ENSURING THE QUALITY OF THE EDUCATIONAL PROCESS AT HIGHER EDUCATION INSTITUTIONS IN SERBIA WITH SPECIAL REFERENCE TO THE IMPORTANCE OF STUDENTS IN THE SELF-EVALUATION PROCESS

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Abstract: Aware of the fact that they can ensure their survival on the educational scene only if they follow modern trends and requirements that come from today's highly changed and turbulent educational environment, national bodies that are in charge of defining educational policies, quality assurance systems and their successful implementation and control, together with universities in Serbia are trying to respond to the challenges they face in the best possible way, and use them as an opportunity to improve the quality of education and acquire competitive advantages. The implementation of the quality system, continuous improvement and upgrading of the quality in all aspects of work of higher education institutions has become a necessity, in view of the fact that education process is a service, the quality of which is assessed both by national bodies in charge of accreditation and the evaluation of achieved results, and by students. When a suitable climate and culture is created to promote quality as a common goal of all participants involved in the educational process, and when the focus is on the quality of the teaching process, scientific and research work, administration, equipment, ambience, i.e. the environment where the educational service process takes place, only then can we expect the learning outcomes to achieve outstanding results to the satisfaction of the students. One of the elements of the quality assessment, as an integral part of the accreditation process is the self-evaluation report, which includes the presentation of the achieved results and the degree of fulfilment of the defined standards. In the process of self-evaluation, a special place and importance belongs to students, therefore, this paper will pay special attention to the Standard 13, which refers to the involvement of students in the process of self-evaluation of higher education institutions in Serbia.

Keywords: quality, higher education institutions, universities, quality improvement systems, National Accreditation Body, students, self-evaluation

JEL classification: M30; I23

1. Introduction

Faced with a series of challenges that the implementation of the Bologna process brought as a result of the changed requirements in the educational market, the National Bodies in charge of the higher education domain in Serbia were the first to bear the burden of responding and adapting to them, thus adopting or developing new rules, ensuring procedures and quality improvement, being immediately followed by the universities in Serbia, which had to move from the traditional way of functioning to a completely new system of education that was largely unknown to them. The new education system required universities to be more adaptable, sensitive and proactive in their actions, focused on ensuring quality, especially from the perspective of students as the end users of educational services. State universities in Serbia were founded as traditional universities and were basically disintegrated, i.e. they included a number faculties as members that functioned and acted as separate organizational and legal units with the decision-making rights, which had an impact on the quality control and improvement system that became more complex and difficult to implement and conduct, i.e. quality systems could, thus, largely differ among the members within the same university. The State University in Novi Pazar was the first to be established as an integrated university from the very beginning, thus including Departments and study programs within, together with the fact that they did not have the status of legal entities, i.e. they did not make decisions or act separately from the University. Integration as a characteristic has its advantages, while on the other hand it brings challenges that other universities have not faced so far. The process of self-evaluation is an inevitable step in the assessment of the higher education quality and an essential element in the process of accreditation of higher education institutions. Collecting students' opinions about the quality of the teaching process and all other issues related to their studies is one of the crucial obligations of all higher education institutions. The standards and instructions for self-evaluation and assessment of the quality of institutions and study programs operating within them are determined by the National Accreditation Body and define a special standard related to the role of students in self-evaluation and quality assessment (Standard 13), although the significance and the role of students in the self-evaluation process can also be realized within the assessment of fulfilment of all other standards. (Kijevčanin & Rešović, 2011)

2. Accreditation of Higher Education Institutions and the Transition to the Bologna Process

2.1. Accreditation of higher education institutions then and now

The need for the presence of certain procedures for ensuring and examining the quality of work at higher education institutions originally appeared in the USA at the beginning of the twentieth century, in order to regulate the foundation and

functioning of an increasing number of higher education institutions. As a precondition for the implementation of the accreditation procedure, an evaluation had to be carried out with the aim of pointing out the obvious strengths and weaknesses of a particular institution, whose quality assessment was to be carried out. (Rešović & Kijevčanin, 2010)

