

Pursuant to the Act on Higher Education and Scientific Activity ("Official Gazette", No. 119/22), the Croatian Qualifications Framework Act ("Official Gazette", No. 22/13, 41/16, 64/18, 47/20 20/21), the Act on Quality Assurance in Science and Higher Education ("Official Gazette", No. 45/09), the Adult Education Act ("Official Gazette", No. 144/21) and Article 9 of the Statute of Algebra University, the Senate of Algebra University enacted at its 1st session, held on 12th December 2023, the following

BOOK OF REGULATIONS ON THE ADOPTION AND IMPROVEMENT OF STUDY PROGRAMMES, PROFESSIONAL DEVELOPMENT PROGRAMMES AND ADULT EDUCATION PROGRAMMES

1. GENERAL PROVISIONS

Article 1

- (1) This Book of Regulations prescribes:
- Principles of development and procedure for adoption of study programmes of Algebra University
 - Procedures for evaluation, periodic revision and improvement of study programmes of Algebra University
 - Principles of development and procedure for adoption of programmes of professional development in higher education as well as adult education programmes of Algebra University
 - Procedures for evaluation, periodic revision and improvement of programmes of professional development in higher education as well as adult education programmes of Algebra University
 - Quality assurance in the adoption and improvement of study programmes, programmes of professional development in higher education as well as adult education programmes.

2. PRINCIPLES OF DEVELOPMENT AND PROCEDURE FOR ADOPTION OF STUDY PROGRAMMES

Article 2

Principles of development of study programmes

- (1) Algebra University develops and establishes university and professional undergraduate study programmes, university and professional graduate study programmes, joint study programmes, collaborative study programmes and professional short-cycle study programmes and conducts them upon obtaining a license in accordance with the study plan of the study programme.
- (2) When developing study programmes, Algebra University is guided by the following principles:
- compliance with the context of the Algebra University mission
 - compliance with the latest scientific knowledge and the corresponding knowledge and skills
 - compliance with the national priorities and sector needs
 - needs analyses and consultation with stakeholders in higher education
 - comparability with accredited study programmes of European Union countries
 - ensuring mobility within the European Higher Education Area
 - flexibility and transparency in curriculum development

- h. student-centred approach and respect for diversity of the student body
- i. modernisation of learning and teaching methods
- j. transparency and reliability of evaluation procedures and criteria
- k. determining learning outcomes and associated workload
- l. relevance of knowledge and skills with regard to employment opportunities
- m. acquisition of generic (transversal) skills and knowledge and skills specific to the field of study
- n. determining learning outcomes at the programme level and at the level of individual programme components in accordance with the level descriptors of learning outcomes of the Croatian Qualifications Framework, the European Qualifications Framework, the Qualifications Framework of the European Higher Education Area and the corresponding qualification standard (if any).

Article 3

Elements and structure of study programmes

- (1) Study programmes of Algebra University contain the following elements:
 - a. study programme title
 - b. area and field of study programme implementation
 - c. analysis of the alignment of the study programme with the strategic objectives of the university"
 - d. reference to the qualification standard of the Register of the Croatian Qualifications Framework (if any)
 - e. level according to the Croatian Qualifications Framework and according to the European Qualifications Framework
 - f. professional or academic title acquired upon completion of the study programme
 - g. opinion of the Croatian Employment Service on the alignment of the study programme with the needs of the labour market
 - h. academic requirements for enrolment in the study programme, requirements for student enrolment in the following semester, i.e. following year of the study programme, as well as the preconditions for the registration of other study obligations
 - i. list of mandatory and elective courses with indication of ECTS load, teaching methods, course content, planned learning outcomes, and course coordinators
 - j. number of enrolment slots in the study programme
 - k. structure and format of instruction
 - l. methods of assessing learning outcomes for each course or study obligation
 - m. method of study programme completion
 - n. analysis of minimal institutional prerequisites for comparability of proposed study programmes with related accredited study programmes in the Republic of Croatia and European Union countries
 - o. mechanisms for ensuring horizontal and vertical mobility of students in the national and European higher education area.
- (2) Study programmes are organised in a way that one year of full-time study typically leads to the acquisition of at least 60 ECTS credits, where ECTS credits are awarded based on the average total workload invested by the student in order to achieve intended learning outcomes, and one ECTS credit represents, as a rule, 30 hours of total average student workload invested in the acquisition of learning outcomes.
- (3) Study programmes are organised in a way that may include various components, such as modules, courses, professional practice, research projects, laboratory work and other relevant activities related

to learning as well as other community activities that are consistent with the learning outcomes at the programme level and are awarded with ECTS credits.

