SELF-EVALUATION REPORT

UNIVERSITY OF SARAJEVO - FACULTY OF ISLAMIC STUDIES

FOR THE FIRST AND SECOND CYCLE STUDY PROGRAMS



Sarajevo, March 2025.

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Basic Information about Study Programs

NAME OF THE HIGHER EDUCATION INSTITUTION:	UNIVERSITY OF SARAJEVO (UNSA)
ADDRESS:	Obala Kulina bana 7/II, 71000 Sarajevo, Bosnia and Herzegovina
WEBSITE:	www.unsa.ba
NAME, NUMBER, AND DATE OF THE FOUNDING ACT OF THE HIGHER EDUCATION INSTITUTION:	Law on the University of Sarajevo ("Official Gazette NRBiH", number: 37/49 from 15. 09. 1949)
TAX IDENTIFICATION NUMBER:	4200494560007
NUMBER AND DATE OF THE DECISION ON THE APPOINTMENT OF THE AUTHORIZED REPRESENTATIVE:	Decision of the Senate of the University of Sarajevo on the appointment of the rector of the University of Sarajevo for the term 2024-2028, number: 01-12-14/24 from 5 July 2024
NUMBER AND DATE OF THE PERMIT FOR OPERATION OF THE HIGHER EDUCATION INSTITUTION (LICENSE):	Certificate of the Ministry of Education, Science, and Youth of Sarajevo Canton number: 11/05-38-20934-2/18 from 12 September 2018
NAME AND ADDRESS OF THE UNIT WHERE THE STUDY PROGRAM IS CONDUCTED AND RESPONSIBLE PERSON:	University of Sarajevo - Faculty of Islamic Studies (UNSA-FIN) Address: Ćemerlina 54, 71000 Sarajevo Email: fin@fin.unsa.ba Website: www.fin.unsa.ba Prof. Dr. Mustafa Hasani, Dean
NAME OF STUDY PROGRAMS:	1. Study Program in Islamic Theology 2. Study Program in Islamic Religious Education and Pedagogy 3. Study Program for Imams, Khatibs, and Muallims 4. Master in Islamic Studies 5. Master in Imamate
CYCLE OF STUDIES:	First and Second Cycles
QUALIFICATION NAME:	1. Baccalaureus/Baccalaurea of Islamic Theology 2. Baccalaureus/Baccalaurea of Islamic Religious Education and Religious Pedagogy 3. Baccalaureus/Baccalaurea of Imamate, Khatabah, and Ta'lim 4. Master of Islamic Studies 5. Master of Imamate
ACT OF THE HIGHER EDUCATION INSTITUTION APPROVING THE STUDY PROGRAM:	- Decision of the Senate of the University of Sarajevo number: 01-3-65/20 from 26 February 2020, giving consent for

	amendments and supplements to the study programs of the first cycle of studies – study programs in Islamic Theology and Islamic Religious Education and Religious Pedagogy, Study Program for Imams, Khatibs, and Muallims at the University of Sarajevo – Faculty of Islamic Studies for the academic year 2020/2021. - Decision of the Senate of the University of Sarajevo number: 01-9-27/23 from 27 April 2023, giving consent for amendments and supplements to the study programs of the first and second cycles of studies at the University of Sarajevo – Faculty of Islamic Studies. - Decision of the Senate of the University of Sarajevo number: 01-327/18 from 28 March 2018, giving consent for the development of the Master in Imamate program.
CONTACT PERSON FOR THE VISIT DURING ACCREDITATION:	Nura Hodžić, MA, Professional Associate at the Quality Assurance Office Phone: 033/251 044 Email: nura.hodzic@fin.unsa.ba
CONTACT PERSON FOR THE RESPONSIBLE PERSON:	Prof. Dr. Mustafa Hasani, Dean Phone: 033/251 012 Email: dekan.mh@fin.unsa.ba

Table 1. *Basic Information about Study Programs*

1. INTRODUCTION

1.1. HISTORY AND ORGANIZATION OF THE HIGHER EDUCATION INSTITUTION

1.1.1. History and Organization of the University of Sarajevo

The University of Sarajevo (hereafter: the University or UNSA) was established based on the Law on the University, which was adopted by the National Assembly of the People's Republic of Bosnia and Herzegovina on November 11, 1949. It was the first university founded in Bosnia and Herzegovina. Previously, the prerequisites for its formation were provided through the establishment and operation of a number of higher education institutions: the Higher Pedagogical School (1946), the Faculty of Medicine (1946), the Faculty of Law (1947), the Higher Agricultural School for Mountain Management (1947) ie. the Faculty of Agricultural and Forestry Sciences (1948), the Faculty of Engineering (1949), and the Faculty of Veterinary Medicine (1949).

The University underwent several developmental stages:

- The period from 1949 to 1954, marked by activities related to the formation of the University and the establishment of the Faculty of Economics and the Faculty of Philosophy;

- The period from 1954 to the mid-1980s, during which the Faculty of Natural Sciences and Mathematics, the Faculty of Mechanical Engineering, which later developed into the Faculty of Electrical Engineering, then the Faculty of Political Science, the Faculty of Dentistry, the Faculty of Pharmacy, the Faculty of Physical Education, the Academy of Fine Arts, and others were established;

- The period from the mid-1980s to the early 1990s, which saw further development of research activities, especially within institutes, the introduction of new curricula, improvements in the quality of studies, and the expansion of the University’s international cooperation;

- The period of the aggression on Bosnia and Herzegovina (1992–1995) and the post-war period. During this phase, the University suffered significant human and material damage, with a temporary halt in operations during the siege of Sarajevo. After the signing of the Dayton Peace Agreement, efforts were made to repair the war damage and create conditions for the continuation of the University's operations;

- The period from 2005, when the University enrolled its first generation of students under innovated standards and norms, in line with Bosnia and Herzegovina's commitment to joining the European Higher Education Area, expressed through the signing of the Bologna Declaration in September 2003.

In December 2019, the University marked its 70th anniversary with a series of celebratory events.

The financial integration and transition of the University to the Unified Treasury Account of the Sarajevo Canton was carried out from February to April 2019, in accordance with Article 156 of *the Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, 33/17), following the signing of *the Collective Agreement for higher education and science at the University of Sarajevo* in October 2018. The legal integration of the University was completed on July 1, 2021, based on the decision of the Sarajevo Canton Assembly on the merger of faculties, academies, and institutes into the public institution University of Sarajevo, which continue to operate as organizational units without legal personality (*Official Gazette of the Sarajevo Canton*, 28/18) and the decision of the Municipal Court in Sarajevo. Theological faculties, as members of the University, retained their legal personality.

Organizationally, the University consists of the Rectorate and 30 members, including 22 faculties, three academies, and five research institutes that operate within six groups in the fields of social, humanities, natural-mathematical, and biotechnical sciences, as well as technical sciences and the arts.

The University also includes sub-organizational units: the Library, the Human Rights Center, the Interdisciplinary Studies Center "Prof. Dr. Zdravko Grebo," the Research and Development Center, the Campus Construction and Maintenance Directorate, the Financial Operations Center (Auxiliary Operational Center for Higher Education), the University Teleinformatics Center, the Staff Professional Development Support Office, and the Student Support Office.

The governing bodies of the University are: the Administrative Board, the Senate, and the Rector. The University also has other expert and advisory bodies whose establishment, composition, and jurisdiction are regulated by the Statute or other general regulations. The expert and advisory bodies of the University include the councils of scientific/artistic groups, committees, advisory bodies, and commissions, as well as other permanent bodies appointed by the Senate of the University. The Senate may appoint *ad hoc* bodies if necessary, which is further determined by individual regulations of the University. Administrative and professional support for this structure is provided by the expert services of the University's Rectorate, managed by the University's General Secretary.

1.1.2. History and Organization of the University of Sarajevo – Faculty of Islamic Studies

The University of Sarajevo – Faculty of Islamic Studies (hereinafter: the Faculty or UNSA-FIN) is the oldest and central Islamic higher education institution of the Islamic Community in Bosnia and Herzegovina (hereinafter: the IC BiH), with the vision to strengthen its leadership position in the field of Islamic studies within the European academic space. The Faculty is the heir of the earliest Islamic educational institutions in Bosnia and Herzegovina that were established during the Ottoman rule, as well as Islamic higher education institutions that were established during the Austro-Hungarian and monarchical Yugoslavia periods. These include the Shari'ah Judicial School (*Mekteb-i Nuvvab*) in Sarajevo, founded in 1887, and the Higher Islamic Shari'ah-Theological School in Sarajevo, founded in 1935.
With the reaffirmation of Bosniak national identity in the 1960s and 1970s, a space opened for the more free activity of the IC BiH. As a result of planned and systemic activities, based on decisions by the Assembly of the IC BiH and the Supreme Islamic Leadership in the Socialist

Federal Republic of Yugoslavia (SFRY), the Islamic Theological Faculty in Sarajevo was established on the 16th of *Shawwal*, 1397 (September 29, 1977), which was later renamed the Faculty of Islamic Studies in Sarajevo.

In 2004, the Faculty became an associate member, and in 2013, it became a full member of the University of Sarajevo, the largest higher education institution in Bosnia and Herzegovina, enriching it with its own human resources, scientific endeavors, and established international reputation. By joining the University, the Faculty gained the opportunity to influence scientific-educational, cultural, and social processes in Bosnian society in a more direct and institutional manner. This act also renewed the link connecting the centuries-old tradition of Islamic educational institutions in Bosnia and Herzegovina on one hand, and the establishment and operation of the University on the other. The Preamble of *the University Statute* (2023) recognizes the importance of including the Faculty in the University's composition, ensuring the continuity of centuries-old scientific and educational work in Bosnia and Herzegovina. According to the preamble, the University "continues the tradition of higher education in Bosnia and Herzegovina, started by the Gazi Husrev-beg Waqf Deed of 1537, and the establishment of the Shari'ah Judicial School in 1887 (...), maintaining the continuity of scientific and educational work in Bosnia and Herzegovina, including the Faculty of Islamic Studies (...)."

Today, the Faculty is the most prestigious institution of higher Islamic education in Southeast Europe, and even beyond. The architecture of the building and the overall environment in which the Faculty operates, together with its current study programs, testify to the established harmony between traditional Islamic sciences and other humanities and social sciences, as well as between Eastern and Western cultural values. The study programs are delivered in optimal conditions by faculty members who have gained their knowledge at renowned Bosnian and international universities.

Over the past decade, the Faculty has been reforming its study programs based on the principles of the Bologna Process, aiming to be recognized as part of the European Higher Education Area (EHEA), where the concept of quality in higher education is at its core. Therefore, the establishment and development of a quality assurance system for study programs is of crucial importance. Highly qualified teaching staff is responsible for planning, implementing, and innovating study programs, playing a key role in ensuring quality and fostering a culture of quality at the Faculty. The active role of students in the development and evaluation of study programs is also of great importance. This is achieved through student representatives participating in the Faculty bodies, such as the Council and the Quality Assurance Committee. The strategic goals of quality assurance are primarily defined by the overarching development strategies of the University and higher education in the IC BiH, and then by the strategic development plans of the Faculty.

In a broader sense, ensuring the quality of study programs is the responsibility of all employees at the Faculty, led by the Dean. On an individual level, this responsibility is manifested through the quality, responsibility, and professionalism in performing the tasks of each specific job position, while at a collective level, it is reflected in close cooperation and teamwork to improve various aspects of the study programs, involving the management, academic and non-academic staff, and students of the Faculty. This collaboration is achieved through the work of Faculty bodies (councils, committees, commissions, etc.), but also through ongoing activities involving the Dean's office, departments, the library, and the Faculty services.

At the Faculty, a total of seven study programs are realized across three study cycles:

1) Study Program of Islamic Theology; Study Program of Islamic Religious Education and Religious Pedagogy (IRERP) and Study Program for Imams, Khatibs and Muallims (IHM) (first cycle of studies);
2) Master' Program in Islamic Studies; Master Program in Imamate; Master Program in Interreligious Studies and Peacebuilding (second cycle of studies);
3) Doctoral Program in Islamic Sciences (third cycle of studies).

The organization of the Faculty is governed by the *Faculty Rules* (2021) and the *Internal Organization and Job Classification Regulation of the Faculty* (2024).

The Faculty is organized through various bodies, internal organizational units, and sub-units.

The governing bodies of the Faculty are: the Administrative Board, the Council, the Dean, and other expert bodies (councils, boards, commissions, etc.).
Administrative Board is the highest governing body of the Faculty, consisting of five members. Two members are representatives of the academic staff, while the remaining three members are delegated by the *Rijasat* of the IC BiH as the founding body. The academic staff representatives on the Administrative Board are elected by the Faculty Council. The president and members of the Board are appointed by the *Rijasat*. The term of office for the Board members is four years.

Council is the highest professional body of the Faculty, comprising:

a) members of the academic staff holding the title of Assistant Professor, Associate Professor, and Full Professor who are employed full-time at the Faculty;
b) one representative each from the assistants and senior assistants employed full-time at the Faculty;
c) a representative of the administrative non-teaching staff;
d) the Student Vice-Dean and one representative from each student cycle (bachelor's, master's, and doctoral) at the Faculty.

The Dean manages the operations and business activities of the Faculty and represents the Faculty in accordance with the regulations of the IC BiH, *the Law on Higher Education of the Sarajevo Canton*, *the Statute of the University*, and *the Faculty Rules*. In case of absence or inability to perform duties, the Dean is replaced, with full authority, by one of the Vice-Deans, as authorized by the Dean. In exceptional cases, the Dean may authorize another person to replace them in case of absence or inability.
The internal organizational units operating within the Faculty with the aim of carrying out its activities are the The Scientific-Teaching Unit and the Organizational Unit of Common Services.

The Scientific-Teaching Unit is an internal organizational unit of the Faculty within which teaching and scientific research activities, as fundamental activities of the Faculty, are conducted. It operates through sub-organizational units within its structure: chairs, the Center for the Qur'an and Sunnah, and the Library. The Faculty has nine chairs, namely:

a) Chair of Quran Interpretation (Tafsir);
b) Chair of Quran Recitation (Qira'at);
c) Chair of Quran Philology;
d) Chair of Prophetic Tradition (Hadith);
e) Chair of Islamic Dogmatics (Aqidah), Sufism, and Comparative Religions;
f) Chair of Sharia Law (Fiqh);
g) Chair of Islamic Philosophy;
h) Chair of Islamic Civilization;
i) Chair of Religious Pedagogy and Religious Psychology.

Each chair specializes in a particular field of research and teaching. Currently, the Faculty has 30 academic staff members, including 22 professors, eight assistants, and two professional associates responsible for imam-teacher practice and methodological practice. Additionally, four retired faculty members hold the honorary title of professor emeritus. The Faculty's library employs one librarian.

The Common Services is an internal organizational unit of the Faculty where support processes for teaching and scientific research take place, i.e., administrative-legal, personnel, cashiering-recording, study-analytical, information-documentation, technical, and other tasks. The Common Services carries out its activities through the following sub-organizational units within its structure:

a) The Faculty Secretariat;
b) The Student Services;
c) The Office for Quality Assurance; and
d) The Technical Services.

A total of 13 non-teaching, i.e., professional, administrative, and technical staff members work within the Common Services."

