



PARTISH

***Development of part-time and short cycle studies
In higher education in Bosnia and Herzegovina***

External Evaluation REPORT of Part-Time Programmes based on ESG Standards



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Introduction

This document provides an external evaluation of part-time higher education programs in Bosnia and Herzegovina, assessed against the European Standards and Guidelines (ESG) for quality assurance in the European Higher Education Area. Developed under the PARTISH project, this evaluation addresses the alignment of part-time programs with European standards, their responsiveness to labor market needs, and their inclusivity in catering to non-traditional learners.

The report evaluates the proposed legal framework for part-time studies, emphasizing its potential to expand access to education, support lifelong learning, and enhance flexibility for working professionals. It identifies strengths, such as the integration of digital learning tools and collaboration with employers, as well as challenges, including regulatory fragmentation and resource constraints.

The document serves as a critical resource for policymakers, educators, and stakeholders, offering actionable recommendations to improve the accessibility, quality, and sustainability of part-time education in Bosnia and Herzegovina. By addressing identified gaps and leveraging opportunities, this framework aims to build a more inclusive and responsive higher education system aligned with European and global standards.

Evaluation of the Proposed Legal Framework for Part-Time Studies in Bosnia and Herzegovina

1. Introduction

The proposed legal framework for part-time studies in Bosnia and Herzegovina, as developed under the PARTISH project, seeks to address gaps in the existing higher education system by providing structured policies and regulations. These initiatives aim to enhance accessibility, align with European standards, and cater to the needs of working individuals and lifelong learners. The framework also intends to address challenges in harmonizing educational policies across entities and cantons, respecting Bosnia and Herzegovina's complex political and administrative structure..

2. Key Features of the Proposed Framework

The proposed framework includes significant elements to improve part-time education:

- **Autonomy of Higher Education Institutions (HEIs):** HEIs are granted the flexibility to define specific regulations for part-time studies within the scope of applicable laws.
- **Rights and Obligations of Part-Time Students:** Provisions include participation in decision-making bodies and elections, alongside requirements such as alternative workloads equivalent to full-time study obligations.

- **Adaptability and Flexibility:** The framework emphasizes online and blended learning approaches, catering to working professionals' needs and offering modular schedules.
- **Interlinkage with Labor Market Needs:** The framework underscores collaboration with employers to align curricula with current industry requirements.

3. Strengths of the Proposed Framework

1. **Alignment with European Standards:** The framework adheres to European Qualifications Framework (EQF) Level 5, ensuring cross-border recognition and compatibility with European practices..
2. **Enhanced Access to Education:** By formalizing part-time education, the framework expands opportunities for non-traditional learners, including working adults and marginalized groups.
3. **Emphasis on Digital Learning:** The framework promotes modern methodologies, such as e-learning and online resources, to provide flexibility and wider access.
4. **Legal Clarity:** Clear definitions of part-time education, including roles, responsibilities, and operational specifics, offer a structured approach for stakeholders.

4. Challenges and Inconsistencies

1. **Fragmentation Across Entities:** Bosnia and Herzegovina's decentralized governance structure leads to varying regulations in different entities and cantons, potentially complicating uniform implementation.
2. **Limited State-Level Coordination:** The absence of a unified national strategy for part-time education restricts the framework's coherence and integration across the country.
3. **Resource Constraints:** Many HEIs may lack the infrastructure and technological resources needed to implement e-learning effectively.
4. **Stakeholder Awareness:** Students and employers may have limited understanding of the benefits and opportunities offered by part-time education, necessitating extensive outreach and advocacy.

5. Opportunities for Improvement

1. **Integration with National Strategies:** Align the framework with Bosnia and Herzegovina's broader educational policies to ensure harmonization and sustainability.
2. **Capacity Building for HEIs:** Provide financial and technical support to institutions to strengthen their capabilities for delivering quality part-time education.
3. **Enhanced Stakeholder Engagement:** Foster collaborations with employers, alumni, and international organizations to promote the adoption and effectiveness of part-time programmes.

4. **Continuous Monitoring and Feedback:** Establish mechanisms for evaluating the implementation of part-time programmes and collecting stakeholder input for continuous improvement.

6. Conclusion and Recommendations

The proposed legal framework represents a critical step forward in addressing Bosnia and Herzegovina's higher education challenges. By focusing on flexibility, digital learning, and alignment with European standards, it paves the way for a more inclusive and responsive educational system. However, for the framework to be effective, it requires:

- Stronger inter-entity and inter-cantonal coordination.
- Comprehensive capacity-building initiatives for HEIs.
- Sustained efforts to raise awareness among students and employers about part-time education's benefits.

With these enhancements, the framework can significantly contribute to the development of lifelong learning opportunities and workforce readiness in Bosnia and Herzegovina.



Areas of part-time programme evaluation

1. Operation of the higher education institution
2. Human Resources
3. Students
4. Material Resources
5. International Quality Assurance Control and Study Programmes Delivery

Standards on the operation of the higher education institution

Standard 1

The higher education institution shall successfully fulfil its mission in the BiH and international higher education area. By achieving organizational and implementation objectives, it provides a quality of the higher education activity and its development.

If this concerns the first re-accreditation, the mission, vision, and strategy of the higher education institution shall demonstrate that the obligations of the founder are continued.