- (4) Learning outcomes at the level of the components of the study programme should contain recommended and relevant evaluation methods in order to ensure constructive alignment of learning outcomes with the activities related to learning, teaching and evaluation.
- (5) Learning outcomes at the level of the study programme and learning outcomes at the level of the components of the study programme must be interrelated.

Article 4

Procedure for development and adoption of study programmes

- (1) Study programmes of the Algebra University are prepared and adopted in accordance with the Algebra University Statute and this Book of Regulations.
- (2) The development of a study programme is initiated by the decision of the Rector appointing the programme committee for the study programme.
- (3) The programme committee of the study programme shall prepare a study plan of the study programme based on a template prescribed by the Agency for Science and Higher Education and in accordance with the Agency's instructions.
- (4) The programme committee includes teachers who- will participate in the implementation of the study programme, as well as employers and students, while the development and consultation process include alumni, scientists, researchers, experts, social partners and other stakeholders in higher education.
- (5) The Head of the Sector for Professional Services y coordinates, monitors and guides the work of the programme committee, ensuring that the study programme complies with higher education regulations, general acts of Algebra University and principles of Article 2 of this Book of Regulations.
- (6) With the consent of the Quality Committee, the programme committee proposes the study programme to the Senate.
- (7) The study programme is approved by the Senate.
- (8) The request for the implementation of a new study programme shall be submitted to the Agency for Science and Higher Education in accordance with the regulations governing quality assurance in higher education.

3. PROCEDURES FOR EVALUATION, PERIODIC REVISIONS AND IMPROVEMENT OF STUDY PROGRAMMES

Article 5

Evaluation of study programmes

- (1) Study programmes are regularly improved and modernised in order to ensure the quality of higher education and relevance of knowledge and skills developed through teaching and research activities of Algebra University. Improvements are implemented based on regular monitoring of the implementation of study programmes following the predefined set of criteria prescribed by internal regulations of Algebra University.

- (2) Changes to study programmes may be proposed by teachers, students, employees of Algebra University or the teaching base of Algebra University as well as by the members of the Economic Council.
- (3) The proposal for the improvement of a study programme may be given ex officio by the Quality Committee, the heads of study programmes and heads of departments whenever the procedure of self-evaluation, evaluation or received proposals, remarks and reviews demonstrate the need for a revision of the study programme.
- (4) Based on the received recommendations and determined needs for improvement, the revision and improvement of the study programmes shall be carried out which may or may not lead to the application of initial study programme accreditation or to a modification of the permit, all in accordance with the Law on Quality Assurance in Higher Education and Science.
- (5) The process of initial accreditation of a study programme is conducted in the following cases:
 - a. introduction of a new study programme at higher education institutions,
 - b. changes in co-implementers of a joint study programme,
 - c. changes in the locations where the study programme is conducted,
 - d. changes in the languages of instruction,
 - e. changes in the professional or academic title and/or degree obtained upon completion of the study programme,
 - f. changes in the mode of the study programme delivery,
 - g. changes exceeding one-third of the learning outcomes acquired upon completion of a module or the entire study programme,
- (6) The assessment of whether the changes directly or indirectly result in a modification exceeding one-third of the learning outcomes acquired upon completion of a module or the entire study programme is made by the vice-rector for quality in consultation with the programme director. Depending on the assessment, the appropriate procedure is then applied.

Article 6

Changes exceeding one-third of the learning outcomes of the study programme

- (1) Changes that are substantial and significantly impact the idea of the study programme and the purpose of the qualification acquired upon the completion of the study programme, and which directly or indirectly lead to fulfilling the prerequisites for the initial accreditation of the study programme, are those that result in modifications exceeding one-third of the learning outcomes acquired upon completion of a module or the entire study programme.
- (2) Changes that can lead to or be a consequence of modifications to the learning outcomes of the study programme include changes to the study programme's name, introduction of new compulsory subjects, introduction of elective subjects, changes to subject names, changes to ECTS credits, deletion of compulsory and elective subjects, changes and improvements to learning outcomes, revision of learning outcomes, changes and improvements to learning outcomes of compulsory and elective subjects, changes in the scientific area and scientific field in which the study programme was conducted, launching and conducting a new module (specialisation) of the study programme, deletion of modules (specialisations) of the study programme, conducting modules (specialisations) of the

study programme in the English language, and due to changes in the study programme, new teaching obligations for teachers, and similar.