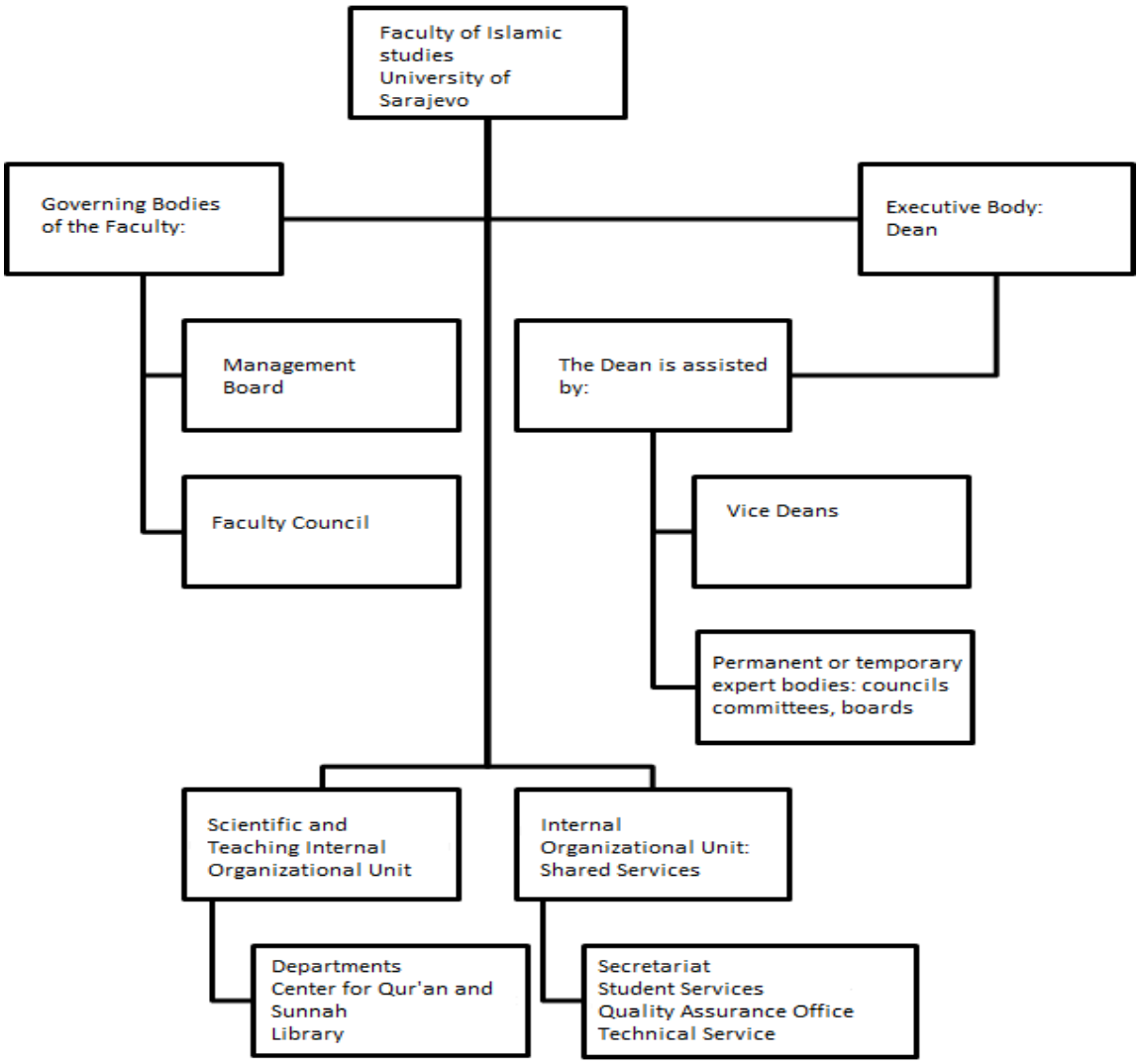


Chart 1. *Organization of the Faculty.*

The management tasks at the Faculty are performed by: the Dean, the Secretary, and the heads of sub-organizational units.

The Dean's Office represents a collegium composed of the Dean, Vice Deans, and the Faculty Secretary. Through the Dean's Office, the work and management of the Faculty are organized. The Dean's Office, both directly and through expert services that together form the Common Services (Secretariat, Student Services, Office for Quality Assurance, and Technical Services), performs professional, administrative, and technical tasks.

The Vice Deans assist the Dean in his work and participate in the activities of the Dean's Office. The Faculty has six Vice Deans: Vice Dean for Teaching, Vice Dean for Scientific Research,

Vice Dean for International Cooperation, Vice Dean for Finance, Vice Dean for Quality, and Student Vice Dean. Their tasks and competencies are prescribed by *the Faculty Rules* and *the Rulebook on the Internal Organization and Job Classification at the Faculty,* and are aligned with the scope of work of the Vice Rectors for corresponding sectors at the University. The

Secretary assists the Dean and the Vice Deans in ensuring the lawful operation of the Faculty. They manage the administrative-legal and other professional tasks of the Faculty's services, coordinating work with the General Secretary of the University to improve the functional integration of processes within the University.

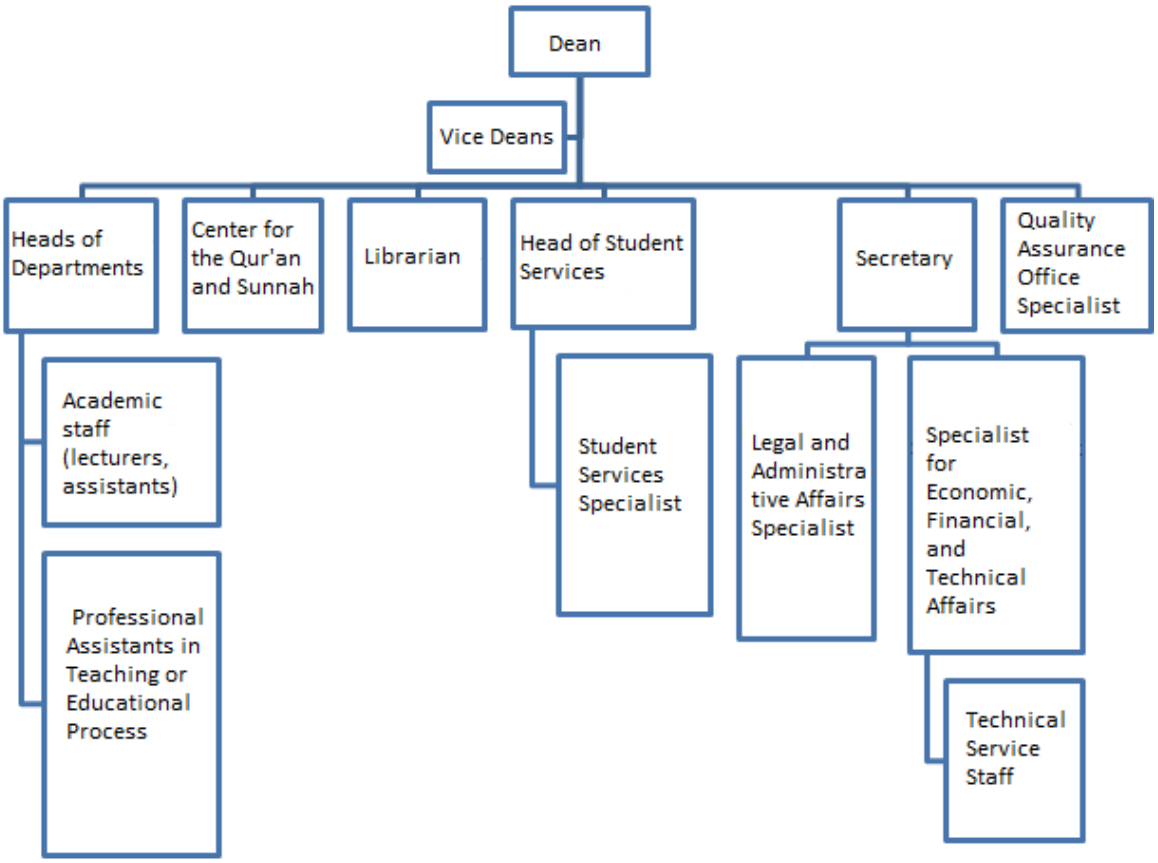


Chart 2. *Responsibilities of Faculty Staff.*

The organization of the internal quality assurance and management system at the Faculty consists of the Vice Dean for Quality, the Quality Assurance Committee, the Office for Quality Assurance, and professional and advisory bodies for quality assurance in specific areas. The organization of the quality assurance and management system at the Faculty is an integral part of the integrated quality assurance and management system at the University.

1.2. IMPLEMENTATION OF THE BOLOGNA PROCESS AT THE HIGHER EDUCATION INSTITUTION

The implementation of the Bologna process at the Faculty has been gradual. The first step was taken in the academic year 2003/04. During that year, semester-based courses were introduced in the first cycle of studies (and chairs were established). The two undergraduate study programs at that time (Theological Track and Pedagogical Track) were four-year programs and remained as such. At that time, courses were not evaluated according to the ECTS system. This was done during the next program revision in 2013/14. Since then, the revisions have refined the applied solutions regarding the number of hours per discipline, learning outcomes, student workload in individual courses, methods of knowledge assessment, etc. When the IHM Study Program was re-launched in 2015, its curriculum was developed following the same pattern.

The postgraduate study was reformed in 2013, when the pre-Bologna postgraduate program was abolished, and the second cycle of studies according to the Bologna model was introduced for two study programs: Islamic Theology and Islamic Religious Education and Religious Pedagogy (hereinafter: IRERP). Due to rationalization, these two programs were later integrated with the possibility of concentration in some theological fields, including religious pedagogy. The youngest active study program, the Master in Imamate (2018), was designed in accordance with the provisions of the Bologna process. Finally, the pre-Bologna doctoral program was replaced by the third cycle in the academic year 2015/16. This completed the transition to the Bologna system.

1.3. RESEARCH AND SCIENTIFIC-RESEARCH WORK

Through the three cycles of study, the Faculty strives to educate and train well-rounded individuals, refining their spiritual, moral, intellectual, and professional qualities, which will be especially realized in the fields of Islamic theology, Islamic religious education, and religious pedagogy, as well as in the education of imams, khatibs, and muallims. On a collective level, the mission of the Faculty is to contribute to the development of society by continuously advancing education, learning, and research at the highest levels of scientifically established excellence. In its fundamental mission to educate and train highly educated religious personnel for the needs of the Islamic Community, the Islamic Theological Faculty, now the Faculty of Islamic Studies at the University of Sarajevo, has been conceived as a scientific and research institution since its founding (cf. the thematic issue of *the Gazette of the Supreme Islamic Authority in the SFRY*, 5/77, pp. 487–589).
The Faculty of Islamic Studies, through its overall activities and the influence it exerts in various areas of teaching, research, and overall social engagement, has become recognizable in recent years not only in the Balkans but also across Europe.

During the period since the penultimate institutional accreditation of the University in 2019, the Faculty's professors have achieved significant results in the field of scientific research, which are visible at the international level. These include:
(a) publishing scientific monographs, commentaries, and contributions in the proceedings of prestigious global and European publishers (Routledge, Oxford University Press, Georgetown University Press, Brill, etc.); (b) publishing scientific articles in international journals indexed in citation databases (Web of Science, Scopus), some of which, due to their citation, are ranked in quartiles Q1 and Q2;

(c) serving as editors for publications and providing expert reviews for international journals and publishing houses. Additionally, the Faculty's teaching staff is involved in managing and implementing significant international scientific/research and professional projects in which the University/Faculty participates as a partner.

1.4. RELATIONS WITH THE ENVIRONMENT AND SOCIAL PARTNERS

The establishment of the Faculty of Islamic Studies in 1977, then known as the Islamic Theological Faculty, was a direct result of its organic connection with the broader social environment through the institution of the IC BiH as its founder. Planned involvement in social processes is a fundamental tenet in the educational mission of the Faculty, which is ultimately grounded in the basic values of its reference religious identity. Therefore, it is difficult to present all the activities through which the Faculty aims to constructively participate in the broader social space and events. Here, we will provide a brief overview of the most important ones, grouping them according to the partners with whom the Faculty collaborates in the implementation of these activities, including:

1) the IC BiH;
2) the home University and other public institutions;
3) non-governmental organizations (NGOs) and
4) international institutions.

As mentioned, the IC BiH is formally the founder of the Faculty, and in the implementation of its activities of social importance, the Faculty is primarily supported by the existing institutions and relevant programs of the IC BiH as a socially responsible religious organization. In this regard, it is important to highlight the membership of the Faculty's professors in leading and consultative bodies within various organs and institutions of the IC BiH whose activities have inherent social significance, such as, for example, the Assembly of the Islamic Community, the Islamic Community Student Center, the Endowment Directorate, the Center for Dialogue – Vasatiyya, the Gazi Husrev-beg Library, and the Institute for Social and Religious Research. Furthermore, the Faculty's teaching staff, as experts, participate in the implementation of programmatic and mission-related activities of the IC BiH. In this context, it is important to note the expert lectures for the professional development of the IC BiH staff, educational lectures for the believing population of different ages, with a special focus on youth, as well as lectures related to specific time periods (e.g., the month of Ramadan). In addition, the practical part of the Faculty's teaching is closely linked to the regular activities of the IC BiH, providing a space where Faculty students usually participate in educational work with Muslim believers across the country, region, and the world where the IC BiH institutions are present. The practical imam and muallim experience during the month of Ramadan, according to the Islamic calendar, in which students stay in the congregations of the IC BiH as its basic organizational units, deserves special attention. This is because students have the opportunity to simultaneously develop and realize their social competencies through contacts with various segments of society in the country and abroad, thus assuming the role of agents of social influence and change.

The Faculty also realizes its involvement in social processes through cooperation with the University and its sub-organizational units in scientific-research and educational projects of social significance, aimed at educating on the cultural meaning and potential of religion in the context of locally and globally important themes and challenges. An example of this is the interdisciplinary research project RESILIENCE, which brings together thirteen scientific-educational institutions from Europe, including the University of Sarajevo, in which Dr. Ahmet Alibašić, a full professor at the Faculty, participates as the Deputy Executive Director of the project. We also highlight the Master's program in Interreligious Studies and Peacebuilding, which the Faculty implements in collaboration with the Catholic Theological Faculty of the University of Sarajevo and the Orthodox Theological Faculty of the University of East Sarajevo. This program may represent a unique interreligious program in the world, questioning and affirming the social role and responsibility of religion in interpersonal relations. Furthermore, the participation of the Faculty's teaching staff as experts in the development of the Draft Fundamental Agreement between the State of Bosnia and Herzegovina and the Islamic Community of Bosnia and Herzegovina is another significant illustration of the Faculty's social involvement in defining the legal and social status of religion and religious communities in Bosnia and Herzegovina. Finally, the program "Introduction to the Study of Islam," as a lifelong learning program organized by the Faculty for the general public, represents an important example of the Faculty's social engagement.

The non-governmental sector also represents an important partner in the implementation of the Faculty's teaching process and its presence and influence in society. In this regard, we particularly emphasize cooperation with NGOs, through which students of the Faculty have the opportunity to complete internships as an integral part of their studies and student obligations.

Lastly, we would like to highlight the Faculty's involvement in global trends, as the Faculty is recognized in part of the world, especially in the countries of the European Union, as a traditional and unique Islamic higher education institution in Europe that, in its understanding and interpretation of Islam, study programs, and teaching process, successfully reconciles tradition and modernity. As a result, the Faculty's views and experiences are given particular attention and respect in educational and diplomatic circles in certain parts of Europe. This provides the Faculty with the opportunity to be an active participant and factor in global socio-cultural trends, although, of course, in a limited capacity and scope.

1.5. FINANCING OF THE HIGHER EDUCATION INSTITUTION

Since its establishment in 1977 until 2013, the IC BiH has fully financed the operation and activities of the Faculty, with modest financial support from the Sarajevo Canton in the period from 2004 to 2013, during which the Faculty was an affiliated member of the University. Since 2014, the Faculty has been largely financed from the Sarajevo Canton Government budget, while its founder continues to cover the material operating expenses. It is also important to note that the Faculty does not have its own accounting system, and accounting services are provided within the framework of Riyasat of the IC BiH. Additionally, all material expenses of the Faculty's operations are still covered by the Riyasat.