In Europe, this process took place in a different way, i.e. the need for the establishment of certain quality control procedures was not initially recognized, considering the fact that the universities were mostly under the control of the state as their founder, but it later changed under the pressure of the necessity of harmonizing the procedures with the European standards, and by strengthening the autonomy of universities. (Seyfried & Pohlenz, 2018; Broucker & de Witt, 2015; van Vught & de Boer, 2015)

Accreditation is one of the key measures in the quality assurance system, which aims to assess, maintain and improve the quality of the entire higher education system, while evaluation is the assessment of realization, i.e. the compliance of the achieved results in the field of quality with certain standards, be it an internal assessment of the fulfilment of conditions - self-evaluation, or an external assessment of the fulfilment of conditions - external evaluation.

In accordance with the new circumstances and requirements, countries around the world started to constitute their own national or independent bodies - agencies for assessing the quality of higher education institutions and establishing a series of standards that need to be met, so that institutions could continue to perform their activities in the higher education domain. On the other hand, universities had to adjust their operations to new conditions and establish internal mechanisms for quality assessment, so as to be ready to respond to new challenges and be able to meet expectations and standards, whose realization now provides their future in the domain of higher education. (Al-Amri et al., 2001)

In Serbia, the Accreditation and Quality Control Commission – AQCC (KAPK), founded in 2006, was initially in charge of the accreditation process and functioned as such until the formation of the National Accreditation Body in 2018. Since the establishment of the National Accreditation Body (NAT), as a legal successor of KAPK, NAT has been in charge of the accreditation procedure, while KAPK was reconstituted in 2018 as an expert body within NAT. (Stefanović et all., (2020); see NAT, site: www.nat.rs)

2.2. Implementation of the Bologna Process

The Bologna Reform Process has been implemented in a large number of European countries since 1999 aimed at improving the quality of the higher education system and reducing the growing unemployment of higher education professionals. What they wanted to achieve was the harmonization of curricula and quality systems, in

order to increase competitiveness and mobility between different countries in Europe. It was also believed that in the educational process the emphasis would be on learning outcomes as planned. The Bologna Reform was supposed to ensure the harmonization of curricula with the real needs of the labour market, which would make it easier for graduates to find employment. However, the main activity was mostly focused on the process of quality assurance, by forming regional and national agencies that would be in charge of monitoring, controlling and improving quality through the establishment of common standards and guidelines, which ensured the comparability of education systems in countries that joined the Bologna Process, thus accepting the obligation to adjust and respect the standards and requirements that the Process entailed.

Many changes that occurred at the level of national education systems involved in the Bologna Process followed the development and adoption of the European Quality Assurance Standards and Guidelines (ESG) proposed by the most famous European organizations (ENQA - European Association for Quality Assurance in Higher Education, EUA - European University Association, ESIB - European Summit of Industrial Biotechnology, EURASE - European Associated Software Engineering) and adopted by the ministers of education in 2005, which also shows one of the greatest achievements of the Bologna Process. The implementation of standards and guidelines was also approved by the Ministers of Education in 2007, and included an external assessment of the work of agencies dealing with quality assurance and control every 5 years, as well as an examination of compliance with European Quality Standards and Guidelines, and a final assessment whether the agencies met the requirements for continuation of their work, i.e. whether they would be included in the European Register of Quality Assurance Agencies - EQAR in the following period. (see EUA, Case Study; 2008; ENQA, 2008)

The Law on Higher Education in Serbia made a clear distinction between academic and professional studies and thereby specified that doctoral studies could only be conducted at universities and faculties. The length of basic studies could last three to four years, previous Master Studies (lasting 4-6 years) were abolished and new Master Studies were introduced, which, depending on the length of the basic studies, could last one to two years, while doctoral studies were to be realized in three years. In the integrated study programs, studies last five years and combine basic and Master studies, i.e. upon the completion of integrated studies, the student acquires a Master's degree in a given field. Bologna also recognizes certain specificities and enables e.g. artists to acquire the title of Doctor of Arts in a three-year period, with the fact that instead of doing research and writing a doctoral dissertation - a scientific paper, they have to complete an artistic project accompanied by a written paper that serves as a description of the artistic project (exhibition, concert, performance, etc.). (Prnjat, 2022)

