**).

In addition to the information available on organizational unit web sites, relevant information on study programs (e.g. student enrollment competition) is also published through the University website and through the public media (mostly daily newspapers in the FB&H area and public service broadcasters in B&H).

With the advent of social networks, the official Facebook page of the University of Bihać was created, which also serves as a means of communication with target groups (students, potential students, business environment, other HEIs, etc.) (**Appendix 42**). In addition, communication with potential students is also done through employment fairs, presentations at secondary schools, etc.).

Data on full-time staff in the Department of Preschool Education - together with biographical and academic information - are available on the website of the Faculty of Pedagogy (**Appendix 43**).

In addition, information on the participation of staff at scientific meetings and conferences, as well as guest lectures and study visits at partner institutions, is published on the website of the University and organizational units. For example, Edin Lidjan, MA represented the Faculty of Pedagogy at the very prestigious Congress in Heidelberg (Germany) (**Appendix 4**), and Prof. dr. Nijaz Skender, Karmelita Pjanić and Edin Dupanovic at Dumlupinar (University of Kutahya) (**Appendix 59**: UNBI Office for International Cooperation).

A new website for the University of Bihać has been created, with an editorial staff and a translation team formed to ensure that the site is regularly updated in English.

## ***9. Continuous monitoring, periodic evaluation and revision of study programs***

### ***9.1. Procedures for the periodic evaluation, improvement and restructuring of existing study programs have been put in place. Procedures include the opinions of students and other internal and external stakeholders.***

Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of the Study Programs of Bihać University no. 06-4294 / 11 dated 29 September 2011 was adopted by the Senate of the University of Bihać (**Appendix 7**). The Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of Study Programs of the University of Bihać (hereinafter: the Rulebook) defines in more detail the procedures for designing, adopting, amending, supplementing, realization, monitoring the realization and abolishing or putting into rest status of study programs at the University of Bihać.

Each year, the Faculty Council of the organizational units perform the analysis and audit of the implementation of study programs. Each proposed change in the study program is adopted by the Council of the organizational units in consultation with the Quality Assurance Center, and the self-evaluation teams from the teaching staff employed by the study program, representatives of administrative services who work with students and students are appointed by Council decision. Upon completion of the self-evaluation report, it is submitted to the Faculty Council and then to the Senate of the University of Bihać.

This issue is regulated by Article 12 of the Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of Study Programs of the University of Bihać. Monitoring the realization of the study program results in the analysis of the study program, in accordance with the adopted quality assurance system of the University (filling in the B-02 forms). The analysis must also include the results of student surveys, as well as recommendations for changes / improvements in the implementation of the study program.

***9.2. The higher education institution periodically evaluates the curriculum, the teaching process, the degree of realization of learning outcomes and their relevance to the labor market through surveys of students, academic and administrative staff, and uses feedback to innovate and improve it.***

Faculty Council of the organizational units periodically analyze and audit the implementation of study programs. Each proposed change to the study program is approved by the Faculty Council of the organizational units in consultation with the Quality Assurance Center.

Specifically, in the case of the innovation of the Preschool Education curriculum, an Erasmus + Teacher project ("Introducing Competence-Based Preschool Teacher Training Curriculum in Bosnia and Herzegovina") carried out an analysis of pre-school education in B&H (Activity 1.2), stakeholder analysis (Activity 1.3), needs analysis (Activity 3.2). The innovation was done in cooperation with European partner institutions: University of Zagreb, Manchester Metropolitan University in the UK, Matej Bel University in Banska Bystrica (Slovakia) and the University of Alba Iulia (Romania). Stakeholder consultations (preschools, parents, students, teachers) were conducted through online surveys, and information collected during the survey was used to design innovative study programs (project documentation available upon request). EU partner institutions reviewed and supplemented the curriculum innovations in line with European reform processes, and based on their additions, completed study program proposals that were submitted to the Senate of the University of Bihać for adoption. At its 25th session, June 28, 2018, the Senate adopted a Decision on adopting an amended study program in the 1st cycle of studies of the Department of Preschool Education at the Faculty of Pedagogy at the University of Bihać (**Appendix 8.2 and Appendix 8.4**: Report on the analysis of results surveys of students of the Faculty of Pedagogy).