1.6. HISTORY AND ORGANIZATION OF STUDY PROGRAMS

The Islamic Theology study program, as the first and foundational program at the Faculty, was established alongside the founding of the Faculty in 1977. It was a response to the need of the IC BiH for university-educated personnel, ranging from imams in mosques to teachers in religious high schools (medresas) and administrators in its institutions. In the academic year 2002/03, the study program underwent a reform, which included updating the offered courses and transitioning to a semester-based system. Then, in 2013, the program was reformed again to align with the Bologna process. Subsequent revisions were carried out in 2016, 2018, 2019, 2020, 2022, and 2024.

The Islamic Theology study program (first cycle, 240 ECTS) provides students with both professional and academic education in Islamic sciences. It is designed to provide students with expertise in both classical and contemporary Islamic sciences, as well as insight into the most important related humanities disciplines. Additionally, students have the opportunity to improve their proficiency in professional Arabic and English. Finally, students complete 30 ECTS credits through practical experience, applying the knowledge gained in the community and classroom, thereby further developing their competencies. The objectives of the study program are: a) To provide comprehensive religious, intellectual, moral, social, and cultural education and upbringing for future Islamic theologians, imams, khatibs, and muallims; b) To enable students to apply acquired knowledge in real-life situations; c) To equip students with the knowledge and skills necessary to help imams, muallims, and female muallims become leaders and role models within their communities and beyond.

The program is academic but retains a professional dimension aimed at mastering applied knowledge and skills, sensitive to the practical religious, spiritual, cultural, and social needs of the believers and the IC BiH, as well as the particularities of Bosnia and Herzegovina and Europe. The program lasts for eight semesters and includes 56 courses, one of which is elective. In addition, students take four courses in imam and muallim practice (totaling 20 ECTS). Students do not write a final thesis.
The Arabic language course for first-year students, held in September before the start of the academic year, and visits to the Potočari Memorial Center, Herzegovina, Bosanska Krajina, and the Balkan countries (Serbia, Kosovo, North Macedonia, Albania, and Montenegro) are integral parts of the study plan.

This study program prepares students to perform religious and educational services in: a) organizational units and institutions of the Islamic Community in Bosnia and Herzegovina and recognized Islamic communities of Bosniaks abroad (Imam, Muallim, Teacher of Islamic courses in madrasa (mudarris), University Assistant in Islamic Sciences (Muid), Educator in student and pupil dormitories of the Islamic Community, with additional courses in pedagogical-psychological and didactic-methodological subjects); b) public and private educational institutions at the preschool, primary, and secondary school levels (Teacher/Professor of Islamic Religious Education, with additional pedagogical-psychological and didactic-methodological courses); c) various cultural, educational, and social activities as part of a humanities education.

Admission Requirement: Completed madrasa (recognized by) the ICiBH. The academic qualification earned upon completion of the study program is Baccalaureus/Baccalaurea of Islamic Theology and corresponds to level 6 of the Qualifications Framework of Bosnia and Herzegovina (QFBiH).

The Islamic Religious Education and Religious Pedagogy Study Program (IRERP), referred to as the pedagogical program, was introduced in the 1992/93 academic year as a response to the need for educating teachers of Islamic Religious Education after its introduction into schools in the early 1990s. The Faculty, with its two undergraduate programs (theological and pedagogical), was accredited by the Ministry of Education, Science, Culture, and Physical Culture of the Republic of Bosnia and Herzegovina with the act no. UP-I-03-612-227 from December 5, 1991. In the 2002/03 academic year, a thorough reform of the study program was implemented, which involved updating the offered courses and transitioning to a semester-based system. In 2013, the program underwent another reform to align with the Bologna system. Further revisions were conducted in 2016, 2018, 2019, 2020, 2022, and 2024.

The IRERP program (first cycle, 240 ECTS) is designed in such a way that the first two years are strongly based on theological content, emphasizing courses that will prepare students for the role of religious educators and Islamic religious education teachers. The third and fourth years introduce specialized courses that cover the field of religious education and religious teaching, specifically subjects from the areas of Qur'anic and Sunnah-based educational concepts, religious pedagogy, religious psychology, methodology of religious education and teaching, as well as general pedagogy, didactics, and methodology, aimed at developing the pedagogical-psychological knowledge, competencies, and skills of graduates of this program. The program also prepares students for the smooth and effective transmission of theological content in future educational work. The program lasts for eight semesters, includes 49 courses, two of which are elective. Students do not write a final thesis.

The Arabic language course for first-year students, which takes place in September before the start of the academic year, as well as visits to the Potočari Memorial Center, Herzegovina, Bosanska Krajina, and Balkan countries (Serbia, Kosovo, North Macedonia, Albania, and Montenegro) are integral parts of the study plan.

This program prepares students for religious and educational services in: a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Muallim, University Assistant in Islamic Sciences (Muid) in the academic field of Religious Pedagogy (tarbiyya); Educator in student and pupil dormitories of the Islamic Community, with additional pedagogical-psychological and didactic-methodological courses); b) public and private educational institutions at the preschool, primary, and secondary school levels (Teacher/Professor of Islamic Religious Education); c) various cultural, educational, and social activities that come under the umbrella of humanities education.

Admission Requirements: completed four-year secondary school or madrasa (recognized by) the IC BiH. The academic qualification earned upon completion of the study program is Baccalaureus/Baccalaurea of Islamic Religious Education and Religious Pedagogy, corresponding to level 6 of the QFBiH.

The program for imams, khatibs, and muallims is designed as an abbreviated version of the Islamic Theology program (1st cycle, 180 ECTS), with the primary aim of enabling already employed imams in the IC BiH to obtain higher Islamic education, after the IC BiH Riyasat decided, starting from the 2005/06 academic year, that graduates of madrasas would no longer receive the title "imam-khatib-muallim" in their diplomas. The program yielded certain results, but also revealed some weaknesses, which led to the suspension of new student enrollment in the 2013/14 academic year. These weaknesses primarily manifested in the low pass rate and academic success of students, which was a reflection of the fact that most students enrolled in the program not out of their own motivation, but due to a decision by the Riyasat, which required them to complete the program within a certain period. Given that the academic education of imams and muallims is of exceptional importance for the development of religious life among Muslims in Bosnia and Herzegovina, and in line with the conclusion of the IC BiH Riyasat from May 2015 that a large number of imams still do not meet the educational requirements to perform their duties, the Faculty revised the Imam, Khatib, and Muallim Program in 2015 and reintroduced it in the 2015/16 academic year.

The goals of this program are: a) To provide comprehensive religious, intellectual, moral, social, and cultural education and training for future imams, khatibs, and muallims; b) To prepare them to apply acquired knowledge in specific life circumstances; c) To acquire knowledge and skills that would contribute to making imams, khatibs, and muallims leaders and role models in their communities, as well as beyond them. The program retains its scientific-humanistic nature but is more vocational than academic, focusing on the mastery of applied knowledge and skills. It is sensitive to the practical religious, spiritual, cultural, and social needs of the believers and the Islamic Community, as well as to their Bosnian-Herzegovinian and European particularities. Therefore, the program is based on a binary model with a focus on applied knowledge, directly responding to the requirements of the profession, not science; it primarily develops functional knowledge, skills, as well as general and professional, primarily generic competencies. Special attention is paid to studying fundamental authoritative texts, both traditional and modern, from the fields of Hanafi fiqh, Maturidi aqidah, tafsir, and hadith. The program lasts for six semesters, includes 42 courses, one of which is elective. Additionally, students participate in three imam-muallim practical sessions (totaling 15 ECTS). Students are not required to write a thesis.

The Arabic language course for first-year students is held in September before the start of the academic year, and visits to the Memorial Center in Potočari, Herzegovina, and Bosnian Krajina, are an integral part of the program. This program prepares students for: (a) serving as imams in the mosques of the IC BiH and recognized Islamic communities of Bosniaks abroad; (b) various educational, cultural, and social activities, which encompass humanistic education.

Admission requirement: completion of a madrasa (recognized by) the IC BiH. The academic qualification obtained upon completing the program is Baccalaureus/Baccalaurea of Imamate, Khatabah, and Ta'lim, and it corresponds to level 6 of the QFBiH-

The Master in Islamic Studies introduces students to independent and critical thinking about numerous challenges that modern civilization poses to religion and religious sciences, and vice versa. At the same time, the program opens up for students a wide range of major topics related to the living and concrete understanding, as well as the responsible practice of Islam in today's world, such as issues of religion and nation, religion and politics, religion and the state, religion and religious law in plural and complex civil societies, the issue of religious minorities, religion

and human rights, work ethics and economic business, genetic and political engineering, etc. The program also aims to enable students to more easily and effectively transfer their insights and research findings to today's generations of young people with a deeply changed spiritual and religious sensitivity by using the latest advancements in modern psychology and pedagogy. In this way, students are better prepared to participate in the processes of modernizing Islamic and general educational institutions. Furthermore, the program strives to prepare students for competent dialogue with individuals from different ideological, religious, and cultural traditions and, finally, to introduce them to the latest scientific research and relevant literature in the field of contemporary Islamic studies, preparing them for scientific research work. This study program prepares students for religious and educational services in: (a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Imam, Muallim, Teacher of Islamic courses in madrasa (Mudarris), University Assistant in Islamic Sciences (Muid); Educator in student and pupil dormitories of the Islamic Community, with the completion of additional pedagogical-psychological and didactic-methodological courses; (b) Public and private educational institutions at the preschool, primary, and secondary levels (Teacher/Professor of Islamic religious education, with additional pedagogical-psychological and didactic-methodological courses); (c) Various educational, cultural, and social activities as part of a humanistic education.

The condition for employment in the positions under (a) is prior completion of a madrasa (recognized by) the IC BiH and the first cycle of studies in Islamic theology, while for the positions under (b), the candidate must have completed the first cycle of studies in Islamic religious education (and religious pedagogy). The educational qualification obtained upon completing the program is Master of Islamic Studies, corresponding to level 7 of the QFBiH, and can be obtained in the following scientific branches, depending on the elective courses and the topic of the final thesis:

- Master of Islamic Studies - Branch: Quranic Recitation (Qira'at)
- Master of Islamic Studies - Branch: Quranic Exegesis (Tafsir)
- Master of Islamic Studies - Branch: Quranic Philology
- Master of Islamic Studies - Branch: Prophetic Tradition (Hadith)
- Master of Islamic Studies - Branch: Islamic Dogmatics (Aqidah) and Comparative Religions
- Master of Islamic Studies - Branch: Shariah Law (Fiqh)
- Master of Islamic Studies - Branch: Islamic Civilization
- Master of Islamic Studies - Branch: Islamic Philosophy (Falsafah, Hikmah, and Irfan) and
- Master of Islamic Studies - Branch: Religious Pedagogy (Terbiya)

The condition for enrollment in the Master in Islamic Studies is the completion of a four-year study program (240 ECTS) in Islamic theology or religious pedagogy from the Faculty of Islamic Studies at the University of Sarajevo or an equivalent program, which can be confirmed with an equivalency decision. If the candidate has completed studies in Islamic theology or an equivalent, and wishes to obtain a master's degree in the field of religious pedagogy, they are required to pass additional exams in the pedagogical-psychological course group before the first examination period. If the candidate has completed studies in religious pedagogy or an

equivalent, and wishes to obtain a master's degree in the field of Islamic theology, they must pass additional exams in fundamental Islamic disciplines before the first examination period. Graduates of BA programs in Islamic theology, BA in Imamate, and related studies (180 ECTS) can also enroll by passing a supplementary study program (60 ECTS). The list of supplementary courses for each student is determined by the Faculty Council upon the proposal of the Commission for Equivalence and Recognition of Exams. Exams in the supplementary program must be passed according to the applicable syllabi before starting the Master in Islamic Studies courses. In the year when the courses are taken, it is possible to transfer a maximum of two courses or 12 ECTS credits.

The quality of the study program is ensured through the implementation of procedures and processes of the internal and external quality assurance system in accordance with *the Standards and Guidelines for Quality Assurance in the European Higher Education Area*. These procedures and processes include, among other things, semester evaluations of teaching, periodic evaluation of the study program, management of information about the study programs for the purpose of improving its quality, involving all relevant stakeholders interested in the quality of the study programs in the review processes (teaching staff, students, employers, etc.), informing the public about various aspects of the study program, investing in human and material resources for the implementation of the program, encouraging international mobility of students and teaching staff, periodic accreditation of the study program, and more.

In the first semester, one course is mandatory (Research Methods). All other courses are elective-mandatory. The student selects five courses from the offered nine elective-mandatory courses, one of which is from the specific area in which they will specialize for their master's. In the second semester, the student selects one additional course from their specific scientific field and one course from the group of other elective courses.

Master in Imamate. The primary goal of launching the Master in Imamate is to enable already engaged or future imams to acquire the necessary knowledge, skills, and competencies that will allow them to perform various roles expected from an imam as a religious leader in the community. An imam is not just someone who leads prayers in the mosque, delivers the Friday sermon, teaches religious education in the mosque school, and performs religious ceremonies on appropriate occasions. They are also expected to represent Islam in local and regional media to both Muslim and non-Muslim audiences, cooperate with representatives of other religious communities in the field, act as a spiritual caretaker, provide counsel in family and community conflicts, organize and lead projects for the construction and improvement of religious, educational, and cultural infrastructure, and for the revitalization of waqf (charitable endowment) properties. They also advocate for the protection of religious rights of community members or institutions at the local level. In order to meet the expectations of a community whose members are increasingly educated and to adequately respond to their growing needs, the standards of education and training in the field of imamate must be raised to a higher academic and professional level.

The Master in Imamate is structured within four academic semesters. The first semester includes courses aimed at enhancing students' knowledge of classical Islamic texts in the fields of Tafsir (Quranic exegesis), Hadith, and Aqidah (Islamic dogmatics), on one hand, and

enabling them to understand contemporary interpretative trends of Islam and confront the challenges of various religious interpretations, on the other. It also provides an opportunity to acquire theoretical knowledge of research methodology in Islamic sciences and practical skills in preparing master's theses and other professional papers. In the second semester, the offered courses are designed to educate students for engagement in the field of Islamic pastoral care and counseling. The aim is to prepare them to work with physically and mentally ill members of the community, patients in hospitals and other healthcare institutions, addicts in rehabilitation centers, students in university campuses and dormitories, residents in nursing homes for the elderly and infirm, centers for people with special needs, and others. This also seeks to open up additional space for the social and professional engagement of graduates of the Faculty. Courses in Project Management are also offered to enhance the knowledge, skills, and abilities acquired during the first cycle in the course on Management for Imams. Additionally, a course on Religion and Law is offered, where students are introduced to the legal framework and mechanisms for the protection of the right to freedom of religion and the relationship between the state and religious communities. Students are also given the opportunity to improve their language competencies in Arabic. In the third semester, students have the opportunity to gain knowledge and skills in managing conflict situations within the community (jama'ah), educational (tarbiya), and missionary (da'wah) activities through mass media, as well as improve their language competencies in European languages. The elective courses in the third and fourth semesters give students the opportunity, through a selection of courses, to specialize for professional engagement:
(a) in the field of imamate in institutions, or Islamic pastoral care and counseling, (b) in diaspora communities, or (c) to deepen their knowledge and acquire skills in specific areas. Through the first group of elective courses, students acquire knowledge in scientific disciplines or thematic areas that are essential for adequately navigating and performing quality work with target groups in Islamic pastoral care: soldiers, the sick, addicts, offenders, etc. The second group of elective courses prepares students for work in Bosniak diaspora communities in the European Union and North America. It provides them with an extensive insight into the language, culture, issues of social integration, prevention of radicalization, political systems, and the relationship between state, law, and religion in Western countries. In the fourth semester, students write their final master's thesis. This program prepares students for religious and educational services in: (a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Imam, University Assistant in Islamic Sciences (Muid) in the scientific branch of Islamic Practical Theology (Imamate)); Educator in student and pupil dormitories of the Islamic Community, with the completion of additional pedagogical-psychological and didactic-methodological courses; as well as (b) various educational, cultural, and social activities that are part of a humanities education.