The implementation of the Bologna Declaration required parallel work on improving the quality of the entire educational system. In order to obtain a work

permit, a higher education institution had to implement an acceptable quality assurance system. The introduction of rules and quality standards on the one hand enables the introduction of order and easier control at the level of higher education institutions; while on the other hand, it provides multiple benefits for other participants in the educational process, both internal and external. (Petković & Plančić, 2008: 41)

3. Ensuring the Quality of Work at Higher Education Institutions

Quality assurance as an idea and process at the very beginning of more intensive implementation in the field of higher education was faced with considerable resistance, and according to the research of certain authors, the evaluations conducted did not always provide accurate results; thus, in their opinion the obtained assessments could not be used for making important decisions. Although it is difficult to define quality, It doesn't mean that it cannot be measured with the help of certain guidelines and standards, and the involvement of all relevant factors. Quality is a measurable category and the obtained results can be used for upgrades and improvements aimed at the survival and prosperity of institutions in the domain of higher education. (Harvey & Green, 1993; Owlia & Aspinwall, 1996).

The quality of teaching and learning outcomes has become strategic issues worldwide in recent decades, increasingly gaining importance. Institutions that became aware of this in time and were among the first to accept the necessity of changes and adjustments achieved an enviable position in the educational market not only in their country, but also in the region. (Harvey & Willimas, 2010; Enders & Westerheijden, 2014).

The biggest three achievements brought by the introduction of quality assurance in Europe are related to the following:

- ESG emphasizes that the institutions of higher education are primarily responsible for quality now; therefore, the external control of the fulfilment of standards and guidelines concerning quality assurance and improvement, conducted by external organizations or agencies is greatly facilitated, insofar as the institutions seriously approach the given tasks and fulfil their obligations. (Reichert & Tauch, 2005)

- Internal quality assurance should refer not only to procedures for measuring the level of quality, but should be aimed at creating such an organizational climate and culture that promotes quality as a universal value, so that universities, i.e. higher education institutions as a whole are focused on achieving a mutual goal, which is to ensure and continuously improve the quality of all segments of activity,

- ESG and the Bologna Reform indicate a shift from the internal interests of higher education institutions to the interests of all participants in the educational process; above all to the interests of students, given that they are the end users of higher education services, hence their satisfaction should be the primary goal of every higher education institution. (EUA Case study, 2008, pp.5-7)

Quality assurance is recognized by higher education institutions as a necessity, because the further functioning of the higher education institution in the field of education depends on the fulfilment of standards, compliance with guidelines and involvement of all employees. (Kahveci, et al., 2012). The outmost judgment about the quality of study programs, departments, and the institution as a whole is given by the authorized accreditation body, which is NAT on the territory of our country.

Figure 1 shows the parties interested in the quality of education, and as can be seen, the following are interested in the quality of higher education: higher education institutions (management and employees, both lecturers and administration), then society, the state, the labour market (employers), national accreditation body and students. All interest groups should work together in order to improve the quality of education, considering that a high quality of education contributes to strengthening the competitiveness of the economy, i.e. the market, given that the graduated students are better trained to perform tasks in the domain of their education, the society receives a quality educational staff and well-trained staff who will be the bearers of positive development and changes, while higher education institutions will create the effect of successful and regionally recognized and accepted, thus positively affecting the interest of future students in enrolling in study programs within the specific higher education institution.

Figure 1. The parties interested in the quality of higher education
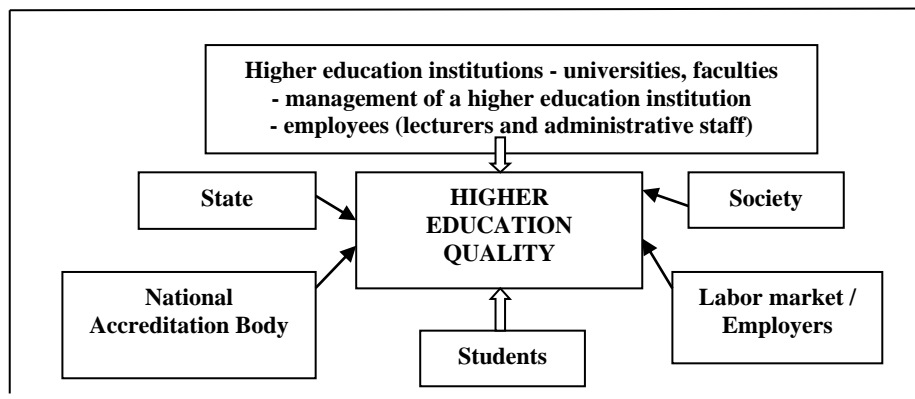
Source: Adapted according to Lazić, M. (2007)