***9.3. The higher education institution monitors and evaluates the implementation of: the internationalization action plan, the benefits of signed international cooperation agreements, the percentage of foreign students and professors; the number and progress of their students in professional development abroad; employment of graduates etc.***

In accordance with the Rulebook on Reporting Methodology of 2010 (**Appendix 44**), all departments and organizational units of the University of Bihać, including the International Relations Office, are obliged to regularly report to the Quality Assurance Center on the results achieved, which also includes the achievement of the objectives of the Internationalization Action Plan (**Appendix 58**: Action Plan).

In addition, according to the Founder, the University is obliged to regularly submit work reports, which include the information mentioned above.

The International Relations Office, through its regular tasks, monitors and evaluates the signed cooperation agreements. This involves, first and foremost, contact with partner institutions seeking to extend existing cooperation through some of the current mobility programs (Erasmus +, Mevlana, etc.). Namely, if the cooperation already exists, it is expanded to a larger number of scientific fields (e.g. if cooperation with a university in the field of technical sciences was initially established, that cooperation is extended to additional fields represented at both institutions in one of the following calls) and / or a number of joint activities (e.g., if there is cooperation through a specific research project, this cooperation is sought to extend to mobility and the organization of joint scientific meetings and vice versa).

The records of foreign students residing at the University of Bihać through mobility programs are kept through the register of foreign students, which is in the student service of each organizational unit, and

is regulated by the Decision of the University Senate. (**Appendix 36.1**). The International Relations Office also records all students and teachers who have attended the University through some of the mobility programs. This information is used to prepare reports on the work of the Office as well as to plan the University's international activities.

Records of students from the University of Bihać who have, through mobility programs, stayed at one of the partner institutions are also kept in the student service of each organizational unit. The International Relations Office also records all students and teachers who have stayed at a partner institution through one of the mobility programs. This information also serves to prepare reports on the work of the Office, as well as for planning the international activities of the University (**Appendix 55: Report of the International Relations Office**).

#### ***9.4. The quality, modernity and availability of resources are evaluated through surveys of academic staff and students.***

The Senate of the University of Bihać, at its 17th regular session held on December 30, 2010, established the Student Interview Procedures at the University of Bihać (**Appendix 18**).

In accordance with these procedures, all students are required to complete a survey with a number of questions. The Center for Quality Assurance at the University level, the Center for Quality Assurance at the Faculty of Pedagogy and the Student Association of the Faculty of Pedagogy are responsible for conducting the surveys and reporting. Teaching staff and all students of the Faculty will also contribute. The results are discussed at the Council session of the Faculty of Pedagogy, and at the University level at the Senate (which is the responsibility of the deans of the organizational units and the rector of the University).

### ***10. Mobility of academic staff and students***

#### ***10.1. The mobility of academic staff and students in the study program is promoted and improved through joint applications and participation in projects with other higher education institutions within the country and abroad.***

The University of Bihać's International Relations Office Facebook page updates information on available student and teacher mobility grants on a daily basis, and also serves as a way of communicating with students and teachers regarding mobility (**Appendix 45**).

The section of the University of Bihać's website for international activities, mobility and projects regularly publishes information on mobility programs, open calls and projects (**Appendix 46**).

For the last three years, the Erasmus + KA2 Teacher project "Introducing competency-based curricula into pre-primary teacher education" has been implemented (Appendix 3), which employs teaching staff of the Preschool education study program and aims to innovate the curriculum of preschool education in accordance with competences, the accreditation of an updated study program, the modernization of teaching through the training of teaching staff and the procurement of equipment. An updated curriculum is already being implemented from the academic year 2018/2019.

Membership in International Associations of HEI - University of Bihać is a member of the European Association of Universities EUA (**Appendix 47**)

Training in writing and applying for projects was carried out on several occasions for all interested staff (applications were funded by the University) (**Appendix 48**).

On several occasions, the International Relations Office organized information days on the possibilities and ways of applying for projects in cooperation with the EU Info Center, the Delegation of the European Union to B&H, the National Erasmus + Office in B&H, etc. (**Appendix 49**).

***10.2. Mechanisms for achieving bilateral and multilateral exchange of students with foreign higher education institutions through various student exchange programs and networks with recognition of time spent, grades and ECTS credits earned during the exchange have been put in place.***

The rules of Mobility at the University of Bihać (**Appendix 50**) were adopted in 2014 and the Rulebook on Procedures to Support the International Activities of the University of Bihać (**Appendix 51**) in 2011 by the Senate of the University of Bihać. Mobility rules regulate the manner of application, recognition of time spent, grades and ECTS gained during mobility.