The employment requirement for positions under (a) is the completion of a madrasa (recognized by) the IC BiH and the first cycle of studies in Imamatey, Khatabah and Ta'lim or Islamic Theology.

The Master in Imamate lasts for 2 academic years and is organized into 4 semesters. Upon completion, students earn a total of 120 ECTS credits. The language of instruction is Bosnian. The educational qualification obtained upon completion of the program is Master of Islamic Practical Theology (Imamate), and it corresponds to Level 7 of the QFBiH.

Students who have previously completed the first cycle of studies for Imams, Khatibs, and Mu'allims, earning 180 ECTS credits, as well as students who have previously completed the first cycle of studies in Islamic Theology under either the pre-Bologna or Bologna system of education, are eligible to enroll in the Master in Imamate.

The quality of the study program is ensured through the implementation of internal and external quality assurance procedures in accordance with *the Standards and Guidelines for Quality Assurance in the European Higher Education Area*. These procedures include, among other things, semester evaluations of teaching, periodic evaluations of the study program, managing information about the study programs for the purpose of improving their quality, involving all relevant stakeholders interested in the quality of the study programs in revision processes (teaching staff, students, employers, etc.), informing the public about various aspects of the study program, investing in human and material resources for program delivery, promoting international mobility for students and teaching staff, periodic accreditation of the study program, and more.

1.7. DESCRIPTION OF IMPLEMENTED ACTIVITIES ON THE REALIZATION OF DEFINED IMPROVEMENT PROJECTS

1.7.1. *Quality Assurance Policy of Study Programs: Improvement Activities During Self-Evaluation*

During the self-evaluation process, the following improvement activities were carried out, which are further elaborated in subsection 3.1:

a) The Report on the implementation of framework strategies for higher education of the IC BiH (2014-2024) and University (2019-2023), in the field of quality assurance, and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024 was adopted;
b) An analysis was conducted on the effects of applying *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* (2018). The analysis showed continuous improvement in the quality of teaching from the summer semester 2020/21 to the summer semester 2023/24, as well as progress in most quality indicators of the teaching process. The analysis forms part of this report;
c) A survey was conducted among the academic staff of the Faculty on the quality of study programs and various aspects of the institution's work in the academic year 2022/23. The Faculty Council adopted the Quality Assurance Committee's Report on the results of the survey with recommendations for improvement;
d) The IC BiH, as the founder and main employer of the Faculty graduates, and representatives of the Faculty's alumni, were directly involved in the process of ensuring the quality of study programs through the reform process of higher education within the IC BiH, initiated by the IC BiH Riyasat Decision no. 02-03-2-84-2/24 from January 18, 2024. Furthermore, the process of developing and adopting occupation standards and qualification standards within the IC BiH and the provision of approval by the Riyasat and the Council of Muftis of IC BiH on the revision of study programs at the Faculty for the first and second study cycles was initiated. The Faculty Council approved these revisions in October 2024. Additionally, in collaboration with the Faculty and the Department of Education and Science of the Riyasat IC BiH, an extensive study

was conducted on the competencies of imams, teachers of Islamic religious education, teachers of Islamic courses in madrasas (Mudarris), and educators in madrasas. The results were presented in the book: Dina Sijamhodžić-Nadarević, Aid Smajić, Nedim Begović, Zuhdija Hasanović, and Mirzeta Brkić, *Study on the Competencies of Islamic Community Personnel in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: El-Kalem and UNSA-FIN, 2022).

1.7.2. *Creation and Adoption of Study Programs: Improvement Activities During Self-Evaluation*

a) In 2024, a revision was conducted of all five study programs that are the subject of self-evaluation, in a manner described in subsection 3.2. The revision process involved both internal and external stakeholders, with the note that the proposed revision received approval from the bodies of the founder of the Faculty. At the time of finalizing this report, it was submitted to the Senate for adoption. The main changes to all programs were the following:

- Revision of the description and learning outcomes of all study programs, taking into account the results of self-evaluation in the accreditation process and the creation of occupation standards;
- Creation of a matrix showing the coverage of learning outcomes for study programs, where the connection between the learning outcomes at the course level and the program outcomes was verified;
- Addition of program data on admission requirements and the occupations for which graduates are qualified;
- Revision of learning outcomes, content, literature, teaching methods, and knowledge assessment methods for all courses.

b) Specifically, for the Master in Islamic Studies Program (new name: Master in Islamic Studies), the following changes were made:

- The option was introduced to enroll in the program with 180 ECTS credits by completing a "differentiation study";
- -On the first semester, only one course remained mandatory (Research Methods). All other courses in this semester became elective-mandatory. The student chooses five subjects from a total of 26 elective-mandatory courses, among which is a course from the narrower field in which they will specialize.

c) During the initiated process of higher education reform in the IC BiH, an analysis of the comparability of the Islamic theology study program with the disciplinary structure of related Islamic theology/Islamic sciences study programs worldwide was conducted. This analysis, among other things, included indicators of the interdisciplinarity of this study program;

d) Draft occupational standards for eleven professions in the IC BiH, as well as draft standards for three qualifications for the first cycle of Islamic theology studies, imamate, and Islamic religious education (and religious pedagogy) at higher education institutions in the IC BiH have been adopted. In this process, the Faculty provided significant professional support to its founder. This created the conditions for a stronger

synchronization of the learning outcomes of the Faculty's study programs and qualification standards.

1.7.3. *Learning, Teaching, and Assessment Focused on the Student: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.3:

a) A training session was organized for the teaching staff focused on the topic of assessing student achievements;

b) A revision of the methods for assessing student achievements was carried out as part of the program revision, which was adopted in October 2024;

c) Recommendations for involving students in scientific research/professional projects of the chairs/faculty staff were adopted and partially implemented.

1.7.4. *Enrollment and Student Progression, Recognition and Certification: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.4:

a) The admission of new students has been significantly facilitated by the use of the online enrollment system. Additionally, the principles of transparency and fairness in student ranking have been more easily achieved, and the possibility of errors has been minimized. The approved enrollment quotas were filled at a high percentage;
b) The Faculty's presentation at high schools from which most students are enrolled is conducted annually with the participation of teaching staff and students. Final-year students are organized to visit the Faculty, and social media is also used for promotion;
c) The use of the DL (Distance Learning) platform significantly facilitates access to teaching and learning resources, especially for part-time students;
d) With the transition to the eUNSA system, the record-keeping of student achievements has become significantly easier and more organized;
e) The equivalency of passed exams is carried out and registered in accordance with the applicable regulations;
f) The formal promotion of graduates and master's students is held jointly at the University level, in accordance with the academic calendar, while the awarding of diplomas to graduates is organized in the Faculty premises. In accordance with the applicable regulations, records of issued diplomas are maintained;
g) In accordance with the applicable regulations, a Register of Requests for Recognition of Foreign Higher Education Qualifications has been established;
h) A protocol has been created for the actions of all participants in the diploma recognition process, and two committees have been formed to conduct the procedures, depending on whether it is a professional or academic recognition;

i) The promotion of the Erasmus mobility program has led to an increase in student interest in participating in the program.

1.7.5. ***Human Resources: Improvement Activities During the Self-Evaluation Process***

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.5:

a) During 2023 and 2024, the Faculty hired the necessary number of teaching staff and associates, in accordance with *the Standards and regulations for carrying out higher education activities in the Sarajevo Canton area* and *the Faculty's internal organization and job systematization rules*;
b) The Faculty's teaching staff participated in significant scientific and professional projects of both domestic and international character;
c) A practice of continuous evaluation of the performance of non-teaching staff has been introduced. Furthermore, the Faculty continued its practice of organizing regular professional seminars and other forms of education for both teaching and non-teaching staff, which was introduced in 2019. Additionally, Faculty staff attended various educational programs and trainings organized by the University Rectorate or other institutions.

1.7.6. ***Resources and Finances: Improvement Activities During the Self-Evaluation Process***

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.6:

a) The function of electronic recording of classes and student attendance via the Faculty's DL platform has been introduced;
b) The process of connecting the Faculty library to the COBISS system is ongoing;
c) A new secretary for the Faculty and a professional associate for administrative-legal affairs (50% working hours)/professional associate in the Quality Assurance Office (50% working hours) have been hired;
d) A report on the availability of mandatory literature in the library for all courses has been completed, and a high-quality wireless internet connection has been ensured for both staff and students in the Faculty's premises.

1.7.7. ***Management of Information on Study Programs: Improvement Activities During the Self-Evaluation Process***

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.7:

a) A system for the regular collection and analysis of data on graduation rates, exam pass rates, student progression, and academic success across all study programs has been established. These data are used to monitor student academic progress and improve the quality of studies;

b) Reports on student pass rates and progression have been prepared and adopted at Faculty Council meetings, with recommendations for improving the teaching process and academic support for students;
c) Critical points in student pass rates have been identified, and based on these, additional teaching activities and other measures have been proposed for courses with the lowest pass rates, with the aim of improving academic success. Similarly, measures have been proposed for courses with a 100% pass rate, which significantly deviate from the average pass rate within the program, to enhance the quality of exams and student achievement assessments;
d) A system for the regular collection and analysis of data on student drop-out rates and the reasons for leaving studies has been established for all study programs, in accordance with accreditation standards;
e) A system for the regular collection and analysis of data on the employability of graduates from all study programs has been established to monitor professional outcomes and improve the quality of studies;
f) Reports on the employability of graduates have been prepared and adopted at Faculty Council meetings, containing an analysis of employability by study program, along with recommendations for improving the employability of graduates and enhancing the synchronization of the curriculum with labor market needs;
g) The Faculty's DL platform has been redesigned and modernized, with the introduction of additional tools, resources, and functions that allow for more up-to-date data collection and analysis;
h) Updated data on Faculty employees, including the number of full-time and part-time teachers and associates, as well as their age and gender structure, have been provided for the period from 2018 to 2024;
i) Updated data on the total number of enrolled students in the first and second cycles of study, as well as their structure by academic year, have been provided for the period from 2018 to 2024.

1.7.8. *Public Information on Study Programs: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.8:

a) The bio-bibliographies of academic staff have been updated in Bosnian on the Faculty's website, containing information about their academic careers;
b) Bio-bibliographies of academic staff have been prepared and published in English on the Faculty's website;
c) Bio-bibliographies of the Faculty's administrative and professional non-teaching staff have been prepared and published on the Faculty's website;
d) The research profiles of academic staff have been updated on platforms such as Google Scholar, ORCID, and COBISS, providing the public with insights into the staff's scientific research results and their reception in the national, regional, and international research community;

e) The practice of promoting the Faculty's study programs in secondary schools founded by the IC BiH has continued;
f) Media activities to present the Faculty's work have been intensified, including through TV, radio, Faculty and University websites, media outlets of the founder, print media, etc.;
g) A new *Guide for Future Students* was completed and published at the beginning of 2025, and the revised study programs from October 2024 specified the conditions for enrolling in the study programs and the professions for which graduates are being trained.

1.7.9. *Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.9:

a) A revision of five study programs, which are the subject of the self-evaluation, was carried out in preparation for accreditation and alignment with the new *Rules on the Procedure for Adoption and Modification of Study Programs at the University of Sarajevo* (2024), as already mentioned in subsection 1.7.2. The Council adopted the revision proposal in October 2024;
b) The Faculty continued to conduct regular semester evaluations of teaching, adopt corrective measures and improvement actions, and implement them accordingly;
c) The Faculty continued to implement the recommendations of the Report on the Evaluation of Study Programs adopted in the academic year 2021/22;
d) Representatives of the Faculty actively participated in the process of higher education reform within the IC BiH, which began in January 2024, and the planned restructuring of existing study programs, contributing to the synergy between the internal quality assurance system indicators for study programs and the focus of the reform process;
e) The academic staff of the Faculty participated in the survey conducted by the Quality Assurance Service of the University Rectorate on the quality, modernity, and availability of resources for conducting study programs in 2022/23. According to the results of the survey, the Faculty ranked second among the University's members in terms of the satisfaction of its academic staff with various aspects of the institution's work.

1.7.10. *Mobility of Academic Staff and Students: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.10:

a) Activities aimed at promoting mobility programs for academic staff and students of the Faculty continued;
b) A committee was formed to consider and select students applying for Erasmus exchanges;

c) During this period, the Faculty directly concluded Erasmus agreements with several universities;
d) A section of the website dedicated to international cooperation was reorganized, simplified for tracking, and enriched with new content to promote mobility and internationalization.

1.8. STATISTICAL DATA

Studies at the Faculty are organised into three cycles, comprising three Study Programmes at the First Cycle, three Study Programmes at the Second Cycle, and a doctoral programme at the Third Cycle.

The Master in Interreligious Studies and Peacebuilding at the Second Cycle is a joint programme of three theological faculties: the Faculty of Islamic Studies of the University of Sarajevo, the Faculty of Catholic Theology of the University of Sarajevo, and the Faculty of Orthodox Theology of St. Basil of Ostrog of the University of East Sarajevo.

A total of 38 teachers are engaged in the teaching process at the Faculty, of whom 30 are employed by the Faculty (22 men and 8 women), while eight are external associates (data for the 2023/24 academic year). The non-teaching staff comprises 17 employees (10 women and 7 men).

In the 2023/24 academic year, a total of 123 students enrolled in the first year of study for the first time, of whom 89 enrolled in the First Cycle and 34 in the Second Cycle of Study. Admission to the Third Cycle of Study is generally conducted every three years. In the 2023/24 academic year, no new cohort of students enrolled in the Third Cycle of Study. The total number of enrolled students in the 2023/24 academic year was 633, of whom 402 were enrolled in the First Cycle and 34 in the Second Cycle of Study. Of the total number of enrolled students, 178 were in the status of final-year students who had completed all study requirements except the final examination or students repeating this status. A total of 19 students were enrolled in the Third Cycle of Study. Under the pre-Bologna study system, a further nine students were registered. Women accounted for one quarter of the student population (25%). A total of 33 foreign students were enrolled, of whom 31 (93.94%) were from the territory of the former SFRY, while two (6.06%) were from other countries.

In the 2023/24 academic year, 48 students graduated from the First Cycle of Study. One student received the University Gold Badge, while two students received the University Silver Badge. Ten students completed their Master's degrees at the Second Cycle, while one student completed a degree under the pre-Bologna curriculum and syllabus. One doctoral dissertation was defended, in the scientific branch of Sharia Law (fiqh).

2. SELF-EVALUATION IMPLEMENTATION

2.1. SELF-EVALUATION TEAM

By the decision of the Faculty Council No. 03-03-778/22 from July 8, 2022, a Self-Evaluation Team was appointed for the purpose of conducting the self-evaluation of study programs and writing the self-evaluation report for the Faculty's study programs (hereinafter: the Team) with the following composition:

1) Prof. Dr. Nedim Begović, Team Leader;
2) Prof. Dr. Mustafa Hasani;
3) Prof. Dr. Ahmet Alibašić;
4) Prof. Dr. Aid Smajić;
5) Prof. Dr. Zehra Alispahić;
6) Assoc. Prof. Dr. Amina Arnautović;
7) Mr. Ahmed Čolić, Senior Assistant;
8) Mr. Mirzeta Brkić, Senior Assistant;
9) Firdevsa Jelovac, Head of the Student Service;
10) Almin Smajić, Representative of II-cycle students;
11) Umihana Šošić, Representative of I-cycle students.

The decision to initiate the self-evaluation process of study programs and the writing of the self-evaluation report for the Faculty's study programs, along with the appointment of the Self-Evaluation Team, is included as Appendix 1 to this report.