Assessed shall be:

- a) *the consistency of strategic planning with the mission, national and European guidelines;*
- b) *feasibility and comprehensiveness of strategic planning;*
- c) *adequacy of the assessment method of the fulfilment of strategic planning.*

Findings
Mission alignment: part-time programmes are consistent with the institution's mission and align with national priorities and European guidelines, focusing on lifelong learning and workforce development. Strategic planning: the institution has developed comprehensive strategic plans for implementing part-time programmes, integrating clear objectives, timelines, and resource allocation. Assessment mechanisms: Regular assessments, including feedback from students and stakeholders, ensure alignment between strategic objectives and actual implementation.
Strengths
Alignment with European standards: strategic planning aligns with European frameworks, ensuring compatibility and recognition of part-time programmes within the EU education system. Flexibility for lifelong learning: programmes are designed to cater to working professionals, ensuring accessibility and relevance to diverse learner needs. Clear objectives: strategic plans outline measurable goals for programme delivery, including enrolment targets, resource allocation, and quality assurance. Stakeholder engagement: input from employers and other external stakeholders is incorporated into planning, ensuring programme relevance to the labor market.
Opportunities
Enhanced strategic collaboration: strengthen partnerships with international institutions to further align part-time programmes with global best practices and improve cross-border recognition. Digital transformation: expand the use of digital tools and platforms to enhance accessibility and flexibility for part-time learners. Broader stakeholder input: include alumni and industry experts in the strategic planning process to better tailor programmes to real-world demands.

4. **Improved assessment tools:** develop advanced methods for evaluating the achievement of strategic goals, including data analytics and long-term impact studies.

Inconsistencies

1. **Uneven comprehensiveness:** some strategic plans lack full consideration of regional disparities in access to part-time education.
2. **Limited dissemination:** strategic objectives and achievements are not always communicated effectively to students and stakeholders, reducing transparency.
3. **Resource allocation challenges:** while plans are detailed, the availability of financial and human resources to support all objectives varies among programmes.
4. **Assessment limitations:** evaluation methods for strategic plan fulfillment may not consistently measure long-term outcomes or the broader impact on higher education development.

By addressing these inconsistencies and leveraging the identified opportunities, institutions can ensure that their part-time programmes not only fulfill their mission but also contribute to the broader goals of higher education development in Bosnia and Herzegovina and beyond.

Standard 2

The internal organization of a higher education institution shall ensure the participation of higher education teachers and staff, scientific staff and non-educational staff, students and other stakeholders in the management and development of the activity of a higher education institution.

Assessed shall be the representation of stakeholders in the bodies of higher education institutions and the exercise of their rights and duties.

Findings
Stakeholder participation: the internal organization of institutions offering part-time programmes ensures active participation of higher education teachers, scientific staff, administrative staff, students, and external stakeholders in decision-making processes. Formal structures: governance bodies, such as academic councils and programme committees, include representatives from all key groups, ensuring a collaborative approach to management. Rights and duties: mechanisms are in place to uphold the rights and responsibilities of stakeholders, with clear guidelines for participation and contribution to institutional development.
Strengths
Inclusive governance: students and staff from part-time programmes are represented in decision-making bodies, ensuring that their specific needs and concerns are addressed. Stakeholder engagement: institutions engage external stakeholders, including employers and industry representatives, in the development and evaluation of part-time programmes. Transparency and accountability: decision-making processes are documented and shared, promoting trust and collaboration among stakeholders. Dedicated committees: specific committees or working groups are established to focus on part-time education, addressing its unique challenges and opportunities.
Opportunities
Broader representation: increase the diversity of stakeholder representation in governance bodies to include alumni, international partners, and underserved student groups. Enhanced training: provide governance and leadership training for student and staff representatives to maximize their contributions to decision-making processes. Feedback integration: strengthen mechanisms for collecting and incorporating feedback from part-time students and staff to ensure their voices influence institutional policies. Collaborative forums: create forums or task forces that bring together all stakeholder groups to discuss and resolve issues specific to part-time education.



Inconsistencies

1. **Variable representation:** the level of participation by part-time programme stakeholders in governance structures varies between institutions, leading to potential gaps in representation.
2. **Limited awareness:** some part-time students and staff report insufficient awareness of their rights and opportunities to participate in institutional governance.
3. **Engagement challenges:** despite mechanisms for involvement, some stakeholders, particularly part-time students balancing work and study, may face difficulties fully engaging in governance activities.
4. **Inconsistent influence:** The degree to which stakeholder feedback influences decision-making and programme development is uneven across institutions.

Standard 3

Practical training of students in a work environment, if it is part of the education activity, shall be well organized and implemented as such. There shall be resources available for its implementation.

Assessed shall be the following:

- a) *systemic regulation of the practical training of students, and of its implementation;*
- b) *satisfaction of the participants in the practical training.*

Findings
Systematic regulation: Institutions offering part-time programmes have established structured guidelines and frameworks for the organization and implementation of practical training, tailored to the unique schedules of part-time students. Resource allocation: adequate facilities, equipment, and personnel are available to ensure the effective execution of practical training in work environments. Participant satisfaction: surveys and evaluations indicate high levels of satisfaction among participants, particularly regarding the relevance of training to their professional contexts.
Strengths
Flexibility in scheduling: practical training is organized to accommodate the needs of working students, with options for evening, weekend, or modular sessions. Workplace integration: many part-time programmes leverage partnerships with employers, allowing students to conduct practical training at their places of employment, ensuring relevance and convenience. Mentorship quality: dedicated mentors and supervisors are assigned to guide students during practical training, enhancing learning outcomes and professional development. Comprehensive support: students are provided with detailed training plans, resources, and clear expectations to ensure successful participation in practical activities.
Opportunities
Enhanced employer engagement: strengthen partnerships with a wider range of employers to diversify the types of practical training opportunities available to students. Digital tools for training: introduce virtual simulations and online platforms to complement hands-on practical training, providing additional flexibility for part-time learners. Feedback utilization: use feedback from students and employers to continuously refine and improve the structure and content of practical training programs.

4. **Cross-Industry opportunities:** expand practical training options to emerging fields and industries, aligning with evolving labor market demands.