The University of Bihać has 94 active cooperation agreements with partner universities, NGOs and institutes in Bosnia and Herzegovina and beyond (**Appendix 63**: Active cooperation agreements of the University of Bihać).

At the Faculty of Pedagogy at the University of Bihać, classes are in English at only one study program at the Department of English language and Literature (except for the pedagogical group of subjects which are in Bosnian).

In academic 2017/18. and 2018/19, three visiting professors from the Çukurova University, Turkey (**Appendix 5.1**: The report on the visiting professors from Turkey under the Erasmus Program) were in the Preschool Education Program. In addition, external associate from other universities in B&H are regularly take part in the study program.

The students of this study program are regularly introduced to exchange opportunities within the Erasmus + ICM program, CEEPUS and Mevlana programs through the media of the Office, and since the interest of the students of this study program for exchange was low, the International Relations Office, in the Internationalization strategy UNBI 2018- 2022, identified as one of the strategic goals the promotion and increase of outgoing / incoming mobility, with clearly stated operational goals and indicators on how to promote and increase mobility (**Appendix 52**).

***10.3. The higher education institution strengthens the capacities of the international cooperation services and the two-way mobility of academic staff and students in terms of staff and financial resources. This service monitors and evaluates mobility, and submits to the Senate an annual report on the mobility of academic staff and students with proposed improvement measures.***

The Bihać University Internationalization Strategy 2018-2022 (**Appendix 52**) was developed under the Erasmus + KA2 project STINT - Strengthening Internationalization at Higher Education Institutions in Bosnia and Herzegovina - and contains clearly described strategic goals, an Action Plan

with priorities, stakeholders and budget, and a List and a description of the strategic programs (related to the strategic objectives) and indicators for monitoring the results at the program level.

There are currently three employees working at the International Relations Office of the University of Bihać: Expert Adviser for International Relations, Expert Adviser for Student Affairs and Senior Project Officer. The Office is headed by the Vice-Rector for international relations and research, appointed for a term of four years. In addition to the staff of the Office, teams for projects and international cooperation were appointed at the faculties, who are in charge of communication with the Office, also a Vice-Dean for scientific and research work was appointed.

In the last two academic years (2017/18 and 2018/19) the mobility of teachers in this study program has been mainly through the Erasmus + ICM mobility program (funded by the EU) and through the Mevlana program (funded by Government of the Republic of Turkey). Mobility within the Erasmus + ICM program refers to guest lectures and teacher training for five working days. Teachers have attended the following universities as part of this program: NOVA University of Lisbon, University of Warsaw, University of Valencia, University of Maribor, University of Porto, Dumlupinar University, University of Primorska, Thrace University (**Appendix 59: Mobility of Professor of the Faculty of Pedagogy**).

The University of Bihać's International Relations Office Facebook page updates information on available student and teacher mobility grants on a daily basis, and also serves as a way of communicating with students and teachers regarding mobility (**Appendix 45**). The section of the University of Bihać website for international activities, mobility and projects regularly publishes notices of mobility programs, open calls and projects (**Appendix 46**).

The International Relations Office maintains records of all mobility at the University, including this study program. All documents on mobility - from the initiation of cooperation, through the realization of mobility, to the recognition of the period of mobility - are duly recorded in the archives of the University and the Office, and the annual report on the work of the Office of the Vice-Rector for international relations and research is prepared and then submitted to the University Senate for adoption. In addition, the UNBI Strategy for Internationalization 2018–2022, which sets out measures to improve the mobility of staff and students, was developed and adopted by the Senate of the University of Bihać.

#### **4. CONCLUSIONS ON THE PROPOSED ACTIVITIES FOR IMPROVEMENT OF THE SITUATION**

At the Preschool Department, in the past period, we have applied all regulations for the purpose of quality assurance of teaching and research work in order to provide the most up-to-date knowledge and information to our students in accordance with all the necessary documents that were adopted at the University level. We made changes to the Curriculum based on the SWOT analysis. We received feedback from students, Alumni Associations of the University of Bihać (**Appendix 53**), state bodies in charge, business organizations and institutions interested in our students and staff of pre-school institutions where our graduates are employed, and based on this information initiated changes to the curriculum of the study program of Preschool education. In terms of innovating and adopting new study programs, we have used all the opportunities provided to modernize and bring them closer to the European academic area. With our ongoing initiatives, we identify the direction in which the University should go in improving the quality of teaching, culture, quality, evaluation of teaching and scientific research work, and all other significant issues relevant to improving the Department's education process.