The Management Board of the Faculty Students' Association previously appointed Almin Smajić as the representative of II-cycle students and Umihana Šošić as the representative of I-cycle students to the Team during its meeting held on July 1, 2022. In the following academic year, on November 6, 2023, the Management Board of the Students' Association decided to appoint Umihana Šošić as the representative of II-cycle students and Lejla Džihan as the representative of I-cycle students.

The Faculty Council, at its 7th regular session held on July 3, 2024, adopted the decision (No. 03-03-7.reg.session.-586/24) on amending the decision on the appointment of the Self-Evaluation Team, in which Prof. Dr. Mustafa Hasani was replaced by Prof. Dr. Kenan Musić as a member of the Team. This decision is included as Appendix 2 to this report.

On November 25, 2024, the Management Board of the Faculty Students' Association (official document registered under No. 03-04-1258/24 on December 4, 2024) appointed Kerim Jašarević as the new representative of I-cycle students in the Team.

The Team was tasked with conducting the necessary activities within the framework of the self-evaluation of study programs and writing the self-evaluation report for five study programs of the I and II cycles of studies, in accordance with the schedule of activities from the University Rectorate, the Ministry of Higher Education, Science and Youth of Sarajevo Canton, and the Agency for the Development of Higher Education and Quality Assurance of Bosnia and Herzegovina for the purpose of preparing the study programs for accreditation.

The Student Service of the Faculty provided professional and administrative support to the Team, while the Quality Assurance Committee of the Faculty monitored the Team's work and submitted periodic reports about its activities to the Vice-Rector for Quality, the Quality Assurance Service of the Rectorate, and the Quality Management Board of the University.

2.2. SELF-EVALUATION PROCEDURE

The self-evaluation process encompassed five study programs of the Faculty: Islamic Theology Study Program, IRERP Study Program, IHM Study Program (I cycle of studies); Master in Islamic Studies, Master in Imamate (II cycle of studies).

The Team held regular formal and work-consultative meetings during the self-evaluation period and communicated electronically via email, exchanging necessary materials. Some meetings were held with the presence of members of the Quality Assurance Committee to monitor the Team's activities and report on the results to the Vice-Rector for Quality, the Quality Assurance Service of the Rectorate, and the Quality Management Board of the University.

The self-evaluation process was carried out in the following steps:

1) The methodology for the Team's work was agreed upon, and responsibilities were assigned according to accreditation criteria and the chapters of the self-evaluation report;
2) Team members reviewed relevant sources of information and began collecting, processing, and analyzing data within their assigned responsibilities. The Student Service and the Quality Assurance Office of the Faculty provided professional and administrative-technical support during the data collection process;
3) The Team members wrote the chapters of the self-evaluation report according to their assigned responsibilities;
4) The Team Leader, with the technical support of the Team Secretary, synchronized all chapters of the report;
5) The Team agreed on and finalized the self-evaluation report and submitted it to the Faculty Council for approval, and then to the University Senate.

The following sources were used during the self-evaluation process and the writing of the Self-Evaluation Report:

a) Regulations of Bosnia and Herzegovina and Canton Sarajevo governing higher education activities and accreditation of higher education institutions and study programs; regulations and quality policies of the University; regulations of the IC BiH and the Faculty;
b) *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014-2024*; *Strategy for the Development of the University of Sarajevo 2019-2023*; *Strategy for the Development of International Cooperation of the University of Sarajevo for the period 2018/2019-2022/2023*; *Strategy for the Development of Scientific Research at the University of Sarajevo from 2017*;

c) *Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024 after reaccreditation* (decision of the Ministry of Education, Science, and Youth) and annual reports on the implementation of the Action Plan;
d) *Report on the implementation of overarching higher education strategies in the area of quality assurance and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024*;
e) *Report on the Evaluation of the Faculty's Study Programs in 2021/2022*;
f) Semester reports on the evaluation of teaching at the Faculty from the summer semester of 2018/2019 to the summer semester of 2023/24;
g) Reports on student exam pass rates, progress, success in studies, drop-out rates, and reasons for leaving studies from 2019-2024, as well as employability of students from 2019-2023;
h) Faculty reports for 2019, 2020, 2021, 2022, and 2023;
i) Conclusions and decisions from the meetings of the Faculty Council and the Quality Assurance Committee;
j) Documents from the Student Service and Faculty Secretariat archives;
k) Data from the websites of the University, Faculty, and Faculty's Founder;
l) Meetings and correspondence with the Faculty's expert services and the University Rectorate, etc.

The self-evaluation process was carried out in accordance with *the Recommendations for Regulating the Accreditation Procedure of Higher Education Institutions and Study Programs for I and II Cycles in BiH*, adopted by the Agency for the Development of Higher Education and Quality Assurance of BiH in April 2023, and *the Regulation on the Accreditation of Higher Education Institutions and Study Programs of the Sarajevo Canton Government* (2023), adopted in October 2023.

3. QUALITY STATUS ACCORDING TO THE ACCREDITATION CRITERIA FOR STUDY PROGRAMMES

A. ISLAMIC THEOLOGY STUDY PROGRAMME

3.1. QUALITY ASSURANCE POLICY OF STUDY PROGRAMS

3.1.1.1. ***The higher education institution has adopted an internal quality assurance policy for study programmes, which is publicly available and forms an integral part of its strategic management***

As a full member of the University of Sarajevo, the Faculty refers to the quality assurance policy adopted at the University level. At its 43rd regular session, held on 30 November 2017, the University Governing Board adopted the Decision on the Establishment of the Quality Assurance and Quality Management System at the University of Sarajevo (Decision No. 02-8395/17), an integral part of which is the Quality Policy of the University of Sarajevo**.** Pursuant to this Decision, the normative framework of the quality assurance and quality management system is based on the University's general regulations, including the Statute**,** the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo, the Rules of Study for the First, Second and Third Cycles of Study, and the Rules on Detailed Criteria for the Promotion of Academic Staff. The Decision has a general scope and applies to quality assurance across various aspects of study programmes, including teaching, scientific research, and the work of professional, administrative and technical staff.

In December 2023, the University Senate adopted the Quality Manual**,** which introduced updated versions of both the University Quality Policy and the Quality Policy for Study Programmes. In accordance with the Quality Policy for Study Programmes, the University's strategic commitment is to recognise and support excellence as the fundamental principle guiding all participants involved in the delivery of study programmes, particularly staff and students, while ensuring the conditions necessary to achieve high standards of programme quality. Among other measures, the quality of study programmes is ensured through the establishment of working methods and standards that foster excellence and creativity; alignment of the University's activities with European and national quality assurance standards, legislation and other applicable regulations at all levels in Bosnia and Herzegovina, as well as the University's internal regulations; continuous evaluation of the achieved level of study programme quality by all relevant stakeholders, accompanied by measures aimed at eliminating identified shortcomings and enhancing quality; the development of new and the modernisation of existing study programmes; improvement of teaching delivery, including teaching methods and assessment procedures; provision of support to staff and students in their pursuit of excellence through the promotion of mobility and professional development; and the strengthening of internationalisation.

The normative framework for quality assurance of study programmes is established through the following University regulations:

- *University of Sarajevo Statute (2023)*

Part Eight of the Statute is dedicated to the quality assurance and quality management system and regulates:

a) the functions and objectives of the University and its constituent units;
b) procedures for quality assurance within the governance structure;
c) the implementation of study programmes;
d) the enhancement of student assessment and examination procedures;

e) the introduction and strengthening of self-evaluation, benchmarking and peer review as mechanisms for the continuous improvement of quality at the University and its constituent units;
f) the scientific, artistic and artistic-research activities of the University's constituent units;
g) human resources;
h) the infrastructure of the University and its constituent units;
i) information systems and technologies;
j) information and access to information; and
k) international cooperation.

- -*Rulebook on the Quality Assurance and Quality Management System (2019)*

This Rulebook is currently undergoing amendments in order to align it with the new Law on Higher Education of the Sarajevo Canton (2022), the Statute of the University of Sarajevo (2023), and the new Rulebook on the Accreditation of Higher Education Institutions and Study Programmes in the Sarajevo Canton (2023).

- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Study Programmes (2023);*
- *Rules of Study for the Third Cycle of Studies at the University of Sarajevo (2024).*

In addition, a number of other regulations governing the procedures for the internal quality assurance of study programmes have been adopted, including:

- *Rulebook on the Awarding of Academic and Research Staff of the University of Sarajevo Based on Scientific Research Performance (2022);*
- *Rulebook on the Awarding of Librarians (2022);*
- *Rulebook on Awards and Recognitions (2021);*
- *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes (2024);*
- *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Curricula and Amendments to Existing Curricula (2018);*
- *Rulebook on Mobility (2018);*
- *Rulebook on Student Evaluation of Academic Staff Performance and the Successful Implementation of Curricula (2018);*
- *Rulebook on the Use of Plagiarism Detection Software (2020).*

Provisions governing the quality assurance system are also contained in the Faculty Rules (Articles 41 and 179–182), adopted by the Faculty Council (No. 03-03-9. Elek. Sjed.-1115/21 of 9 November 2021) pursuant to Article 4 of the Agreement on the Status and Operation of the Faculty of Islamic Studies in Sarajevo as a Constituent Unit of the University of Sarajevo (No. 02-38-31300/16 of 27 October 2016), concluded between the Government of the Sarajevo Canton and the Islamic Community in Bosnia and Herzegovina. The Faculty Rules received the approval of the Faculty Governing Board on 29 December 2021, the Riyasat of the Islamic Community in Bosnia and Herzegovina (No. 02-03-2-220-4/22 of 24 March 2022), and the University Senate (No. 01698/22 of 27 April 2022). However, following the adoption of the new Law on Higher Education of the Sarajevo Canton (2022) and the new Statute of the University of Sarajevo (2023), the Faculty is required to harmonise the Faculty Rules with

these regulations before seeking renewed approval from the University Senate and the Government of the Sarajevo Canton.

Furthermore, provisions governing the Faculty's internal quality assurance system are contained in the Rulebook on the Internal Organisation and Systematisation of Job Positions at the Faculty (2024), particularly Articles 7, 12, 16 and 49–51.

Pursuant to Article 6 of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo (2019), the quality assurance and quality management system at the University and its constituent units consists of:

a) the University Quality Management Board;
b) the University Quality Assurance Office;
c) the Quality Assurance Committees of the constituent units;
d) the Quality Assurance Offices of the constituent units; and
e) the professional and advisory bodies of the University and its constituent units responsible for quality assurance in specific areas.

In order to strengthen the Faculty's quality assurance system, the Faculty Council adopted, in 2019, decisions appointing the Vice-Dean for Quality and establishing the Quality Assurance Committee, composed of representatives of the Faculty management, academic staff, non-academic staff and students. The Board includes student representatives from the first and second cycles of study. These decisions demonstrate the Faculty's commitment to fostering a quality culture, raising awareness of the importance of quality assurance, and integrating the Faculty into the University's quality assurance and quality management system.

The organisation of the Faculty's Quality Assurance and Quality Management System, in accordance with Article 6 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* (2019), i.e. Article 41 of the *Faculty Rules* (2021) and Articles 7, 12, 16 and 23, and Articles 49–51 of the *Rulebook on the Internal Organisation and Job Classification at the Faculty of Islamic Studies of the University of Sarajevo* (2024), comprises:

- Vice-Dean for Quality;
- Quality Assurance Committee;
- Quality Assurance Office; and
- Professional and advisory bodies responsible for quality assurance in specific areas.

The Faculty's quality assurance and quality management structure constitutes an integral part of the integrated quality assurance and quality management system of the University of Sarajevo (Figure 1).

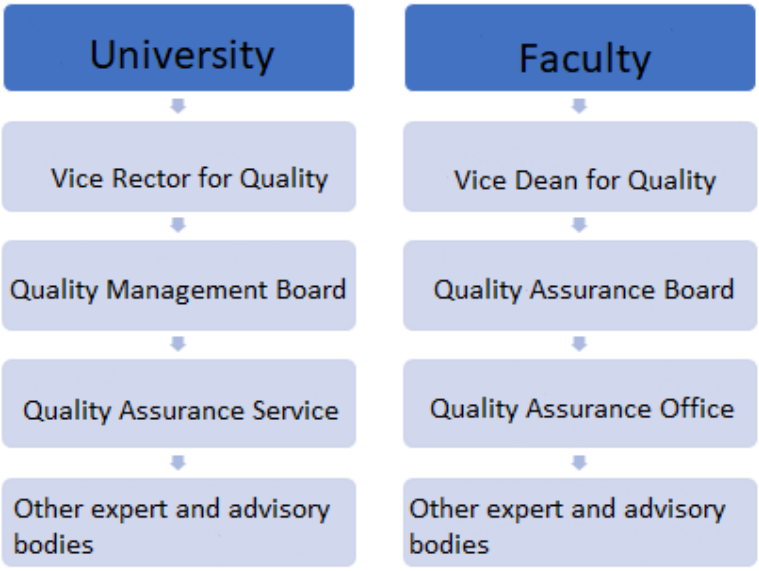


Figure 3. Organisation of the Quality Assurance and Quality Management System at the University and the Faculty

The composition of the Quality Assurance Committee, pursuant to the Decision of the Faculty Council amending the Decision on the Appointment of Faculty Committees (No. 03-1-2.red.sjed.-1095/24 of 6 November 2024) and the Decisions of the Faculty Student Association (No. 03-01-1078/24 of 4 November 2024 and 03-01-1268/24 of 4 December 2024), is as follows:

1. Prof. Dr. Nedim Begović, Chair, Vice-Dean for Quality;
2. Prof. Dr. Ahmet Alibašić, Vice-Dean for Teaching, representative of the academic staff;
3. Prof. Dr. Dina Sijamhodžić-Nadarević, representative of the academic staff;
4. Nura Hodžić, MA, representative of the non-academic staff;
5. Ahmed Avdibašić, representative of first-cycle students; and
6. Mubina Suljić-Solo, representative of second-cycle students.

Since 2019, the duties falling within the scope of the Quality Assurance Office have been performed by employees of the Faculty Student Affairs Office. Since June 2024, the Faculty has employed a Professional Associate in the Quality Assurance Office on a 50% workload.

The Quality Policies are published on the websites of both the University and the Faculty. The University regulations constituting the normative framework of the quality assurance and quality management system are available on the websites of both the University and the Faculty, while the Faculty regulations forming the normative basis of the quality assurance and quality management system are published on the Faculty's website.

There is substantial evidence of the implementation of the adopted quality assurance policy at the Faculty. Internal quality assurance processes encompass all key areas of the Faculty's activities, including teaching, research, and professional, administrative and technical support services. Examples of activities ensuring the quality of teaching include semester-based evaluations of the teaching process within the Islamic Theology Study Programme, evaluations of the Islamic Theology Study Programme, verification of the compliance of proposals for the

introduction and amendment of the curriculum with the applicable standards and regulations, implementation of incentive measures for the most successful academic staff, organisation of professional training seminars for academic staff, and the management of information relating to various aspects of the Islamic Theology Study Programme. Activities supporting the quality of research include encouraging academic staff to participate in international and national research projects, promoting disciplinary and interdisciplinary research projects at the Faculty level, encouraging student participation in research projects led by academic staff, supporting applications for federal and cantonal public funding of research projects, and organising professional seminars. The quality of professional, administrative and technical support services is ensured through professional training programmes and the evaluation of non-academic staff performance in accordance with the adopted Rulebook on the Evaluation of Non-Academic Staff Performance.

The annual evaluation of the performance of non-academic staff consists of four stages:

a) planning work objectives;
b) mentoring, i.e. monitoring the implementation of work objectives;
c) performance evaluation (involving students, academic staff and immediate supervisors); and
d) implementation of incentive and corrective measures.