Inconsistencies

1. **Resource gaps:** availability of resources, including training sites and specialized equipment, varies between institutions, affecting the quality of training experiences.
2. **Satisfaction disparities:** while most participants report satisfaction, some express concerns about the alignment of training content with program learning outcomes.
3. **Limited access** for some students: students in remote areas or those with demanding jobs may face challenges accessing practical training sites.
4. **Supervision variability:** the quality of mentorship and supervision during practical training can be inconsistent, depending on the institution and training site.

Standard 4

The internal quality system shall enable the conclusion of the circle of quality on all areas of operation of the higher education institution.

Assessed shall be the following:

- a) *understanding the meaning and the role of an internal quality assurance system;*
- b) *self-evaluation report for the last concluded self-evaluation period, measures based on the self-evaluation in the period since the previous accreditation, and a plan which contains improvements for the following self-evaluation period;*
- c) *how the internal quality assurance system enables and promotes the development, connecting and an update of the educational, scientific, research or artistic activity and the impact of this activity on the environment.*

Findings
Internal quality assurance (QA) framework: institutions offering part-time programmes have established QA systems that ensure systematic monitoring, evaluation, and improvement of all operational areas. Self-evaluation reports: detailed self-evaluation reports are generated, reflecting achievements, challenges, and proposed measures for improvement based on stakeholder feedback and performance metrics. Integration across activities: QA processes link educational, research, and professional activities, ensuring their alignment with institutional goals and their broader impact on the environment.
Strengths
Structured QA systems: institutions demonstrate a clear understanding of QA's role and implement structured processes for continuous monitoring and enhancement of part-time programmes. Comprehensive self-evaluation: regular self-evaluations identify strengths and weaknesses, guiding actionable improvement plans for future development. Stakeholder inclusion: students, faculty, and external partners are involved in QA processes, ensuring diverse perspectives are considered. Impact-oriented improvements: measures implemented after self-evaluations contribute to meaningful updates in programme design, teaching methods, and resource allocation.
Opportunities
Enhanced QA awareness: conduct workshops to deepen understanding of QA processes among part-time students and faculty, emphasizing their role in institutional development. Real-time monitoring: introduce advanced digital tools for real-time monitoring of key performance indicators, improving the responsiveness of QA systems. Cross-institutional learning: share best practices and QA methodologies with other institutions offering part-time programmes to enhance consistency and innovation.

4. **Environmental impact assessment:** develop metrics to measure the broader societal and environmental impact of part-time programmes, integrating these insights into QA processes.

Inconsistencies

1. **Variability in QA implementation:** the scope and effectiveness of QA systems vary across institutions, leading to uneven application of processes and outcomes.
2. **Insufficient follow-up:** some institutions lag in implementing measures outlined in self-evaluation reports, delaying improvements.
3. **Stakeholder awareness gaps:** not all stakeholders, particularly part-time students, are adequately informed about QA processes or invited to provide feedback.
4. **Limited integration:** in some cases, QA systems insufficiently connect educational, research, and professional activities, reducing their overall impact.

Standard 5

The higher education institution shall monitor the needs for knowledge and employment needs in the environment. It shall provide information regarding the employment possibilities in the fields suitable for the competences or the learning outcomes of graduates.

Assessed shall be the following:

- a) *participation of the higher education institution with the environment or employers, and their graduates;*
- b) *development of job centres, graduate clubs or other forms of organization.*

Findings
Monitoring employment needs: institutions offering part-time programmes actively monitor labor market trends and align programme content with the skills demanded by employers. Employer collaboration: strong partnerships with employers ensure that part-time programmes are tailored to meet industry needs, enhancing the employability of graduates. Career support services: institutions have established job centers, graduate clubs, and other mechanisms to support students and graduates in finding employment.
Strengths
Dynamic curriculum: regular updates to programme content reflect feedback from employers and industry trends, ensuring graduates possess relevant skills. Collaborative partnerships: employers are actively engaged in curriculum development and practical training, strengthening the relevance of part-time programmes. Job placement assistance: career centers and graduate clubs assist students and alumni with job searches, networking opportunities, and professional development. Graduate tracking: institutions maintain systems to track graduate employment outcomes, providing valuable data for continuous programme improvement.
Opportunities
Expand industry partnerships: broaden collaborations with diverse industries to create more employment opportunities and enhance programme relevance. Tailored career services: develop career services specifically designed for part-time students, who often balance studies with existing professional responsibilities. Alumni networks: strengthen alumni engagement to leverage their networks and experiences for the benefit of current students and recent graduates. Global job markets: prepare students for international employment opportunities by incorporating global trends and competencies into part-time programmes.
Inconsistencies



Inconsistencies:

1. **Variable employer engagement:** some programmes report inconsistent levels of employer involvement in curriculum design and graduate placement support.
2. **Uneven access to career services:** availability and quality of job placement services vary between institutions, potentially providing disadvantage to certain students.
3. **Graduate tracking gaps:** in some cases, tracking systems for graduate outcomes lack comprehensiveness, limiting their usefulness for programme improvement.
4. **Limited regional coverage:** career services and employer partnerships may not fully address the needs of students in rural or underserved areas.

Standard 6

The higher education institutions shall inform the stakeholders and the public about the study programmes and their activity in a timely manner.

Assessed shall be the approachability, content, reliability, understandability and the accuracy of the information about the activity of the higher education institution, especially the information regarding study programmes, their implementation and the scientific, professional, research or artistic activity from the fields and the disciplines of these programmes.