4. Self-Evaluation of Higher Education Institutions with Special Reference to the Importance and Role of Students

In the countries of the European Union, self-evaluation is a widespread mechanism used to improve the quality of work of higher education institutions. The essence of the self-evaluation process includes monitoring, evaluating, controlling and recording all aspects of the quality of work at a higher education institution. The quality of work primarily depends on the content of the study programs offered by the higher education institution, then on the way the teaching process is performed, on the teaching staff, equipment, physical environment in which the service is provided, all employees, who are either visible or invisible part of the service provision process, and also on all other factors that directly or indirectly influence the students to experience and evaluate the quality of the service. Given that the process of education represents the process of providing services, and services are not a visible and easily assessed category, there must be clearly defined standards to measure quality more easily, thus enabling comparison of the obtained results; this does not mean that it is possible to achieve an absolute compliance with the given standards, but they should help with achieving business excellence, which is essentially the main goal. The process of self-evaluation should be useful in identifying the areas where certain improvements are possible to achieve, monitoring the realization of the planned organizational goals, and directing all organizational efforts and resources to the achievement of business success, and making comparison of the institution with the best one in the given area, the so-called benchmarking. (Ruso, 2011; Pribićević & Jelić, 2013)

In addition to the indisputable positive effects that the self-evaluation process has on the organization, it also provides a good basis for an easier passage through the external evaluation process, thus creating a positive climate for the evaluation of work of a higher education institution, bringing closer the importance that the work evaluation has for the institution, while at the same time paying attention to the opinions and attitudes of all participating groups in the higher education service process. (Bubb & Earley, 2008)

Self-evaluation is a process that requires assignment of the conducting team, selection of the team leader, formation of commissions that will be given specific tasks, appointing the one who will be in charge of evaluation, who and what will be evaluated, and what procedures and methods are to be used. Self-evaluation is a complex and demanding process and includes evaluation by several interest groups, primarily students, graduates, employers and professors, all in accordance with predefined standards that serve to assess the quality of work of higher education institutions. After the completion of this process, the collected information is integrated, analysed, and a report on the conducted self-evaluation is compiled, which is a public document and serves for the institution's accreditation process, being submitted to the competent National Accreditation Body of the

Republic of Serbia together with the Request for Accreditation. Self-evaluation is carried out for a period of three years and is performed according to pre-defined rules established by the higher education institution. (Ruso, 2011)

4.1. Report on self-evaluation and analysis of the obtained results in accordance with the Rulebook on self-evaluation and assessment of the quality of higher education institutions and study programs

The report on self-evaluation, which is prepared after the conducted process and the analysis of the obtained data, should be structured in accordance with the defined standards for assessing the quality of the work of a higher education institution and should contain the following elements:

- a detailed description of the achieved current condition, based on the analysis of the obtained data;
- analysis and assessment of the current situation in relation to previously defined goals and expectations,
- analysis of the capabilities and elements at one's disposal that can contribute to the improvement of the existing state and
- proposals for possible improvements that can be realized together with the planned measures for their realization.

SWOT analysis (Strength, Weakness, Opportunities and Threats) is used to analyse the obtained data and compare the achieved with the planned, since this analysis helps to identify gaps and to give adequate suggestions for improvements, together with the upgrade of the process of providing services in the field of higher education, all with the aim of increasing the satisfaction and loyalty of students as the end users. (Ruso, 2011)

The main goals of the self-evaluation process and the corresponding report imply the following:

- The implementation of the process of self-evaluation of study programs in the field of higher education is the responsibility of higher education institutions, and at the same time it is a prerequisite for the implementation of external quality assessment, i.e. compliance with predefined standards given by National Accreditation Bodies, which is NAT in our case.
- The establishment of program benchmarks makes it possible to analyse the implementation of study programs with a clearer identification of advantages and opportunities for certain improvements, as well as
- Strengthening the organizational climate and culture that are favourable to the development and improvement of the overall quality of the higher education institution.