Article 7

Changes less than one-third of the learning outcomes of the study programme

- (1) Study programmes and courses that constitute them are subject to regular and necessary periodic improvements to maintain their relevance in relation to changes in the economy and society and to ensure the application of contemporary scientific knowledge and technological advancements in delivering quality educational activities.
- (2) The proposal for changes to the study programme that directly or indirectly result in modifications of less than one-third of the learning outcomes of the study programme, initiated with the prior approval of the Rector, is presented by the programme director in a standardized form to the vice-rector for quality. The Vice-rector for quality then forwards the proposal for review.
- (3) Upon the proposal of the Vice-rector for quality, the Rector of Algebra University shall appoint two independent reviewers, at least one of which is preferred to be a foreign expert. Reviewers shall be selected on the basis of their scientific and professional competences in the field or area in which the study programme is being reviewed.
- (4) Each reviewer shall conduct a review of the proposed changes to the study programme according to the standardized questionnaire and issue a recommendation for their adoption or rejection. The review should show that the study programme has been changed in accordance with the regulations in the field of quality assurance in higher education, European standards and good practices and principles referred to in Article 2 of this Book of Regulations.
- (5) Changes to the study programme, with the prior consent of the Quality Committee, shall be adopted by the Senate of Algebra University.
- (6) Key changes to the study programme shall be published on the website of Algebra University within 8 days of their approval and all enrolled students shall be notified of the changes through the Infoeduka digital student service system.
- (7) Students enrolled in a study programme that is under revision shall complete the study programme according to the programme they enrolled. Exceptionally, students who register for differential ECTS credits, repeat a year of study or continue studying after suspension or interruption of student status, are required to pass differential exams or acquire ECTS credits in accordance with the new study programme.
- (8) Multiple changes to study programmes, expressed as a percentage of learning outcomes, are calculated cumulatively relative to the study programme for which approval was granted. If the total changes to the study programme exceed one-third of the total number of learning outcomes, the process of changing the study programme is subject to the initial accreditation of the study programme.
- (9) Changes that do not alter the learning outcomes of the courses represent regular modernization of teaching and include modifications such as:
 - a. restructuring of the study programme
 - b. introducing mobility opportunities by modifying the structure of the study programme

- c. teachers involved in the implementation of the study programme
 - d. literature
 - e. learning, teaching and student evaluation methods
 - f. aligning components of the study programme (courses) with contemporary knowledge.
- (10) The course lecturer is responsible for the regular modernization of the course. The department head monitors and approves the proposed regular modernization of the course. Regular modernization of the course does not require a separate procedure. The course lecturer is obligated to publish the changes to the course within the course description and the Instructions for Attending and Taking Courses before the start of classes.

4. PRINCIPLES OF DEVELOPMENT AND PROCEDURE FOR ADOPTION OF ADULT EDUCATION PROGRAMMES AND PROFESSIONAL DEVELOPMENT PROGRAMMES IN HIGHER EDUCATION

Article 8

Elements and structure of adult education programmes and professional development programmes in higher education

- (1) Algebra University develops, adopts, structures, and delivers adult education programmes leading to micro-qualifications and partial qualifications up to level 5 of the CROQF, including level 5 of the CROQF in the part related to vocational specialist training.
- (2) An adult education programme leading to a partial qualification must align with the qualification standard in the CROQF Register. An adult education programme leading to a set of learning outcomes, i.e. micro-qualification, must align with the set or sets of learning outcomes in the CROQF Register.
- (3) Algebra University is obligated, within six months from the date of entering or modifying sets of learning outcomes or qualification standards in the CROQF Register, to align adult education programmes with the qualification standard or sets of learning outcomes in the CROQF Register.
- (4) Professional development programmes in higher education are programmes that are not considered study programmes according to the Act on Higher Education and Scientific Activity. They are based on the principles of lifelong learning and opening higher education to non-traditional groups of participants. Professional development programmes in higher education can be structured as separate modules of existing study programmes at Algebra University, as differential (preparatory) programmes providing the learning outcomes necessary for enrolment in one of the study programmes at Algebra University, or as independent professional development programmes leading to the attainment of micro-qualifications upon completion.
- (5) A professional development programme in higher education leading to a micro-qualification, which is financed through vouchers, must align with the set of learning outcomes in the CROQF Register.
- (6) The principles of development of study programmes prescribed by this Book of Regulations shall be applied accordingly to the development of adult education programmes and professional development programmes in higher education.

- (7) The adult education programmes and professional development programmes in higher education of Algebra University contain the following elements:
- name of the educational programme
 - link to the qualification standard or set of learning outcomes in the CROQF Register (if any)
 - level of micro-qualification according to the CROQF
 - amount in credits (CSVET or ECTS)
 - requirements for enrolment in the educational programme
 - intended learning outcomes achieved by completing individual obligations and the overall educational programme, as well as the anticipated number of hours for each obligation
 - corresponding number of ECTS credits or CSVET credits assigned for each obligation, based on the average total workload invested by the student in order to achieve the intended learning outcomes
 - implementation plan of the programme (duration, mode of delivery, methods of assessing knowledge and skills, progression and programme completion)
 - requirements for programme completion
 - type of document obtained upon successful completion of the programme
 - other relevant information in accordance with the appropriate methodology.
- (8) Upon successful completion of educational programmes, partial qualifications shall be acquired in case of a total of 10 ECTS/CSVET credits or more, i.e. certificates of achieved learning outcomes and corresponding ECTS/CSVET credits (micro-qualification) in case of less than 10 ECTS/CSVET credits.