Compared to the previous curriculum, the new Study Program is designed on the basis of competences and learning outcomes. Through the Erasmus + project, we have defined competencies and developed them through learning outcomes that represent the operationalization of those competences. Another very important point in this curriculum is the introduction of more hands-on teaching and more hours of methodical practice, so that the practice has now been implemented since the 3rd year. The study program mostly has its own staff. The study program has regular realization of teaching, as well as the possibility of continuing education on the second cycle at the home faculty, the faculties in the country and abroad.

In line with the progress of the educational process, work on the continuous updating and implementation of new subjects related to the contemporary competences of educators (personal, intrapersonal, interpersonal and professional).

Refresh the lists of literature with new editions and align the content of the course with the latest knowledge and achievements in relevant fields and disciplines.

Expand elective lists to keep up with new trends.

Strengthen the new study program with more hours of practice and practical work.

Motivate the teaching staff for continuing professional development, especially regarding teaching of functional knowledge through seminars, symposia and invitations from prominent experts and scholars from the country and abroad.

Launch the third cycle of studies for the degree of doctor in the field of preschool education.

## APPENDIX

1. Appendix 1 Rulebook on quality assurance at the University of Bihać
2. Appendix 2 Development Strategy of the University of Bihać 2018-2022
3. Appendix 3 An example of a partnership on the Erasmus + Teacher project
4. Appendix 4 An example of teaching staff participation in international scientific conferences
5. Appendix 4.1. Student questionnaire
6. Appendix 4.2. Local authorities Q summary instructions
7. Appendix 5 International Relations Office
8. Appendix 5.1 The report on the visit in the context of the ERASMUS Programmable visiting professors TURKEY
9. Appendix 6 Decision on the adoption of an amended Senate Study Program
10. Appendix 7 Rulebook on Procedures for Proposing, Accepting, Conducting and Monitoring the Implementation of Study Programs at the University of Bihać
11. Appendix 8 Steakholder Survey, PDF
12. Appendix 8.1. Student comments in the survey
13. Appendix 8.3. Students survey
14. Appendix 8.4. Decision on Adoption of Student Survey Report
15. Appendix 9 Equipment used in the Study program
16. Appendix 9.1. An overview of the published works of teachers and associates
17. Appendix 10 An example of workshop presentations
18. Appendix 10.1. An example of workshop presentations
19. Appendix 10.2. An example of workshop presentations
20. Appendix 10.5. Reports from the Quality Assurance Team, Analysis of Student Survey Results of the Faculty of Pedagogy, 2018, summer semester
21. Appendix 10.6. Reports from the Quality Assurance Team, Analysis of Student Survey Results of the Faculty of Pedagogy, 2018, winter semester
22. Appendix 11 Preschool Education Curriculum
23. Appendix 11.1. Action Plan for the Design and Implementation of the Qualifications Framework in Bosnia and Herzegovina
24. Appendix 12 Framework for Qualifications of the European Higher Education Area (FQ-EHEA)
25. Appendix 13 Handbook on determining the workload of a course / module at the University of Bihać
26. Appendix 13.1 Contract - didactic practice
27. Appendix 14 An example of a study visit and a workshop for teachers
28. Appendix 14.1. An example of a study visit and a workshop for teachers
29. Appendix 14.2. An example of a study visit and a workshop for teachers
30. Appendix 14.3. An example of a study visit and a workshop for teachers
31. Appendix 14.4. An example of a study visit and a workshop for teachers
32. Appendix 14.5. An example of a study visit and a workshop for teachers
33. Appendix 15 Internationalization Strategy of the University of Bihać 2018-2023
34. Appendix 16 Human Resources Management Policy at the University of Bihać
35. Appendix 17 UNBI Rules of Procedure
36. Appendix 18 Student Interview Procedures at the University of Bihać
37. Appendix 19. Report on the analysis of the results of the survey of students of the Faculty of Pedagogy in the summer semester ac. 2018/19.
38. Appendix 19.1. Report on the analysis of the results of the survey of students of the Faculty of Pedagogy in the winter semester ac. 2018/19.
39. Appendix 20 UNBI Project Activities
40. Appendix 21 Examples of student participation in scientific research work