When the evaluation process is successfully planned and conducted, a critical review of the fulfilment of the goals is necessary, because only in this way will it be possible to give adequate recommendations and suggestions on the basis of the experience in implementing the study program on the one hand, and the obtained results on the other, along with the collection and analysis of positive practices, thus making improvements that can have positive effects on quality progress, not only at the level of the analysed study program, but also in all other evaluated segments that are important for creating a positive climate and satisfaction of interests of all parties involved in the educational process.

The teams formed to manage the self-evaluation procedure should be focused on respecting the principles and procedures that lead to the further development and improvement of study programs that are the subject of self-evaluation. (Tbilisi, 2023)

4.2. Standards from the Rulebook on self-evaluation and quality assessment of higher education institutions and study programs

The Law on Higher Education and other accompanying legal documents and regulations define quality standards and minimum conditions that certain higher education institutions and included study programs should fulfil in order to be able to perform this activity, while the final judgment about the accreditation of the higher education institution (for a period of seven years) will be issued by NAT, based on the collected data and comparison with the established standards. (Turanjanin, & Marčetić, 2019)

Changed work conditions and increased level of competition in the field of higher education puts students in the foreground; they are increasingly involved in the process of evaluation and assessment of the quality of study programs and the teaching process. Managers are faced with numerous challenges, because they are forced to fundamentally change the way they function and work. Students are more and more demanding, so to attract them, the provision of certain benefits must be included, which will single out universities from their competition, such as: the possibility of lifelong use of the services of the Career Development Centre, or access to lectures even after graduation in case they express the need. (Raza & Khawaja, 2013; Rantanen, 2013, Janovac, 2014, Quansah et al., 2024)

The dilemma that universities face today is which programs and services they should offer to students, and an appropriate selection depends on market research, previous enrolments and analysis of students' interest in certain study programs, as well as through obtaining information from local institutions and potential employers about real needs and deficient professions. Based on the obtained results and the prepared report, the management of the higher education institution decides in which direction the offer will develop, i.e. which study programs will be retained, improved, enriched, revised, and which will be abandoned and replaced

with other alternatives, more interesting for students and the market. Institutions that want to be recognizable and attract as many students as possible must focus on quality, and be recognized and identified as leaders in the field of higher education. (Šormaz, et al., 2020.)

If they want to survive, grow and develop, higher education institutions are obliged to periodically (every three years) carry out a process of self-evaluation of both the institution and study programs in accordance with their own rules and defined procedures, while respecting the requirements of the Rulebook on Standards for Self-Evaluation and Quality Assessment of Higher Education Institutions and Study Programs established by the National Council for Higher Education. The completed self-evaluation report is submitted to the competent National Accreditation Body - NAT. (Law on Higher Education, RS, 2018)

The effective Rulebook on Standards for Self-Evaluation and Assessment of the quality of Higher Education Institutions and Study Programs contains 15 Standards, with the fact that students are involved in the evaluation of their achievement to a greater or lesser extent depending on the type of standard, i.e., the area to which it refers. (Subotin et al., 2021)

The Rulebook on Standards for Self-Evaluation and Quality Assessment of Higher Education Institutions and Study Programs defines the following standards:

Standard 1: Quality assurance strategy;

Standard 2: Quality assurance standards and procedures;

Standard 3: Quality assurance system;

Standard 4: Quality of the study program;

Standard 5: Quality of the teaching process

Standard 6: Quality of scientific research, artistic and professional work;

Standard 7: Quality of teachers and associates;

Standard 8: Quality of students;

Standard 9: Quality of textbooks, literature, library and IT resources;

Standard 10: Quality of higher education institution management and quality of non-teaching support