Article 9

Procedure for development and adoption of adult education programmes and professional development programmes in higher education

- Adult education programmes and professional development programmes in higher education of Algebra University are developed and adopted in accordance with the Algebra University Statute and this Book of Regulations.
- The adult education programme and professional development programme in higher education shall be developed and proposed in a consultation process with teachers, students, learners, alumni, experts, employers and other stakeholders in higher education and adult education.
- The vice-dean for quality ensures that the educational programme complies with the regulations in adult education and higher education, general acts of Algebra University, qualification standards, i.e. standards of learning outcome set from the CROQF Register (if applicable) as well as the principles stipulated in the Article 2 of this Book of Regulations.
- An adult education programme is adopted by the Rector of Algebra University, with the prior positive opinion of the Agency for Vocational Education and Adult Education.
- A professional development programme in higher education, developed on the basis of a set of learning outcomes or qualification standards from the CROQF Register, is adopted by the Senate of Algebra University. This is done following a prior positive opinion from the Quality Committee regarding the alignment of the proposed programme with the standard in the CROQF Register before it is submitted for external evaluation by the Agency for Science and Higher Education.
- A professional development programme in higher education for which there is no qualification standard or set of learning outcomes in the CROQF Register is evaluated by at least one expert in

the field of the programme, serving as an independent reviewer appointed by the Quality Committee. Following a positive independent review and a positive opinion from the Quality Committee, the Senate of Algebra University adopts the professional development programme in higher education for which there is no corresponding standard in the CROQF Register.

5. PROCEDURES FOR EVALUATION, PERIODIC REVISION AND IMPROVEMENT OF EDUCATION PROGRAMMES

Article 10

Evaluation of adult education programmes and professional development programmes in higher education

- (1) All educational programmes of Algebra University are regularly advanced and modernised with the aim of ensuring quality and relevance of knowledge and skills developed through teaching and research activities of Algebra University.
- (2) If the professional development programmes in higher education represent integral parts of the existing study programmes of Algebra University, changes to the relevant study programmes shall also apply to its components that are organised as separate units of the study programme.
- (3) If the educational programmes are organised as differential (preparatory) programmes prescribed as requirements for enrolment in a study programme of Algebra University, changes to the relevant study programme in the form of necessary entry competences for enrolment in the study programme require corresponding changes to the differential educational programme.
- (4) The adult education programmes and professional development programmes in higher education that are organised as independent study programmes are subject to regular monitoring. At least once every two years, Algebra University conducts stakeholder research on their relevance and quality, using tools developed for the evaluation of study programs.
- (5) The proposal for changes to adult education programmes and professional development programmes in higher education may be submitted by teachers, students, learners and employees of Algebra University or the teaching base of Algebra University as well as members of the Economic Council.
- (6) The proposal for the improvement of adult education programmes and professional development programmes in higher education shall be submitted ex officio by the Quality Committee, heads of study programmes and heads of departments, and heads of adult education programmes whenever the procedure of self-evaluation, evaluation or received proposals, remarks and reviews demonstrate the need for a revision of the study programme.
- (7) Based on the received recommendations of identified needs for improvement, revision and improvement shall be conducted through changes to the study programmes.

6. QUALITY ASSURANCE

Article 11

Quality assurance

- (1) The procedures for the improvement of study programmes, professional development programmes in higher education and adult education programmes are an integral part of the internal quality assurance system of Algebra University and are as such subject to regular external evaluation

conducted by the Agency for Science and Higher Education as well as the Agency for Vocational Education and Adult Education.

- (2) In accordance with the Book of Regulations on the Quality Assurance System of Algebra University, the Quality Committee shall initiate twice a year, after the end of the winter and summer semesters, a thematic session of Senate concerned with the issues of quality. As part of the thematic session, the Senate shall discuss the need for a revision of study programmes, professional development programmes in higher education and adult education programmes in the period since the previous thematic session.

7. TRANSITIONAL AND FINAL PROVISIONS

Article 12

- (1) The Senate of Algebra University is responsible for the interpretation of the provisions of this Book of Regulations.
- (2) This Book of Regulations enters into force on the day of its adoption.

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Assistant Professor, Mislav Balković, PhD

RECTOR