Evidence of the implementation of the quality assurance policy is presented in greater detail under the remaining accreditation criteria (see, for example, Criterion 9, "Continuous Monitoring, Periodic Evaluation and Revision of Study Programmes"), which explains the implementation of the Rulebook on the Evaluation of Academic Staff Performance and the Successful Implementation of Curricula.

The Faculty has not adopted its own development strategy, as the preparation and adoption of development strategies for institutions of the Islamic Community in Bosnia and Herzegovina fall within the competence of the Riyasat of the Islamic Community in Bosnia and Herzegovina (Article 17 of the Rulebook on the Organisation and Operation of the Riyasat, 2014).

However, through the preparation, adoption and implementation of its annual work plans, the Faculty has actively contributed to the implementation of two overarching strategies relevant to its activities:

a) the University of Sarajevo Development Strategy for the period 2019–2023, which identified three strategic objectives in the field of quality assurance:

1) Q1. Strengthening internal quality assurance capacities;
2) Q2. Ensuring quality standards in higher education at the University; and
3) Q3. Promotion and support of excellence;

b) the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024, which defined "Quality Assurance and Quality Control" as one of its strategic objectives.

The strategic objectives set out in these overarching strategies are operationalised through the Faculty's annual work plans, which regularly include activities aimed at the continuous improvement of all aspects of the Faculty's operations. Consequently, the internal quality assurance policy constitutes an integral component of the Faculty's strategic management.

To date, no comprehensive analyses of the implementation of ***the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*** have been conducted. The absence of adopted action plans for the implementation of this Strategy, including designated activity leaders, timelines, performance indicators and resources, makes it difficult to monitor its implementation. Nevertheless, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the area of quality assurance. In December 2023, the Faculty Council adopted *the Report on the Implementation of the Overarching Higher Education Strategies in the Area of Quality Assurance and the Action Plan for the Improvement and Enhancement of the Quality Assurance System at the University of Sarajevo for the Period 2020–2024.*

The activities through which the Faculty implemented strategic task 7.1.2. "Quality Assurance and Control" under the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina 2014–2024 are presented in Table 2. The table contains updated data compared to the aforementioned report adopted by the Faculty Council. For the purpose of greater clarity and readability of the report, it has been included as Appendix 3 to the Self-Evaluation Report.

At the University level, a standardized format for action plans for the implementation of ***the University Development Strategy (2019–2023*)**, which could have facilitated monitoring of its implementation, has not been established. Nevertheless, it can be stated that the Faculty actively participated in the implementation of the adopted strategic and operational objectives in the area of quality assurance by carrying out the activities described in Table 3. The table contains updated data compared to the aforementioned report adopted by the Faculty Council. Table 3 has been included in the Self-Evaluation Report as Appendix 4.

The Faculty also participated in the implementation of ***the Action Plan for the Improvement and Enhancement of the Quality Assurance System at the University of Sarajevo (2020–2024):***

a) *A1.4a Monitoring the implementation of activities in accordance with adopted regulations*

The Faculty continued to apply *the Rulebook on Student Evaluation of the Performance of Academic Staff and the Successful Implementation of Curricula and Study Programmes* through regular semester evaluations of the quality of teaching within the Islamic Theology Study Programme. During the COVID-19 pandemic, the evaluations were adapted to the delivery of teaching in a digital environment. In addition, one evaluation of the quality of implementation of the Islamic Theology Study Programme was conducted in the 2021/2022 academic year.

In accordance with the Rulebook on Awards for Academic and Scientific Research Staff, two Faculty professors ranked second and fifth, respectively, among the recipients of University awards and recognitions for 2021. Faculty professors also received University awards for scientific work in 2020, 2022 and 2023.

In accordance with *the Rulebook on Awards for Librarians*, the Faculty librarian ranked second pursuant to the decision of the University Library and Information System Board of 3 June 2022.

In accordance with the Rulebook on Awards and Recognitions, at its session held on 22 November 2023, the University Senate adopted the Report of the Committee for the Awarding of University Recognitions (No. 0105-11992/23), according to which a female student of the Faculty, with a grade point average of 10.00, ranked first on the list of the most successful University students in the 2022/2023 academic year.

b) A1.4b Development and alignment of relevant documents, regulations and procedures accompanying quality-related activities prescribed by laws and quality standards

The Faculty participated in the public consultation process on the draft Law on Higher Education of Sarajevo Canton (2022), the draft Statute of the University (2023), and the draft Rules of Study for the First and Second Cycles of Study (2023).

c) A1.5a Defining the method of data processing and the list of indicators used to assess the quality of teaching and study programmes

The Faculty Quality Assurance Committee adopted the documentation for the student evaluation of the performance of academic staff in teaching, which defined the method of data processing and the list of indicators (survey questionnaire items) used to assess the quality of teaching and the implementation of study programmes (*Minutes of the 2nd meeting of the Board held on 5 June 2020*, No. 20/20, 25 June 2020). The list of indicators was adopted at the 43rd session of the Faculty Council held on 10 June 2020, together with the Board's Report on the analysis of the Student Evaluation of Academic Staff Performance in the winter semester 2019/2020, including recommendations.

The Board also adopted a list of indicators used to assess the quality of implementation of study programmes (*Survey Questionnaire for the Evaluation of the Study Programme*) (*Minutes of the 2nd meeting held on 25 February 2022*, No. 22/22, 16 March 2022). The list of indicators was adopted at the 7th session of the Faculty Council as part of the Report on the Evaluation of Study Programmes in the 2021/2022 academic year.

d) A1.5b Preparation of reports on the conducted procedures for the evaluation of academic staff performance and the evaluation of curricula and study programmes

The Faculty Council adopts regular semester reports on the conducted procedures for the evaluation of academic staff performance within the Islamic Theology Study Programme, starting from the summer semester of the 2018/2019 academic year. In the 2021/2022 academic year, the *Report on the Evaluation of the Faculty's Five Study Programmes* was adopted, which also included the evaluation of the Islamic Theology Study Programme.

e) A1.5c Annual integrated report on the conducted evaluations of academic staff performance and the evaluation of curricula and study programmes at all faculties

On 31 May 2023, the Faculty Vice-Dean for Quality submitted to the Vice-Rector for Quality and the Quality Assurance Service the reports on the evaluation of teaching for the winter and summer semesters of the 2021/2022 academic year. Furthermore, on 30 November 2023, the Faculty Vice-Dean for Quality submitted to the Vice-Rector for Quality the reports on the evaluation of teaching for the winter and summer semesters of the 2022/2023 academic year. The aforementioned reports included the evaluation of teaching within the Islamic Theology Study Programme.

f) A1.5d Introduction of surveys for teaching staff

In November 2023, the Faculty teaching staff participated in a survey conducted by the Quality Assurance Service of the University Rectorate on the availability, quality and currency of resources related to study programmes in the 2022/2023 academic year, including the Islamic Theology Study Programme. According to the survey report submitted by the Head of the Quality Assurance Service of the University Rectorate to the Chair of the Faculty Quality Assurance Committee on 24 November 2023, 23 Faculty teaching staff members participated in the survey (76.7% of academic staff members). According to the survey results, the Faculty ranked second among the University's constituent units in terms of the satisfaction of its academic staff with various aspects of the institution's operations.

g) P1.6 Transfer well-defined quality management processes from teaching to other areas

Starting in mid-2022, the Faculty management began implementing an evaluation of the quality of professional, administrative and technical support processes, i.e. the work performance of non-academic staff, based on the adopted Rulebook on the Evaluation of the Performance of Non-Academic Staff (2022).

The implementation includes:

a) setting semi-annual/annual work objectives with deadlines for their achievement (by the immediate supervisor in agreement with the employee);

b) periodic meetings between the immediate supervisor and the employee to monitor the achievement of work objectives and provide the necessary instructions and guidance;

c) performance evaluation based on the achievement of work objectives, application of the competencies necessary to perform the duties of the position, the Quality Assurance Committee's report on the quality of support processes (the report is prepared based on the evaluation of support processes conducted by teaching staff and students); and

d) application of the consequences of the evaluation (recognition and financial awards for the most effective employees, as well as the implementation of corrective measures).

3.1.1.2. *The quality assurance policy for study programmes promotes research, learning and teaching, mobility and internationalisation within study programmes, as well as the prevention of plagiarism in academic staff publications and students' final theses at all study cycles.*

According to *the Decision on the Establishment of the Quality Assurance and Quality Management System at the University of Sarajevo* (2017), the University's quality assurance and quality management system is oriented towards the continuous improvement of educational activities, i.e. learning and teaching, scientific research, and alignment with the processes of European higher education integration, which also implies the achievement of the objectives of mobility and internationalisation.

The revised *Quality Policy for Study Programmes*, adopted by the University Senate in December 2023, affirms the University's commitment to the development of new study programmes and the modernisation of existing ones through the continuous innovation and enhancement of teaching content in line with developments in science, technology, the economy and society, while preserving the authenticity derived from tradition and best national and international practices. Furthermore, it expresses the University's commitment to improving teaching delivery, student-centred teaching and assessment methods, strengthening internationalisation, and supporting the mobility of both staff and students.

To promote the quality of learning and teaching, the University Senate adopted *the Rulebook on the Student Evaluation of Academic Staff Performance and the Successful Implementation of Curricula at the University of Sarajevo (2018).* In order to promote scientific research, *the Rulebook on the Awarding of Academic and Research Staff of the University of Sarajevo Based on Scientific/Artistic Performance* (2022) was adopted. To regulate and promote mobility and internationalisation, the University adopted the Rulebook on Mobility (2018 and 2019).

The University of Sarajevo Development Strategy 2019–2023 defines the following operational objectives supporting the promotion of:

a) research:
Q3.2. Promotion and support of research excellence at the University;

b) learning and teaching:
Q2.2. Improvement of the quality of the teaching process; and
Q2.3. Enhancement of the quality of academic staff and teaching assistants;

c) mobility and internationalisation within study programmes:
Q3.3. Promotion and support of the mobility of academic staff, non-academic staff and students.

The Rulebook on the Student Evaluation of Academic Staff Performance has been implemented at the Faculty through regular semester evaluations of the teaching process and comprehensive evaluations of study programmes. A comparison of the adopted semester reports on the evaluation of the teaching process, covering the period from the summer semester of the 2018/2019 academic year to the summer semester of the 2023/2024 academic year, indicates continuous improvement in the quality of teaching and learning (see Section 3.9).

Faculty professors were consistently among the recipients of the University Senate's awards and recognitions for outstanding scientific achievements, in accordance with the criteria established by the Rulebook on the Awarding of Academic Staff, throughout the period from 2020 to 2023.

In accordance with the *Rulebook on Mobility*, the Faculty's academic staff and students participate in Erasmus exchange programmes. However, no systematic analyses have been conducted to assess the effects of the implementation of this Rulebook at the Faculty.

Likewise, no analyses have been conducted to determine the extent to which the Faculty contributed to the implementation of the operational objectives of the University of Sarajevo

Development Strategy 2019–2023 related to the promotion of research, learning and teaching, mobility, and internationalisation.

The University Statute contains provisions aimed at preventing academic misconduct and promoting a system of academic ethical standards (Articles 260 and 261). This area is further regulated by:

- the Code of Ethics of the University of Sarajevo (No. 01-38-1696-1/12 of 27 June 2012);
- the Decision of the University Senate on Amendments to the Code of Ethics of the University of Sarajevo (No. 01-14-192/21 of 29 September 2021); and
- the Rulebook on the Use of Plagiarism Detection Software (No. 0101-2785/18 of 28 March 2018).

Every two years, the Faculty appoints an Ethics Committee and a Student Disciplinary Committee (see *the Decision on the Appointment of Faculty Committees* adopted at the 10th regular session of the Faculty Council held on 12 October 2022).

The University's plagiarism detection software is used to verify the originality of scientific and professional papers published by the Faculty's academic staff and associates in the *Proceedings of the Faculty of Islamic Studies*, as well as doctoral dissertations. Furthermore, since 24 November 2023, the Faculty's academic staff have been authorised to use the software to check plagiarism in second-cycle final theses. As regards first-cycle study programmes, no final thesis is required as part of the curriculum.

3.1.1.3. *The policy supports the development of a quality culture in which all internal stakeholders contribute to the quality of study programmes and defines the manner in which external stakeholders are involved.*

The University's Quality Policy for Study Programmes expresses its commitment to the systematic monitoring of quality improvement indicators and the continuous evaluation of the achieved level of quality of the University's study programmes by all participants in the teaching process, employers, the wider community, and study programme accreditation bodies. The aim is to ensure the full implementation of all objectives and activities formally defined by the University's quality policies and, where shortcomings are identified, to undertake a thorough review, adopt corrective measures, and learn from such experience.

Pursuant to Article 8 of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo, the University's Quality Management Board includes representatives of all internal stakeholders in higher education, namely the University management (Rectorate), academic staff, non-academic staff, and students. Pursuant to Article 15 of the same Rulebook, the Quality Assurance Committee of the constituent units likewise include representatives of all internal stakeholders, namely the Faculty management, academic staff, non-academic staff, and students.

Pursuant to Article 6 of the *Rulebook on the Internal Organisation and Job Classification at the Faculty of Islamic Studies of the University of Sarajevo*, the Faculty's Quality Assurance Committee comprises five members: one management representative (Vice-Dean for Quality), two representatives of the academic staff, one representative of the non-teaching

staff, and two student representatives, one from the First Cycle and one from the Second Cycle of Study.

Pursuant to Article 109 of the University Statute (2023), the work of the councils of the constituent units includes the participation of academic staff, representatives of teaching assistants, one representative of the professional non-academic staff, the Student Vice-Dean, and student representatives from all three study cycles. In accordance with Article 26 of *the Faculty Rules (2021)* and *the Decision on the Constitution of the Faculty Council for the 2024/2025 academic year (No. 03-01-874/24 of 1 October 2023)*, the Faculty Council consists of academic staff employed full-time at the Faculty, representatives of teaching assistants employed full-time, one representative of the professional non-academic staff, the Student Vice-Dean, and student representatives from all three study cycles.

The processes and structures supporting the development of the Faculty's quality assurance policy also involve external stakeholders, whose roles are presented below.

a) The Islamic Community in Bosnia and Herzegovina**, t**hrough the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina and the Faculty Governing Board, the Islamic Community exercises the founder's and governance rights over the Faculty. The manner of its involvement is regulated by the Agreement on the Status and Operation of the Faculty of Islamic Studies in Sarajevo as a Constituent Unit of the University of Sarajevo (2016), Articles 72, 97, 103 and 170 of the University regulations, the Law on Higher Education of the Sarajevo Canton (Official Gazette of Sarajevo Canton, No. 36/22), the Faculty Rules (2021), as well as the regulations of the Islamic Community in Bosnia and Herzegovina, including the Constitution of the Islamic Community (2014), the Rules on the Institutions of the Islamic Community (2014), the Rulebook on the Organisation and Operation of the Riyasat (2014), and other relevant regulations.

The Faculty is obliged to apply the regulations adopted by its founder. At the same time, the Faculty's regulations, the introduction and revision of study programmes, curricula, appointments of academic staff to academic positions, the appointment and dismissal of the Dean, employment procedures, annual work plans, budgets, annual reports, and other key documents require the approval of the competent bodies of the founder. Furthermore, since the majority of the Faculty's graduates are employed within the Islamic Community in Bosnia and Herzegovina, the latter, in its capacity as an employer, has a direct interest in the quality of the Faculty's study programmes and in ensuring that the intended learning outcomes correspond to its professional needs.