41. Appendix 21.1. Examples of student participation in scientific research work
42. Appendix 21.2. Examples of student participation in scientific research work
43. Appendix 21.3. Evolvement of students in scientific research work
44. Appendix 22 Rulebook on Exams at the Universities / Colleges of the University of Bihać for students studying in accordance with the Bologna Process
45. Appendix 23 List of teaching staff (age and gender)
46. Appendix 24 Rulebook on the defense of the final thesis at the Faculty of Pedagogy
47. Appendix 25 Master's thesis application form
48. Appendix 26 Record of the defense of the final thesis;
49. Appendix 26.1. Record of defense of the master's thesis
50. Appendix 27 Mentoring database and list of final papers
51. Appendix 28 University of Bihać Statute
52. Appendix 29 Records of one of the project meetings showing student attendance
53. Appendix 30 Decision on criteria and standards for determining the order of receipt of candidates for enrollment in the first year of study at the University of Bihać
54. Appendix 31 The last public competition
55. Appendix 32 Law on Nostrification and Equivalence of Foreign School Certificates
56. Appendix 33 Rulebook on Nostrification and Equivalence of Foreign School Certificates
57. Appendix 34 Draft Law on Recognition of Foreign Educational Qualifications
58. Appendix 35 Rules on Mobility at the University of Bihać
59. Appendix 36 Post-Mobility Exam Recognition Report
60. Appendix 36.1 The decision of the Senate Register
61. Appendix 37 Rulebook on Content of Public Documents Issued by Higher Education Institutions in the Una-Sana Canton
62. Appendix 38 Rulebook on Internal Organization and Systematization of the University of Bihać
63. Appendix 38.1. Amendments on the Rulebook on Internal Organization and Systematization of the University of Bihać
64. Appendix 38.2. Decision on Standards and Norms for Sector of Higher Education in the Una-Sana Canton
65. Appendix 38.3. Decision on the class coverage at the Faculty of Pedagogy at the University of Bihać for the academic year 2018/2019
66. Appendix 39 Human Resources Management Policy at the University of Bihać
67. Appendix 39.1. Rulebook on Determining the Workload of a Course / Module at the University of Bihać
68. Appendix 39.2. Rulebook for the Recruitment of Academic Staff at the University of Bihać
69. Appendix 39.3 Decision on the adoption of the D02 Report
70. Appendix 39.4 Statement of DO2 form
71. Appendix 40 Information and Communication Policy
72. Appendix 41 Website of the Faculty of Pedagogy of the University of Bihać
73. Appendix 42 Official Facebook page of the University of Bihać
74. Appendix 43 Data on full-time staff in the Department of Preschool Education
75. Appendix 44 Rulebook on Reporting Methodology of 2010
76. Appendix 45 The University of Bihać's International Relations Office Facebook page
77. Appendix 46 The section of the University of Bihać's website for international activities, mobility and projects
78. Appendix 47 Membership in International Associations of HEI and in the European Association of Universities EUA
79. Appendix 48 Example of project writing training for staff
80. Appendix 49 An example of information days

81. Appendix 50 The rules of Mobility at the University of Bihać
82. Appendix 51 Rulebook on Procedures to Support the International Activities of the University of Bihać
83. Appendix 52 the Internationalization strategy UNBI 2018- 2022
84. Appendix 53 Alumni Associations of the University of Bihać
85. Appendix 54 Teaching Staff Consultations with Students
86. Appendix 55 Report of the International Relations Office
87. Appendix 56 Study Rules for First Cycle Study
88. Appendix 57 Inventory lists
89. Appendix 58 University Action Plan
90. Appendix 59 Mobility of Professor of the Faculty of Pedagogy
91. Appendix 60 Seminar by Dr. Benjamin Muhamedbegović
92. Appendix 61 Equipment from the Teacher project
93. Appendix 62 Income from own funds for 2019
94. Appendix 63 Active cooperation agreements of the University of Bihać
95. Appendix 64 Self-evaluation form of Faculty Council
96. Appendix 65 SWOT analysis
97. Appendix 66 Decision on the appointment of the Project and International Cooperation Team