Standard 11: Quality of space and equipment;

Standard 12: Financing;

Standard 13: The role of students in self-evaluation and quality control;

Standard 14: Systematic monitoring and periodic quality control; (Ruso, 2011)

Standard 15: Quality of doctoral studies. ("Official Gazzette of RS", 2019)

4.3. *Standard 13 with a special reference to the application of this standard at the State University in Novi Pazar - an example of the MAS Rehabilitation study program*

Assessing the fulfilment of Standard 13 shows to what extent higher education institutions managed to ensure the participation of students in the process of quality assurance and improvement. Students participate in activities related to quality improvement by joining student organizations (Student Parliament, associations, organizations, etc.) and delegating their representatives (student Vice-Rector) to professional bodies and commissions that are in charge of realizing the activities of the higher education institution, regarding the fulfilment of quality standards. One of the greatest contributions of students is participation in the survey (questionnaire) procedure, where they can give their opinion in an anonymous, but very effective and direct way, show their assessment of the defined strategy, mission and vision, the quality of a particular study program, teaching process, i.e. they can evaluate the professors' work, express their judgments on technical and spatial equipment, availability of literature, but also on auxiliary non-teaching staff and administration, all participants in that complex process of organizing and implementing the higher education service process. One of the observed limiting circumstances is the short period for which student representatives are elected for certain types of organizing and joint action (one to two years). (Kijevčanin & Beširović, 2008)

Based on publicly available data from the self-evaluation report of Master academic studies - MAS Rehabilitation at the Department of Biomedical Sciences of the State University in Novi Pazar (DUNP), it can be concluded that it is the representatives of the Department who encourage students to take an active participation in the process of developing and improving the study program, the teaching process and methods of work, testing and evaluation. In the process of self-evaluation, students are involved in the following bodies and authorities of DUNP through their representatives:

- University Council (3 members);

- Senate of the University (2 members);

- Student Parliament;

- Student Vice-Rector and

- Quality Assurance Committee (1 member).

It is interesting to point out that students who are not members of these bodies, and who indirectly participate in the realization of Standard 13 at DUNP, receive all necessary feedback through their representatives and thereby protect their rights and interests. The Student Parliament at DUNP has 15 members who are elected every year (now the period lasts for two years) by secret ballot in the premises of

the University. Students participate in the survey process, which evaluates the quality of the teaching process; the survey is anonymous and voluntary, and is conducted over a period of one month. The analysis of the obtained data and the results obtained by the survey are sent in the form of a report to the Heads of Departments, who call meetings with the Heads of study programs where the results of the survey are discussed; special attention is paid to the analysis of perceived shortcomings, on the basis of which adequate measures to overcome them are proposed. The finished report with accompanying documents is submitted to the Scientific and Teaching Council and the Senate.

Students also participate in the decision-making process regarding the improvement of study programs and curricula, defining and implementing the strategy and associated procedures, but they also have the opportunity to evaluate the quality of the work of professional services, as well as the administration. The positive thing about integration is that certain gaps and perceived deviations from defined quality standards can be overcome more quickly and easily.

The SWOT analysis, which provides information on strengths, weaknesses, as well as opportunities and threats for MAS Rehabilitation, yielded the following results:

Table 1. SWOT analysis of the study program for MAS Rehabilitation

Strengths	Weaknesses
- Active participation of students in all bodies of the University that deal with self-evaluation and quality control; - Greater representation of students gives a more realistic picture of the level of quality of study programs; - Students are part of the surveying process, and also report preparation	- There is insufficient activity and interest in direct participation in the evaluation process: - An imbalance was observed between the need for overt data and the right to protection of personal data.
Advantages	**Dangers**
- Emphasizing the importance of raising students' awareness; - Ability to be motivated about the necessity of conducting and participating in surveys.	- Insufficient degree of confidence that participation in the self-evaluation process will bring real changes; - The possibility of overvoting students in the bodies responsible for quality assurance; - Distrust of students in the anonymity of surveys that are conducted.