In order to strengthen the involvement of the Islamic Community in the quality assurance of study programmes, the Faculty Council, in June 2022, adopted, as part of the Report on the Evaluation of Study Programmes for the 2021/2022 academic year, the recommendation of the Quality Assurance Committee to initiate the development of occupational standards and qualification standards within the Islamic Community. Subsequently, in 2023, the Faculty Council adopted an initiative for the development of the Occupational Standard – Imam and proposed that Faculty representatives participate in the working group responsible for drafting the standard.

The Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the Decision on the Appointment of the Commission for Drafting Occupational and Qualification Standards (No. 02-03-2-1847-2/24 of 25 April 2024). The Commission included representatives of the Directorate for Education and Science, the Directorate for Religious Affairs, the Directorate for Legal and Administrative Affairs of the Riyasat, the Council of Muftis, the Faculty of Islamic Studies of the University of Sarajevo, the Islamic Pedagogical Faculty of the University of Zenica, the Islamic Pedagogical Faculty of the University of Bihać, and the Training and Human Resources Centre of the Islamic Community. Between 10 April and 24 October 2024, the Commission prepared draft occupational standards for eleven occupations and draft qualification standards for three qualifications acquired upon completion of the first cycle of studies at higher education institutions of the Islamic Community in Bosnia and Herzegovina. The Riyasat adopted these standards in draft form at its 30th regular session held on 8 November 2024, while the final version was adopted by Decision No. 02-03-2-2-2249-2/25 of 15 May 2025.

b) The wider community**.** The wider community includes the Faculty's alumni, the government sector, the media, and the general public.

In this context, it is important to highlight that the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, implemented a research project that resulted in the publication of the study *Competencies of the Islamic Community Workforce in Bosnia and Herzegovina: From Acquired to Required Competencies* (2022). Among other findings, the study analyses the competencies of the Faculty's alumni for performing the professions of imam, Islamic Religious Education teacher, teacher of Islamic subjects in madrasas (mudarris), and educator in student boarding facilities of the Islamic Community. The study also served as one of the sources used in drafting the occupational and qualification standards within the Islamic Community.

The government sector influences the implementation of the quality assurance policy through the adoption of laws and by-laws regulating higher education, overarching higher education development strategies, approval of the establishment of new higher education institutions and new constituent units or departments, determination of student enrolment quotas at public higher education institutions, approval of institutional budgets, and participation in the governance of public higher education institutions through representatives on governing boards. The involvement of the Sarajevo Canton Assembly and Government is prescribed by the Law on Higher Education of the Sarajevo Canton, including the provisions contained in Articles 24, 32, 45, 50 and 58.

Through its own website, the websites of its Founder and the University, by inviting media representatives to Faculty events, and through the participation of its academic staff in media programmes addressing current social issues, the Faculty seeks to provide the wider public with regular and timely information on all aspects of its activities.

The Guidelines on Ensuring Transparency and the Publication of Mandatory Content on the Official Websites of the Organisational Units of the University of Sarajevo (No. 01-12-116/21 of 22 July 2021) prescribe the mandatory information that must be made available on the websites of the University's constituent units. In accordance with these Guidelines, the Faculty has established a dedicated section entitled *Transparency of the Faculty's Operations*, where all prescribed mandatory information is published.

3.2. DESIGN AND APPROVAL OF STUDY PROGRAMS

3.2.1.1. *The higher education institution has established procedures for the design and approval of study programs that involve students and all interested parties.*

The procedure for initiating new and revising existing study programs is regulated by the following acts: the Law on Higher Education of Sarajevo Canton (Article 51), the Statute of the University of Sarajevo (Article 159), the Agreement on the Status of the Faculty of Islamic Sciences within the University of Sarajevo (Article 11), and the Rulebook on the Procedure for Adopting and Modifying Study Programs at the University of Sarajevo.

The Rulebook on the Procedure for Adopting and Modifying Study Programs at the University of Sarajevo from 2024 (hereinafter: the Rulebook) prescribes the procedure and conditions for adopting new and amending existing study programs of the first, second, and third cycles, integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional, and specialist studies at UNSA, as well as other non-cyclical study programs.

According to the Rulebook, the procedure for adopting new study programs at the University is initiated by the University Senate at the initiative of the proposer, i.e., the organizational unit. The initiative for initiating the procedure with a proposal of reviewers' names is submitted to the Senate through the Council of Groups (of sciences/arts). If it accepts the initiative, the Senate passes a decision accepting the initiative, appointing reviewers to evaluate the study program proposal, and tasking the proposer to submit a proposal for the adoption of a new study program with the documentation prescribed by Article 7 of the Rulebook within 12 months. In case the proposal is not submitted within the prescribed period, the proposer may re-submit the initiative to initiate the procedure.

The proposer submits the proposal for the adoption of a new study program to the Senate through the Council(s) of Groups, upon obtaining a positive opinion to continue the procedure from the Teaching Service of the University of Sarajevo, the UNSA Quality Management Board, and the Board for Teaching and Student Affairs. The Teaching Service, in cooperation with the University Tele-Informatics Center (UTIC), checks whether the documentation is complete, whether it contains all the elements for implementing the new study program in the ISSS/eUNSA system, and whether it complies with the Rulebook on Acquiring and Using Academic Titles, Professional and Scientific Ranks at Higher Education Institutions in Sarajevo Canton. If the Teaching Service determines that the documentation is incomplete or incorrect, it returns it to the proposer for revision and/or amendment. If the Teaching Service determines that the documentation is complete and correct, it forwards the proposal to the Quality Management Board and the Board for Teaching and Student Affairs. The Quality Management Board checks whether the content of the elaboratum refers to the criteria for accreditation of study programs defined in the Decision on Criteria for Accreditation of Higher Education Institutions in BiH and gives an opinion on the continuation of the procedure. The Board for Teaching and Student Affairs checks whether the content of the elaboratum is harmonized with the Rulebook and whether positive reports from two reviewers have been submitted, and gives an opinion on the continuation of the procedure. The proposal, along with the opinions from paragraphs (5) and (6) of Article 4 of the Rulebook, is submitted to the Council of the Group for consideration. If it is an interdisciplinary, multidisciplinary, or transdisciplinary study program, the proposal is forwarded to two or more corresponding Councils of Groups.

Based on the submitted proposal from Article 4 of the Rulebook, the Council of the Group makes a proposal to the Senate on the adoption of the new study program. Based on the proposal from paragraph (1) of Article 5, the Senate makes one of the following decisions: a) adopts the proposal for the establishment and implementation of the proposed new study program; b) rejects the proposal for the establishment and implementation of the proposed new study program; c) conditionally accepts the proposal for the establishment and implementation of the proposed new study program with the obligation to revise the proposal upon the Senate's request. The Senate is obliged to make a decision no later than 60 days from the submission of a formally correct and complete proposal.

The Senate's decision is delivered to the proposer within eight days from the day it is made. If the proposal is adopted, the member institution/sub-organizational unit is obliged to submit the curriculum and the info-catalog in printed and electronic form in Bosnian/Croatian/Serbian and English to the University's Teaching Service and UTIC within 30 days of the Senate's decision. The info-catalog and the Curriculum are published in Bosnian/Croatian/Serbian and English on the member institution's website. The info-catalog contains the data defined by indents b) and c) of paragraph (1) of Article 8 of the Rulebook. The Curriculum contains the data defined by indents b), c), and d) of paragraph (1) of Article 8 of the Rulebook. If the proposal is rejected, the proposer has the right to resubmit the proposal for the establishment and implementation of the new study program after the expiration of 12 months from the Senate's decision. The procedure for introducing a new study program should be completed at least six months before the start of the academic year in which the program will be implemented. The proposer is obliged to provide an archive containing all documentation related to the study program as well as all its amendments, and to appoint one person who will maintain updated records of all study programs at the member institution and, if necessary, make information about the study programs available.

As for the Islamic Theology Study Program, it was launched before the adoption of this rulebook in accordance with previously valid regulations.

Adoption of Amendments to Study Programs

According to the Rulebook on the Procedure for Adopting and Modifying Study Programs at the University of Sarajevo, the initiative for adopting amendments to a study program is initiated by one or more sub-organizational units of the Faculty. The Council makes a decision to adopt or reject the initiative. With the decision adopting the initiative, the Council also appoints a committee tasked with drafting a proposal for amending the study program (hereinafter: the Committee). The Committee's proposal mandatorily includes an opinion on whether the proposed amendments change the current study program by more than 30%. If the study program is not changed by more than 30% compared to the current one, the decision on the proposal to amend the study program is made by the Faculty (Member Institution) Council. If the study program is changed by more than 30% compared to the current one, the decision on the proposal to amend the study program is made by the University Senate.

The proposal for amending the study program decided upon by the Council is submitted by the Committee. The Committee submits its proposal, along with the documentation from Article 13 of the Rulebook, to the Faculty Secretary. The Secretary, in cooperation with Faculty services and UTIC, checks whether the documentation is complete, whether it contains all elements for implementing the curriculum amendments in the eUNSA system, and whether it

complies with the Rulebook on Acquiring and Using Academic Titles, Professional and Scientific Ranks at Higher Education Institutions in Sarajevo Canton. The Secretary gives an opinion on the proposal's compliance with the Rulebook. The Committee submits its proposal, along with the Secretary's opinion, to the Faculty Council, which makes one of the following decisions: a) adopts the proposal to amend the existing study program, b) rejects the proposal to amend the existing study program, c) conditionally accepts the proposal to amend the existing study program with the obligation to revise it. Regarding the adopted curriculum amendments decided by the Council, the member institution is obliged to inform UTIC by submitting the Council's Decision and documentation on the amendments so that possible corrections can be made in the information system.

The proposal to amend a study program decided upon by the Senate is submitted by the Faculty, along with the Committee's proposal and prescribed documentation, to the Teaching Service of the University of Sarajevo. The Teaching Service of the University of Sarajevo, in cooperation with UTIC, checks whether the documentation is complete, whether it contains all elements for implementing the curriculum amendments in the eUNSA system, and whether the proposed academic title is in accordance with the Rulebook on Acquiring and Using Academic Titles, Professional and Scientific/Artistic Ranks at Higher Education Institutions in Sarajevo Canton. If the documentation is incomplete or incorrect, the Teaching Service will return the proposal to the proposer with suggestions for supplementation and/or revision. If the documentation is complete and correct, the Teaching Service will forward the Proposal to the Council of Groups to submit a proposal to the Senate. Based on the proposal of the Council of the Group, the Senate makes one of the following decisions: a) adopts the proposal to amend the existing study program, b) rejects the proposal to amend the existing study program, c) conditionally accepts the proposal to amend the existing study program with the obligation to revise it upon the Senate's request. Regarding the adopted curriculum amendments decided by the Senate, the member institution is obliged to inform UTIC by submitting the Senate's Decision and documentation on the amendments so that possible corrections can be made in the information system.
In practice, the procedure for adopting and amending study programs at the Faculty can be initiated not only by sub-organizational units (departments) but also by the UNSA Quality Management Board, the Faculty's Quality Assurance Committee, the founders of UNSA and the Faculty, and the Faculty Dean, based on proposals collected from departments, reports on the evaluation of teaching and study programs, and suggestions from the founder. All interested parties participate in designing and revising study programs—Faculty management, teaching staff, professional non-teaching staff, and students, who are represented in the Quality Assurance Committee and the Faculty Council that considers and adopts the said proposal. After adoption, the proposal is sent to the Riyasat and the Council of Muftis of the IC in BiH for consideration and consent. Besides being the founder of the Faculty, the IC in BiH is also the most frequent employer of Faculty graduates. A significant number of Faculty alumni are represented in the current composition of these highest bodies of the IC in BiH. After obtaining the necessary approvals, the proposal is forwarded to the University Quality Management Board, the Council of the Group of Humanities, and the University Senate.

The most recent significant amendments to the first-cycle study programs were made in 2019, 2022, and October 2024. The reasons for the 2019 amendments were requests from several

departments and the Faculty's obligation to harmonize programs with the Law on Higher Education of CS (2017), the Statute of the University of Sarajevo (2018), the Study Rules for the I and II cycles of study, integrated, professional, and specialist studies at the University of Sarajevo (2018), the Standards and Norms for Performing Higher Education Activities in Sarajevo Canton (2019), the Instructions on the Representation of Teaching Content from Psychological-Pedagogical and Methodological-Didactic Subjects (PPMD) in Teacher Training Study Programs (Official Gazette of Sarajevo Canton, No. 31/18 and 12/19), and the Rulebook on Professional Practice of the Faculty of Islamic Sciences of the University of Sarajevo (2018).

For this purpose, the following changes were made to the Islamic Theology program:

1) Imam-muallim practice was introduced into the ECTS credit structure in the summer semesters of all four years of study;
2) A few ECTS credits of practical teaching were incorporated into some subjects so that, in total with the imam-muallim practice, students have at least 30 ECTS credits of practice during the first cycle of study;
3) At the initiative of the Department of Islamic Philosophy, History of Philosophy I was introduced instead of Introduction to Philosophy in Islamic Theology, and History of Philosophy II was introduced instead of one elective course, increasing the total hours of philosophy in the program;
4) The course Religion and Society became a mandatory subject;
5) The course Classical Schools of Tafsir was replaced by Tafsir of the 30th Juz at the initiative of the Department of Tafsir;
6) Several courses in the fields of Prophetic Tradition (Hadith), Islamic Dogmatics (Aqaid), and Comparative Religions were moved from the winter to the summer semester or vice versa, based on requests from the relevant departments, which did not significantly affect the study structure;
7) The course Cultural History of Bosnia and Herzegovina was renamed Bosnian Cultural History.

Given that these changes were targeted and mostly based on previously adopted documents and decisions of the Founder and the University regarding professional practice, comparisons with similar programs were not made on this occasion, nor was there a need for additional consultations with the founder – employer. However, it should be noted that the directorates for religious affairs and education of the Riyasat of the IC in BiH were involved in drafting the Rulebook on Professional Practice of Students of the Faculty of Islamic Sciences of the University of Sarajevo. The teaching staff was involved in the process of amending the study program through preparing the revision and drafting course syllabi, and making a decision at the Council. Students were involved through the Quality Assurance Committee's opinion on the compliance of department requests with standards and norms, and the decision adopting department requests at the Council. Non-teaching staff, especially the Secretary, were involved through the process of drafting and obtaining approvals. The founder of the Faculty and the main employer of the study program graduates – the IC in BiH – was involved through granting consent at the Riyasat and the Council of Muftis. The wider academic community was involved through the decisions of the University Senate (Council Decision 03-03-Them. Session 632/19

of June 13, 2019; Opinion of the CS Ministry of Education, Science and Youth No. 11/04-38-10495/19 of July 10, 2019; Senate Decision No. 01-24-3/19 of July 17, 2019).

The October 2024 amendments to the Islamic Theology study program were initiated by the Decision of the University of Sarajevo Senate (No. 01-8-75/24 of April 24, 2024), which obliges faculties and academies to align the descriptions of their study programs with the Rulebook on the Procedure for Adopting and Modifying Study Programs at the University of Sarajevo, in preparation for the accreditation of study programs.

The most important changes to the Islamic Theology program were as follows:

1. Revision of descriptions and learning outcomes taking into account the results of self-evaluation in the accreditation process and the development of occupational standards;
2. Study program learning outcome coverage matrices were created to verify the link between course-level learning outcomes and program outcomes;
3. Supplementing the study program with data on enrollment conditions and occupations for which graduates are trained;
4. Academic titles, professional and scientific ranks were aligned with the Rulebook on Acquiring and Using Academic Titles, Professional and Scientific/Artistic Ranks at Higher Education Institutions in Sarajevo Canton;
5. Revision of learning outcomes, content, literature, teaching methods, and knowledge assessment methods for all courses;
6. Four study trips (Potočari, Herzegovina, Krajina, and the Balkans or other destinations by Council decision) were integrated as a mandatory part of the first-cycle program;
7. Courses that can be offered in Arabic or English, based on need or expressed interest, were identified;
8. A brief overview of the labor market analysis for program graduates was provided;
9. Sustainable Development Goals (SDGs) were incorporated into all syllabi;
10. New components were added to two courses: 1) Islamic Call (youth work), 2) Khatabet and Va'z (modern communication);
11. Two new elective courses were introduced: a) Islamic Topics in English and b) Cross-cultural Management;
12. Finally, several courses were renamed to better situate them within the field of Islamic sciences or to clarify their content more precisely.