Findings
Stakeholder communication: institutions provide detailed information about part-time programmes, including curricula, schedules, and admissions processes, through multiple communication channels. Timely updates: key updates regarding programme implementation, events, and deadlines are communicated promptly to stakeholders. Public engagement: institutions actively use websites, brochures, and public events to inform the public about their part-time programmes and related activities.
Strengths
Accessible information: websites and digital platforms are designed to be user-friendly and provide easy access to information about part-time programmes, ensuring stakeholders are well-informed. Comprehensive content: information provided includes programme objectives, learning outcomes, ECTS credits, schedules, and teaching methods, helping prospective students make informed decisions. Engagement with employers: employers are regularly informed about programme activities and invited to participate in events, fostering stronger collaboration. Reliable communication channels: institutions use official channels for all communication, ensuring accuracy and consistency in the information shared.
Opportunities
Expand digital outreach: develop mobile-friendly websites and social media campaigns to reach a broader audience and increase engagement with younger, tech-savvy stakeholders. Multilingual content: offer programme information in multiple languages to attract international students and partners. Feedback mechanisms: introduce systems for stakeholders to provide feedback on the clarity and completeness of the information provided, enabling continuous improvement.

4. **Interactive information sessions:** host virtual or in-person sessions to address stakeholder questions and provide personalized guidance on programme details.

Inconsistencies

1. **Content depth variability:** the level of detail provided about part-time programmes can vary across institutions, leaving some stakeholders with insufficient information.
2. **Outdated information:** instances of outdated or incomplete information on institutional websites have been reported, potentially confusing stakeholders.
3. **Limited outreach to remote areas:** information dissemination is less effective in remote or underserved regions, limiting accessibility for potential students.
4. **Transparency gaps:** not all institutions communicate updates about programme developments or results of evaluations effectively to the public.

Standards on the Human Resources

Standard 7

Higher education teachers and staff, and scientific staff shall be provided for a quality performance of the educational, research and other work.

Assessed shall be the following:

- a) *provision of educational and professional development of higher education teachers and co-workers since the previous accreditation;*
- b) *scientific, professional, research or artistic achievements of higher education teachers and scientific staff;*
- c) *criteria of the higher education institution for appointment to titles and fields for appointment;*
- d) *types of employment of higher education teachers and higher education staff.*

Findings
Qualified faculty: institutions offering part-time programmes employ qualified higher education teachers and scientific staff with expertise in their respective fields, ensuring high-quality instruction and mentorship. Professional development: continuous professional development opportunities are provided to faculty, allowing them to stay updated on the latest teaching methods, research trends, and technologies. Research and professional achievements: faculty involved in part-time programmes have contributed to academic research, professional publications, and industry collaborations, enriching the educational experience. Transparent appointment criteria: institutions have clearly defined criteria for faculty appointments and promotions, aligned with national and institutional standards.
Strengths
Support for professional growth: faculty members are supported in attending conferences, workshops, and training sessions to enhance their teaching and research skills. Dual expertise: many faculty members combine academic credentials with industry experience, making them particularly suited for the applied focus of part-time programmes. Flexible employment models: institutions employ a mix of full-time and part-time faculty, allowing for flexibility in programme delivery while maintaining quality. Strong research output: faculty involved in part-time programmes contribute to research that aligns with industry needs and academic advancements, creating a dynamic learning environment.
Opportunities

1. **Enhanced development programs:** offer specialized training in hybrid and online teaching methods to support faculty in delivering part-time programmes effectively.
2. **Increased collaboration:** foster more collaboration between academic staff and industry professionals to enhance programme relevance and practical application.
3. **Global partnerships:** encourage faculty exchanges and international collaborations to bring diverse perspectives to part-time programmes.
4. **Recognition programs:** establish awards or incentives for outstanding teaching and research contributions to motivate faculty and recognize their efforts.

Inconsistencies

1. **Uneven professional development access:** opportunities for training and development may not be equally accessible to all faculty members, depending on their employment status or institutional policies.
2. **Variable research engagement:** while some faculty are actively engaged in research, others may have limited opportunities due to teaching loads or lack of resources.
3. **Employment model challenges:** reliance on part-time or adjunct faculty for certain programmes can lead to inconsistencies in availability and engagement.
4. **Appointment process transparency:** stakeholders have reported variability in the transparency of appointment and promotion processes across institutions.

Standard 8

Professional-technical and administrative staff shall be provided (hereinafter: non-educational staff) for efficient help and counselling.

Assessed shall be the following:

- a) *type and suitability of the help and counselling to students and other stakeholders;*
- b) *number, work area and education structure of non-educational staff;*
- c) *education and training of non-educational staff.*

Findings
Dedicated non-educational staff: institutions offering part-time programmes employ professional-technical and administrative staff to provide efficient help and counseling to students and other stakeholders. Specialized support services: non-educational staff offer a range of support services, including academic advising, technical assistance, and career counseling, tailored to the needs of part-time students. Staff training: regular training sessions are provided to non-educational staff to ensure they are equipped to meet the specific challenges of supporting part-time programmes.
Strengths
Accessibility: non-educational staff are accessible during flexible hours, accommodating the schedules of part-time students who may have work or family commitments. Specialized roles: staff are assigned to specific areas such as admissions, academic advising, and technical support, ensuring expertise and efficiency in service delivery. Student satisfaction: feedback indicates high levels of satisfaction among students regarding the accessibility and responsiveness of non-educational staff. Continuous development: institutions invest in the professional development of administrative staff, enabling them to stay updated on best practices and technological advancements.
Opportunities
Expanded support services: introduce additional counseling services, such as mental health support and financial aid guidance, tailored to the needs of part-time students. Digital platforms for support: develop online portals where students can easily access administrative services and counseling resources. Specialized training: offer advanced training for non-educational staff in areas such as diversity and inclusion, technology adoption, and conflict resolution. Increased staffing: expand the number of non-educational staff to reduce workloads and enhance the quality of support provided to students and stakeholders.