Source: Report on the self-evaluation of the study program MAS Rehabilitation at DUNP

5. Conclusion

Modern work conditions, turbulence, uncertainty, dynamism changed requirements and needs of educational processes brought by the Bologna Process, placing quality from the aspect of students in the foreground, thus establishing procedures and rules for improvement, assurance and evaluation of the quality of services provided, i.e. learning outcomes, and posed completely new challenges to educational policy makers and higher education institutions, which they had not encountered before. It is now necessary to direct all the available capacities of the institution towards the achievement of a crucial goal, which is quality from the point of view of students, and also of all other interest groups in the field of higher education, the state, society, and the labour market, because it is only with such an approach, that institutions will manage to impose themselves and be recognizable and required, in conditions of increasing growth of competition in the field of higher education, because only quality and offer that meets or even exceeds the needs and wishes of end users will distinguish those institutions from others. Fulfilling the defined standards is a necessity, but it is no longer enough in itself, because now the institution must stand out for its excellence, for its unparalleled service that enables students to acquire applicable knowledge, where learning outcomes and acquired skills will make graduates at that particular higher education institution distinguished in relation to others, thus increasing their employability and demand by potential employers, which will consequently have a positive effect on the rating of the higher education institution, and the strengthening of rating will result in an increased interest of potential students.

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OBEZBEĐENJE KVALITETA OBRAZOVNOG PROCESA NA VISOKOŠKOLSKIM INSTITUCIJAMA U SRBIJI SA POSEBNIM OSVRTOM NA ZNAČAJ STUDENATA U PROCESU SAMOEVALUACIJE

Apstrakt: Svesni činjenice da svoj opstanak na obrazovnoj sceni mogu osigurati samo ukoliko prate savremene trendove i zahteve koji dolaze iz veoma izmenjenog i turbulentnog obrazovnog okruženja današnjice, nacionalna tela koja su zadužena za definisanje obrazovnih politika, sistema obezbeđenja kvaliteta i njihovo uspešno sprovođenje i kontrolu, kao i univerziteti u Srbiji koji pokušavaju da na najbolji mogući način odgovore izazovima sa kojima se suočavaju i da iste iskoriste kao šansu za unapređenje kvaliteta obrazovanja i sticanje konkurentske prednosti. Implementiranje sistema kvaliteta, kontinuirano usavršavanje i poboljšanje kvaliteta svih aspekata rada visokoškolskih ustanova postalo je neophodnost, jer je obrazovanje uslužni proces čiji se kvalitet procenjuje, kako od strane nacionalnih tela koja su zadužena za akreditaciju i evaluaciju ostvarenih rezultata, tako i od strane studenata. Kada se stvori adekvatna klima i kultura koja promoviše kvalitet kao zajednički cilj svih aktera uključenih u obrazovni proces, kada je fokus na

kvalitetu nastavnog procesa, naučno-istraživačkog rada, administracije, opremljenosti, ambijenta, odnosno okruženja u kom se odvija obrazovni uslužni proces, ishodima učenja, zadovoljstvu studenata, tek tada se može očekivati ostvarenje izvanrednih rezultata. Jedan od elemenata procene kvaliteta, ali i sastavni deo procesa akreditacije predstavlja izveštaj o samoevaluaciji koji podrazumeva prikaz ostvarenih rezultata i stepen ispunjenja definisanih standarda. U procesu samoevaluacije posebno mesto i značaj pripada studentima, pa će se stoga, u ovom radu, posebna pažnja posvetiti standardu 13 koji se odnosi na uključenost studenata u proces samoevaluacije visokoškolskih institucija u Srbiji.

Ključne reči: kvalitet, visokoobrazovne institucije, univerziteti, sistemi unapređenja kvaliteta, Nacionalno telo za akreditaciju, studenti, samoevaluacija.

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Velida Zimonjić, PhD, was born in Novi Pazar. She began her career as an associate at the State University of Novi Pazar in 2007 and conducted the lessons of practice in Management in Higher Education in master specialised study and undergraduate study programmes on the Department of Economy. Since 2008 she works an associate at the Quality Assurance office at the same University, and from 2024, she has been Head of QA office. She was promoted to the position of an assistant in teaching process 2010. She had a number of papers published in domestic and foreign collection of papers and journals.