Inconsistencies

1. **Variable staffing levels:** the number of non-educational staff available to support part-time programmes varies between institutions, affecting service quality.
2. **Limited role clarity:** in some cases, roles and responsibilities of non-educational staff are not clearly defined, leading to inefficiencies.
3. **Training gaps:** not all institutions provide consistent or sufficient training for non-educational staff, potentially limiting their effectiveness in supporting part-time students.
4. **Access challenges:** students in remote or underserved areas report challenges in accessing administrative support services, particularly for technical assistance.

Standards on Students

Standard 9

The higher education institution shall provide the students with adequate help and counselling.

Assessed shall be the following:

- a) *the consideration of the diversity and needs of students in the establishment and determination of the content of counselling or help;*
- b) *timely and efficient notification of students;*
- c) *monitoring of the satisfaction of students with the services;*
- d) *help with finding internships*

Findings
Student-centered support: institutions provide counseling and support services tailored to the needs of part-time students, considering their diverse backgrounds and work-life commitments. Timely communication: students are informed about available support services, internships, and opportunities in a timely and efficient manner through digital platforms and direct communication channels. Satisfaction monitoring: surveys and feedback mechanisms are in place to assess student satisfaction with counseling and support services.
Strengths
Diverse counseling services: institutions offer academic, career, and personal counseling tailored to the unique challenges of part-time students, including balancing work and study. Internship assistance: dedicated career centers and partnerships with employers help students secure internships relevant to their studies and career goals. Proactive support: institutions actively reach out to students to ensure they are aware of and can access available services, fostering inclusivity and accessibility. Feedback utilization: institutions regularly use feedback from students to improve counseling services, ensuring they remain relevant and effective.
Opportunities
Flexible counseling options: offer virtual or hybrid counseling sessions to accommodate part-time students' schedules and locations. Specialized internship support: enhance internship placement services by aligning opportunities more closely with students' career aspirations and fields of study. Expand peer support: introduce peer mentoring programs where experienced part-time students guide new enrollees through academic and professional challenges. Improved satisfaction tracking: develop more detailed satisfaction surveys to better understand student needs and enhance the quality of support services.



Inconsistencies

1. **Uneven service availability:** the range and quality of counseling and support services vary across institutions, leading to inconsistent experiences for students.
2. **Delayed notifications:** some students report delays in receiving information about available counseling services and internship opportunities.
3. **Internship challenges:** access to internships can be limited, particularly in regions with fewer industry connections or for students in niche fields.
4. **Awareness gaps:** not all students are fully aware of the counseling and support services available to them, reducing their ability to benefit from these resources.

Standard 10

Students shall have appropriate conditions for a quality of study, of scientific, professional, research or artistic work and extracurricular activities.

Assessed shall be the following:

- a) *implementation of the study and its conditions according to the needs and expectations of students;*
- b) *enabling suitable professional, artistic and research work of students;*
- c) *conditions for extracurricular activity;*
- d) *enabling quality internship placements.*

Findings

1. **Flexible study conditions:** institutions implement part-time programmes that accommodate the unique needs of students, such as flexible schedules and blended learning options.
2. **Research and professional work:** opportunities for students to engage in professional, research, or artistic activities are integrated into part-time programmes, though their extent varies by institution.
3. **Extracurricular activities:** some institutions provide extracurricular opportunities tailored to part-time students, though these are less developed compared to full-time programmes.
4. **Internship placements:** quality internships are made available through partnerships with employers, ensuring professional relevance and hands-on experience.

Strengths

1. **Student-centric approach:** institutions prioritize the needs and expectations of part-time students by offering evening classes, weekend sessions, and e-learning platforms to balance study with other commitments.
2. **Professional integration:** many part-time students benefit from programmes that directly align with their current employment, enabling immediate application of learning.
3. **Support for research and artistic work:** dedicated resources, such as digital libraries and collaborative tools, enable students to pursue professional, research, or artistic projects effectively.
4. **Employer collaboration:** strong partnerships with industry stakeholders ensure that internship placements are relevant, high-quality, and aligned with programme learning outcomes.

Opportunities

1. **Enhanced research opportunities:** expand research projects to include more part-time students, leveraging their professional experience to enrich academic outcomes.

2. **Diverse extracurricular offerings:** develop tailored extracurricular activities, such as workshops, networking events, and short-term projects, specifically for part-time students.
3. **Strengthened internship networks:** increase collaboration with a broader range of industries to provide diverse internship opportunities, including remote or flexible placements.
4. **Cross-institutional collaboration:** partner with other institutions to offer joint research, artistic, and extracurricular programs for part-time students.

Inconsistencies

1. **Variability in resources:** access to professional, research, and artistic resources for part-time students varies significantly between institutions and regions.
2. **Limited extracurricular access:** part-time students often have fewer extracurricular opportunities due to scheduling conflicts and institutional prioritization of full-time programmes.
3. **Internship challenges:** some students face difficulties in securing internships that fit their schedules or career goals, particularly in specialized fields.
4. **Feedback utilization gaps:** student feedback on study conditions and extracurricular opportunities is not always systematically collected or used for improvement.

By addressing these inconsistencies and capitalizing on identified opportunities, institutions can ensure that part-time programmes provide high-quality study conditions, robust professional and research opportunities, and meaningful extracurricular and internship experiences, meeting the diverse needs of their student population.

Standard 11

The higher education institution shall protect students' rights.

Assessed shall be the following:

- a) *operation of the bodies of the higher education institution in this area;*
- b) *mechanisms for the recognition and prevention of discrimination of vulnerable groups of students and discrimination based on personal circumstances and beliefs of students;*
- c) *participation of student representatives in the bodies of the institution with other students.*

Findings
Rights protection framework: institutions offering part-time programmes have established policies and bodies dedicated to protecting students' rights, ensuring equality and fairness in the academic environment. Anti-discrimination mechanisms: mechanisms are in place to recognize and prevent discrimination based on personal circumstances, beliefs, or vulnerabilities, fostering inclusivity for part-time students. Student representation: student representatives actively participate in institutional bodies, providing a voice for part-time students in decision-making processes.
Strengths
Inclusive policies: clear policies ensure that part-time students are treated equally, with specific provisions to accommodate their unique challenges, such as balancing work and study. Support for vulnerable groups: institutions offer specialized support services, such as counseling and financial aid, for students from disadvantaged or vulnerable backgrounds. Participation opportunities: part-time students are included in governance structures, enabling their active participation in discussions and decisions affecting their education. Accessible reporting channels: mechanisms are in place for students to report grievances or discrimination confidentially, ensuring prompt and fair resolution.
Opportunities
Awareness campaigns: launch campaigns to educate part-time students about their rights and the available mechanisms to address grievances or discrimination. Enhanced representation: increase the number of part-time student representatives in governance bodies to ensure their unique needs are consistently addressed. Training programs: provide training for staff and faculty on recognizing and preventing discrimination, particularly for vulnerable groups.

4. **Peer support networks:** establish peer mentoring and support networks for part-time students, fostering a sense of community and shared advocacy.

Inconsistencies

1. **Variable awareness:** not all part-time students are fully aware of their rights or the mechanisms available to address grievances, limiting their ability to seek assistance when needed.
2. **Representation gaps:** while part-time students are represented, their participation may be less consistent or impactful compared to full-time students due to time constraints.
3. **Policy implementation differences:** the enforcement of anti-discrimination policies and support mechanisms varies across institutions, leading to uneven experiences for students.
4. **Resource allocation:** support services for part-time students, particularly those in vulnerable groups, may be underfunded or insufficiently developed in some institutions.

Standard 12

Students participate in the assessment and the update of content and the implementation of the higher education institution activity.

Assessed shall be the following:

- a) *participation of students in the drafting of the mission, strategic guidelines, self-evaluation of the higher education institution and study programmes as well as their transformation;*
- b) *methods of ensuring participation in the self-evaluation and update of the activity.*

Findings
Student participation: students in part-time programmes are invited to participate in self-evaluation processes, providing input on programme content, delivery methods, and overall institutional activities. Feedback mechanisms: institutions use surveys, focus groups, and consultations to gather student feedback for programme updates and institutional improvements. Engagement in governance: student representatives participate in institutional bodies where strategic decisions, including programme updates and transformations, are discussed.
Strengths
Structured feedback channels: mechanisms such as online surveys and periodic evaluations ensure that students' opinions are systematically collected and considered. Inclusivity in planning: students contribute to drafting strategic guidelines and updates to programme content, fostering a sense of ownership and engagement. Transparency: institutions communicate how student feedback has influenced updates to programmes and institutional policies, building trust and accountability. Adaptation to needs: feedback from part-time students has led to specific improvements, such as more flexible scheduling and enhanced e-learning components.
Opportunities
Expand participation opportunities: create additional platforms, such as student advisory councils or dedicated forums, to enhance student involvement in programme assessments and updates. Real-time feedback tools: implement digital tools for students to provide ongoing feedback on courses, teaching methods, and institutional processes. Cross-programme collaboration: facilitate collaboration between full-time and part-time student representatives to share diverse perspectives and insights for programme improvements. Incorporate alumni input: engage alumni of part-time programmes in the feedback process to gather insights on long-term programme impact and relevance.

Inconsistencies

1. **Variable engagement levels:** the degree of student participation in self-evaluation and programme updates varies between institutions, limiting the consistency of feedback integration.
2. **Limited awareness:** some students are unaware of the opportunities to participate in programme evaluation and decision-making processes, reducing overall engagement.
3. **Feedback implementation gaps:** not all institutions effectively communicate or implement changes based on student input, leading to frustration among participants.
4. **Inconsistent representation:** part-time students may have fewer representatives or opportunities to engage in governance bodies compared to full-time students, potentially leaving their specific needs underrepresented.

Standards on the Material Resources

Standard 14

The institution shall provide suitable premises for the implementation of the higher education activity.

The premises shall be assessed upon the consideration of the educational, scientific, professional, research or artistic activity, study programme proposals, human resources and the anticipated number of students enrolled.

Findings
Premises availability: institutions offering part-time programmes provide dedicated spaces, including classrooms, laboratories, and libraries, tailored to the needs of part-time students and faculty. Usage adaptability: premises are often designed with flexibility in mind, accommodating evening and weekend schedules typical for part-time education. Compliance with standards: facilities meet regulatory standards for higher education, ensuring appropriate learning environments for students.
Strengths
Accessible locations: campuses and facilities for part-time programmes are strategically located to ensure accessibility for working students, often close to urban centers. Modern infrastructure: classrooms and other learning spaces are equipped with modern technology, including audio-visual aids and e-learning support tools, enhancing the educational experience. Dedicated spaces for practical training: specialized facilities, such as laboratories or partner sites in industries, are available for practical components of part-time programmes. Supportive environment: Premises are designed to include spaces for group work, individual study, and access to staff for consultations, ensuring comprehensive support for students.
Opportunities
Facility upgrades: invest in upgrading classrooms and laboratories with cutting-edge technologies, such as smart boards and collaborative tools, to further improve the learning environment. Remote access integration: expand hybrid models by equipping classrooms with tools to allow remote participation for students unable to attend in person. Sustainability practices: incorporate energy-efficient and sustainable designs in premises to align with global environmental goals. Regional expansion: develop additional campuses or partner facilities in underserved regions to improve accessibility for part-time students.

Inconsistencies

1. **Premises quality variability:** the quality and availability of premises vary between institutions, potentially affecting the consistency of the student experience.
2. **Limited capacity:** in some cases, the number of available classrooms or labs may not align with the growing enrollment in part-time programmes, leading to overcrowding or scheduling challenges.
3. **Access issues:** some premises lack adequate facilities for students with disabilities, limiting inclusivity and accessibility.
4. **Maintenance gaps:** reports of inconsistent maintenance or outdated facilities in certain institutions highlight the need for regular upkeep.

By addressing these inconsistencies and leveraging identified opportunities, institutions can ensure that their premises for part-time programmes are consistently suitable, inclusive, and supportive of high-quality education.

Standard 15

The institution shall provide the suitable technical, technological and other equipment for the execution of the higher education activity.

The equipment shall be assessed upon the consideration of the educational, scientific, professional, research or artistic activity, study programme proposals, anticipated manner of their implementation (e-study, remote study...), human resources and the anticipated number of students enrolled.

Findings
Technical resources: institutions providing part-time programmes ensure access to modern technical and technological tools, including e-learning platforms, to support flexible learning modes. Tailored equipment: the equipment is chosen to align with the specific educational and professional needs of part-time programmes, such as virtual labs and simulation tools for practical training. Scalability: equipment and resources are generally adequate to meet the anticipated number of enrolled students and the delivery method of the programme, whether face-to-face, online, or hybrid.
Strengths
E-learning infrastructure: robust online platforms, such as Moodle, enable remote and flexible learning, which is essential for working part-time students. Specialized tools: for practical components, institutions provide industry-standard tools and software to ensure students are prepared for professional environments. Technology integration: programmes utilize advanced technologies such as virtual classrooms and digital collaboration tools to enhance the learning experience. Accessibility and availability: resources are strategically allocated to support part-time students, including evening and weekend access to facilities and equipment.
Opportunities
Technology upgrades: continuously update technical and technological resources to keep pace with advancements in educational technology and industry standards. Adaptive learning tools: introduce tools such as AI-driven platforms and personalized learning software to cater to the diverse needs of part-time students. Cross-institutional resource sharing: partner with other institutions to share specialized equipment, expanding access to advanced tools for students. Sustainability practices: invest in sustainable and energy-efficient technologies to enhance the environmental responsibility of institutional operations.
Inconsistencies



Inconsistencies:

1. **Resource disparities:** variations in the quality and availability of equipment across institutions can lead to inconsistent learning experiences for part-time students.
2. **E-learning challenges:** while e-learning platforms are widely used, some students report technical difficulties, such as compatibility issues or lack of real-time support.
3. **Maintenance gaps:** in some cases, delays in the maintenance or replacement of outdated equipment affect the quality of educational delivery.
4. **Access limitations:** certain advanced tools or facilities may not be available to students in remote or smaller institutions, reducing equity in resource access.

Standard 16

Suitable adjustments shall be provided for students with various forms of disability.

Assessed shall be the adjustments of the premises and the equipment as well as communication and information accessibility.

Findings
Accessibility measures: institutions offering part-time programmes have implemented adjustments to premises and digital platforms to accommodate students with disabilities, ensuring physical and informational accessibility. E-learning adaptations: e-learning platforms used in part-time programmes, such as Moodle, provide features like screen reader compatibility and adjustable font sizes, improving accessibility for students with visual or cognitive impairments. Support mechanisms: Institutions offer tailored support services, including academic advising and disability accommodations, to assist students with various needs.
Strengths
Accessible premises: many institutions ensure that classrooms, libraries, and laboratories are wheelchair accessible and meet physical accessibility standards. Digital Inclusivity: e-learning platforms are equipped with features that make digital resources accessible to students with disabilities, supporting flexible learning. Communication accessibility: institutions provide alternative communication methods, such as text-based support and personalized consultations, for students with disabilities. Awareness and training: staff are trained to understand and address the needs of students with disabilities, ensuring a supportive learning environment.
Opportunities
Enhanced assistive technologies: invest in specialized tools such as Braille displays, speech-to-text software, and sign language interpretation services for students with specific needs. Universal design principles: adopt universal design practices in both physical and virtual learning environments to ensure accessibility for all students. Broader awareness campaigns: increase awareness of available adjustments and services for students with disabilities through targeted communication campaigns. Collaboration with advocacy groups: partner with disability advocacy organizations to identify and implement best practices for inclusivity.



Inconsistencies

1. **Uneven implementation:** accessibility adjustments for premises and equipment vary across institutions, leading to disparities in the quality of support provided.
2. **Limited digital accessibility:** not all e-learning platforms fully meet international accessibility standards, creating challenges for some students with disabilities.
3. **Gaps in awareness:** some students and staff are not fully aware of the available adjustments or how to access them, limiting their effectiveness.
4. **Feedback integration:** feedback from students with disabilities is not always systematically collected or used to improve accessibility measures.

Standards 17

Adequate and stable financial resources shall be provided for the implementation and further development of the higher education activity.

Assessed shall be the financial plan for the following accreditation period or for the period for which an agreement has been concluded with the competent ministry, and the successfulness in meeting the financial plans in the last four years.

Findings
Stable financial resources: institutions offering part-time programmes have demonstrated financial stability through ERASMUS+ initiative - PARTISH project. Financial planning: detailed financial plans are prepared for part-time programmes, encompassing projections for revenue, operational costs, and future development. Performance review: institutions regularly assess their financial performance, with reports indicating the ability to meet planned objectives over the past accreditation periods.
Strengths
Diversified funding streams: a mix of public funding, tuition fees, and project-based grants ensures stability and reduces dependence on a single source. International project support: collaboration with international projects like PARTISH provides substantial financial support for developing and implementing part-time programmes. Transparent financial management: institutions maintain clear financial reporting and accountability mechanisms to ensure resources are used effectively. Alignment with strategic goals: financial plans are closely linked to strategic objectives, such as expanding programme offerings and improving infrastructure.
Opportunities
Private sector partnerships: develop stronger collaborations with private sector entities to secure additional funding and resources for part-time programmes. Scholarship programs: increase funding for scholarships and financial aid to make part-time education more accessible to underprivileged students. Innovative revenue models: explore innovative revenue models, such as micro-credentialing or modular course offerings, to attract diverse learners and generate additional income. Resource optimization: Implement cost-efficient practices and technology-driven solutions to reduce operational expenses without compromising quality.



Inconsistencies

1. **Uneven resource allocation:** resource allocation for part-time programmes may vary across institutions, with some facing challenges in securing adequate funding for specific initiatives.
2. **Dependency on grants:** a heavy reliance on project-based grants creates risks if such funding sources diminish or are discontinued.
3. **Budget execution gaps:** while financial plans are comprehensive, some institutions report challenges in fully executing their budgets due to administrative or bureaucratic delays.
4. **Limited flexibility:** public funding regulations may limit institutions' ability to reallocate resources dynamically in response to emerging needs.

Standard 18

The library of the higher education institution shall have suitable study, professional and scientific literature and shall provide quality library services.

Assessed shall be the following:

- a) *suitability of the study, professional and scientific literature;*
- b) *the library stock, availability of the material, information bibliographic support and access to databases;*
- c) *professional assistance by library employees;*
- d) *development of the library activity.*

Findings
Literature availability: libraries supporting part-time programmes provide access to study materials, professional literature, and scientific publications aligned with the curricula and research needs. Digital access: many institutions offer online access to databases and e-resources, accommodating the flexible schedules of part-time students. Library support services: professional assistance is available from library staff, ensuring that students can navigate resources effectively.
Strengths
Comprehensive resources: libraries maintain a wide range of materials relevant to part-time programmes, including textbooks, journals, and multimedia resources. E-resources and databases: students have access to major academic databases, e-books, and online journals, enabling remote research and study. Flexible access: libraries offer extended hours and remote access options to accommodate the needs of part-time students balancing work and study. Skilled library staff: professional librarians provide personalized guidance and training on using library tools, improving the research capabilities of students and faculty.
Opportunities
Enhanced digital tools: expand the use of advanced library tools, such as AI-powered search engines and personalized resource recommendations. Workshops and training: offer more workshops on academic writing, research techniques, and database use tailored to part-time students. Collaboration with industry: partner with professional organizations and companies to integrate specialized industry resources into the library stock. International access: include more international resources and publications to support diverse academic and professional needs.

Inconsistencies

1. **Uneven resource distribution:** the availability of study and professional literature varies between institutions, potentially limiting access for some students.
2. **Limited database coverage:** some libraries do not provide access to all major academic and professional databases, restricting research scope.
3. **Outdated materials:** instances of outdated or irrelevant materials in library collections have been reported, affecting their usefulness for current studies.
4. **Access challenges:** some part-time students report difficulties accessing physical library resources due to geographical or scheduling constraints.

Standards on the International Quality Assurance Control and Study Programmes Delivery

Standard 19

The higher education institution shall evaluate and update the content, composition and implementation of the study programme.

Assessed shall be the following:

- whether the self-evaluation of a study programme enables its development and update by keeping its actuality and creating a quality of the educational environment;*
- methods and procedures of collecting information or proposals for the transformation of a study programme and its analyses;*
- appropriateness of informing the stakeholders on achieving the planned tasks or the findings and results of the self-evaluation of a study programme.*

Findings
Self-evaluation processes: institutions offering part-time programmes regularly conduct self-evaluations to assess the relevance, quality, and effectiveness of programme content and delivery. Stakeholder feedback: feedback from students, staff, and employers is systematically collected through surveys, evaluations, and discussions to inform programme updates. Programme updates: self-evaluation findings are used to update curricula, align learning outcomes with market needs, and improve teaching methods, ensuring the programmes remain current and effective.
Strengths
Comprehensive evaluation: self-evaluation processes include multiple dimensions, such as academic content, teaching quality, and practical training effectiveness, providing a holistic review. Timely updates: institutions demonstrate responsiveness by implementing updates based on evaluation results, maintaining the relevance of part-time programmes to current industry and societal needs. Transparency in communication: Institutions inform stakeholders about self-evaluation results and the subsequent updates to programmes, fostering trust and accountability. Flexible methodologies: evaluation methods include surveys, focus groups, and performance analyses, ensuring diverse perspectives are considered.
Opportunities
Advanced analytics: implement data analytics to enhance the depth and precision of self-evaluations, enabling more targeted programme updates.

2. **Global benchmarking:** compare part-time programmes with international standards to identify gaps and integrate global best practices.
3. **Increased employer collaboration:** deepen partnerships with employers to better align programme updates with evolving job market demands.
4. **Continuous feedback loops:** develop mechanisms for real-time feedback from students and faculty to quickly address emerging issues and maintain programme quality.

Inconsistencies

1. **Variable evaluation practices:** the quality and consistency of self-evaluation practices differ across institutions, affecting the thoroughness and effectiveness of programme updates.
2. **Stakeholder awareness:** some stakeholders, particularly students, report limited awareness of self-evaluation processes and their outcomes.
3. **Implementation delays:** there are instances where recommendations from self-evaluations are not promptly implemented, delaying necessary programme improvements.
4. **Limited engagement:** some institutions do not fully engage all stakeholder groups in the self-evaluation process, potentially missing valuable insights.

By addressing these inconsistencies and leveraging the identified opportunities, institutions can ensure their part-time programmes are regularly evaluated and updated, maintaining their relevance and quality while fostering an environment of continuous improvement.