Plan for the integration of previously acquired ECTS credits

Given that the proposed amendments did not significantly change the structure of the study programs, the equivalence of previously acquired ECTS credits is assured.

Labor market analysis

On this occasion, an analysis of alignment with market needs was not conducted, as the Faculty adopted the "Report on the Employability of Graduates of the Faculty of Islamic Sciences of the University of Sarajevo for the period 2019–2022" on September 6, 2023, with accompanying recommendations from the Quality Assurance Committee dated August 23, 2023.

The report covered the generations of students who graduated in the academic years 2019/20, 2020/21, and 2021/22, including from the Islamic Theology study program. The report was based on a survey questionnaire completed by a total of 61 graduates from the mentioned generations.

On this occasion, the Committee noted that:

a) After graduating/completing their studies at the Faculty, 59% of respondents found employment (36 out of 61), 36% are unemployed/registered at the employment bureau (22 out of 61), and 3.3% (2 out of 61) are self-employed or started their own business;
b) Among the unemployed graduates, by far the largest percentage is registered at the employment bureau, i.e., the CS Employment Service (54%), and the rest (32.6%) in the Zenica-Doboj, Tuzla, Central Bosnia, and Una-Sana cantons;
c) Among the employed, 51.4% concluded a permanent employment contract, and 48.6% a fixed-term contract;
d) The highest percentage of Faculty graduates found employment as imams, specifically 60.5% (23 out of 61 graduates). Subsequently, 20% of respondents (12 out of 61 graduates) found employment outside the IC in BiH (in other institutions, companies, etc.). It is noted that a very small percentage found employment as Islamic religious education teachers/professors, specifically 3.3% (2 out of 61 graduates), and in other positions within the IC in BiH structure (outside jamaats/congregations), namely 1.6% (1 out of 61 graduates).
e) Among the employed, 19.7% (12 out of 61 graduates) concluded employment contracts abroad, within the diaspora Bosniak Islamic communities belonging to the IC in BiH;
f) From graduating/obtaining a master's degree at the Faculty until finding employment, 36% of respondents (22 out of 61 graduates) waited 1 year, 10% (6 out of 61) waited 2 years, and 7% (4 out of 61) waited 3 years. Nineteen students found employment before graduating.

The Committee made several recommendations, among which we highlight:

a) That the Faculty Council submit an initiative to the founder to draft the occupational standard for Imam and qualification standards for Bachelor/Master of Islamic Theology and Bachelor/Master of Imamate as a starting point for future revisions of relevant study programs. The Riyasat of the IC in BiH accepted this initiative;
b) That the Dean initiate discussions with the Faculty founder regarding the employment policies of the Islamic Community to improve employment opportunities for Faculty graduates in the Community's institutions and organizational units;
c) That the Faculty Dean initiate discussions with the Muftis of the IC in BiH and potential donors to consider offering scholarships to Faculty students with the obligation of their employment in the muftiate areas for a certain time period. Namely, it is necessary to ensure the dispersion of graduates from CS to other parts of the country;
f) That the Students' Association, with the support of the Faculty Dean, organize an annual "employment fair" for final-year Faculty students, inviting representatives of majlises, bodies, and institutions of the IC in BiH and Bosniak Islamic communities in the diaspora, as well as other potential employers, to present their employee needs and required competencies for vacant positions to the students;
g) That, following the model of centers for student career development and planning operating at certain member institutions of the University of Sarajevo and other universities in

neighboring countries and worldwide, student counseling activities on future employment be planned and implemented, organized and/or executed by professional associates for practice and professional associates for mentoring students.

On the other hand, the "Analysis and Management of Personnel Data of the Islamic Community" conducted by the Training and Personnel Center of the Riyasat of the IC in BiH (session of the Council of Muftis and Riyasat, July 3-4, 2024) shows that starting in 2024, the number of imams retiring will begin to increase significantly. While only three imams retired in 2024, between 11 and 16 imams will retire annually in the 2025–2028 period, and in the following decade, this number will vary between 22 and 35 imams annually. The peak of this wave will be reached in 2044 and 2045 when 72 imams are expected to retire per year. To these figures, one must add the need to replace imams for other reasons such as leaving the service, moving to other positions within the Community, disability retirement, death, etc.

3.2.1.2. *Study programs are harmonized with scientific and educational standards and achievements of the specific scientific/artistic field, requirements of related scientific fields aiming at acquiring multidisciplinary knowledge, labor market demands, and international reform processes.*

The University Statute, Article 13, paragraph (2), items e) and m), and Article 25, cite international quality benchmarks, the European humanistic and democratic tradition, and harmonization with the European higher education system as the University's operating principles. The Rulebook on Proposing Study Programs in Article 7 foresees two reviews when initiating new study programs. At least one review should be from outside Bosnia and Herzegovina.

The Islamic Theology Study Program is largely harmonized with scientific and educational practice in this scientific field. Unlike many other fields, it is not possible to speak of international scientific and educational standards in the field of Islamic theology/Islamic sciences. Therefore, the fact that most teaching staff possess significant international experience and insight into trends in Islamic education in Europe and the Muslim world is important. The curriculum of the Islamic Theology Study Program corresponds to similar programs in Germany (institutes for Islamic theology in Tübingen, Osnabrück, Münster, Berlin, Erlangen, etc.), Turkey (Ilahiyat), Malaysia (IIUM), and elsewhere. Moreover, when designing Islamic theology curricula at certain universities in Germany (e.g., the University of Tübingen), the Faculty's curricula served as a model. The process of recognizing foreign higher education qualifications, which the Faculty conducts for the entire territory of BiH in the field of Islamic theology, provides the Faculty with continuous insight into global trends in the field of Islamic theology/Islamic studies. The most frequently observed advantage of the Faculty's Islamic Theology Study Program compared to similar programs is the presence of classical and contemporary Islamic theological disciplines and the interdisciplinarity, which will be discussed in the following paragraphs. The significant presence of professional practice and the PPMD (psychological, pedagogical, methodical, didactic) group of subjects is an additional specific feature of this program compared to some similar programs in the Muslim world. This was achieved through the revisions in 2018 and 2019.

The Islamic Theology Study Program is significantly harmonized with the requirements of related scientific fields with the aim of acquiring multidisciplinary knowledge and international reform processes. This is proven by the presence of non-theological, humanistic, social, and applied disciplines in this program. Interdisciplinarity/multidisciplinarity is achieved not only at the study program level but also within individual courses.

The Faculty's management and academic staff largely monitor the work of other related institutions in Europe, the USA, and Muslim countries. This knowledge is used when drafting curricula and executive syllabi, as well as in teaching delivery.

The study program is mostly harmonized with labor market demands. The results of the *Study on the Competencies of the Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (El-Kalem and the Faculty of Islamic Sciences of the University of Sarajevo: Sarajevo, 2022) show a significant relevance of the competencies acquired during the studies for labor market needs. Identified deviations will be taken into account during subsequent program revisions.

3.2.1.3. *Study program objectives and learning outcomes are clearly defined, correspond to the content of the study programs and the level of the study cycle, and are in accordance with the institution's strategy. Study program objectives and learning outcomes are comparable to the same and/or similar programs at higher education institutions in BiH and abroad.*

The Strategy for the Development of Higher Education and Scientific-Research Work of the IC in BiH for the period 2014 to 2024 foresees in paragraph 7.1.1.10. that "Study programs of higher education institutions of the Islamic Community will be, like higher education institutions at state universities in Bosnia and Herzegovina, based on clear learning outcomes, which implies a transition from a concept based on what the teacher should convey to what the student should know."

Systemic monitoring of the implementation of the IC in BiH Strategy for the Development of Higher Education and Scientific-Research Work for the 2014–2024 period was not conducted. In such a situation, the Faculty conducted its own analysis regarding the implementation of overarching higher education strategies in the field of quality assurance. Generally, the objectives and learning outcomes of the Islamic Theology Study Program are congruent with the strategic orientation of the IC in BiH toward high-quality higher education for imams and madrasa teachers (see activity 7.1.2.3. within the strategic task Quality Assurance and Control).

Given that the last significant revision of this Faculty study program was conducted in 2019, which coincided with the adoption of the University Development Strategy for the 2019–2023 period, it is not possible to analyze the alignment of the adopted study program objectives and learning outcomes with the strategic goals set by the mentioned document.

When launching new and revising existing study programs, the Faculty strives to compare the objectives and learning outcomes of those programs with the outcomes of similar programs in the country and globally, and to ensure internal coherence and a hierarchy of outcomes by study cycles.

Specifically speaking, the Curriculum (2020) foresees that at the end of the Islamic Theology Study Program, a student will be able to:

1) adequately understand and use basic terminology from Islamic sciences;
2) understand and interpret Tajweed rules, correctly recite the Qur'an, and independently and responsibly teach others to do so;
3) clearly articulate different understandings of the basic sources of Islam, Aqaid (dogmatic) teachings, and Sharia law, especially from the perspective of the Hanafi-Maturidi tradition, as well as religious and cultural phenomena;
4) interpret different standpoints on main topics from the fields of Tafsir, Hadith, Aqaid, Fiqh, religious studies, Islamic philosophy and ethics, Tasawwuf, Shiism, religious pedagogy, religious psychology, and Islamic civilization studies, and connect them dialogically, critically, and from multiple perspectives;
5) present the most significant events, institutions, and figures from the history of Islam, discern connections between civilizations, and understand the causes of the rise and fall of Muslim states;
6) present the historical development and influence of the most famous schools of Aqaid, Tafsir, Hadith, and Fiqh, as well as dervish orders and cultures that developed in the territory of BiH;
7) interpret and apply the fundamental doctrinal, ethical, and social teachings of Islam;
8) apply basic pedagogical-psychological and didactic-methodological insights and deliver creative, modern maktab teaching and religious subject teaching;
9) perform imam and khatib duties;
10) write professional texts correctly in terms of language, content, and methodology;
11) analyze their own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
12) develop quality communication with others, work in teams, and accept others and those who are different;
13) act independently and responsibly in an Islamic manner and develop religious life in modern society;
14) demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level;
15) perform various cultural, educational, and social activities that imply a humanistic education.

Each of the outcomes is further broken down when defining outcomes for subject groups by scientific branches (e.g., Interpretation of the Qur'an (Tafsir), Islamic Civilization, etc.).

The Senate of the University of Sarajevo, by Decision (No. 01-8-75/24 of April 24, 2024), obliged faculties and academies to align the descriptions of their study programs with the Rulebook on the Procedure for Adopting and Modifying Study Programs at the University of Sarajevo, in preparation for study program accreditation. To this end, the Faculty Council adopted the revision proposal for the Islamic Theology Study Program at its session on October 23, 2024. The Founder gave its consent to the adopted proposal, which was then adopted by the Senate. This time, the revision focused on the vertical and horizontal synchronization of learning outcomes, including the creation of a learning outcome matrix, and appropriate methods for assessing student achievements. The revised learning outcomes for this program are listed below.

Learning Outcomes of the Islamic Theology Study Program (2024)

At the end of the Islamic Theology Study Program, a student will be able to:

1) articulate different understandings of the basic sources of Islam, Aqaid teachings, and Sharia law, especially from the perspective of the Hanafi-Maturidi tradition, as well as religious and cultural phenomena;
2) interpret different standpoints on main topics from the fields of Tafsir, Hadith, Aqaid, Fiqh, religious studies, Islamic philosophy and ethics, Tasawwuf, Shiism, religious pedagogy, religious psychology, and Islamic civilization studies, and connect them dialogically, critically, and from multiple perspectives;
3) present the main information regarding the form and content of the Qur'an while interpreting professional Tafsir terminology, Tafsir rules, historical development, and the influence of the most famous interpretation methods and Tafsir schools;
4) interpret and apply Tajweed rules of Qur'an recitation alongside adab (etiquette) and compare different Qira'at (recitations), demonstrate memorization of the Qur'an (Hifz) to the extent of 50 pages, and independently teach others proper Qur'an recitation;
5) understand and use basic Hadith terminology and methodology, objectively perceive the distinctive personality of the Prophet of God, PBUH, and understand, interpret, and apply his exemplary life;
6) explain the foundations and pillars of the religion of Islam, and interpret fundamental theological-epistemological and anthropological issues within the imam profession at the jamaat level and in the broader social community;
7) relate the development of Islamic legal science and practice to historical and social changes, interpret the methodological principles of Sharia law, and illustrate their application in analyzing and resolving concrete legal issues, practice Hanafi ritual norms, and contextually interpret Islamic legal, ethical, and religious norms concerning marriage, family, inheritance, and waqf, as well as the principles of Islamic property and obligation law considering Islamic legal theory and the positive legal framework of the State of Bosnia and Herzegovina;
8) critically evaluate and creatively present the main directions and representatives of Islamic-philosophical, ethical, and philosophical-religious thought from the classical period to contemporary intellectual currents, contextualizing them within the entirety of Islamic culture and the general structure of the history of philosophy;
9) present the most significant events, institutions, and figures from the history of Islam, discern connections between civilizations, and understand the causes of the rise and fall of Muslim states;
10) critically evaluate the wholeness, richness, and polyphony of Bosnian culture throughout history; be able to describe and interpret significant historical events, issues, and periods of Bosnian cultural history from the earliest times until the end of the aggression in 1995;
11) present the historical development and influence of the most famous schools of Aqaid, Tafsir, Hadith, and Fiqh, as well as dervish orders and cultures that developed in the territory of Bosnia and Herzegovina;

12) analyze genocide topics related to human communities generally and specifically to BiH;
13) interpret and apply the fundamental doctrinal, ethical, and social teachings of Islam;
14) apply basic pedagogical-psychological and didactic-methodological insights and deliver creative, modern maktab teaching and religious subject teaching;
15) perform imam and khatib duties;
16) write professional texts correctly in terms of language, content, and methodology;
17) analyze their own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
18) develop quality communication with others, work in teams, and accept others and those who are different;
19) act independently and responsibly in an Islamic manner and develop religious life in modern society;
20) independently use the Arabic language at an intermediate/B level;
21) use various media and theological literature in English for research purposes, and present and discuss different Islamic topics using general and theological vocabulary (ranging from intermediate/B to advanced/C level);
22) perform various cultural, educational, and social activities that imply a humanistic education.

The comparability of the Faculty's Islamic Theology Study Program with related study programs in the European Union and Muslim countries (e.g., centers/institutes of Islamic theology in Tübingen and Osnabrück, Germany; Ilahiyat faculties in Turkey; International Islamic University in Malaysia, etc.) is reflected in combining classical and contemporary approaches to various Islamic disciplines (learning, interpreting, and philology of the Qur'an, prophetic tradition, Islamic dogmatics, Islamic law, Islamic civilization, Islamic philosophy, Islamic religious pedagogy) with other humanistic and social sciences (general philosophy, general pedagogy and psychology, Arabic and English languages, communicology, etc.). Almost identical branches of Islamic studies are represented in the Islamic Theology program at the University of Tübingen and Marmara University.

For the purpose of a more systematic insight into the comparability of the Faculty's program with similar programs in the world, an analysis of the structure of thirty Islamic theology study programs globally was conducted. The results of the analysis were published in the *Proceedings of the Faculty of Islamic Sciences* (Ahmet Alibašić, "Contemporary Studies of Islamic Theology/Islamic Sciences: A Comparative Analysis", pp. 291–318). The main conclusion is that the Faculty's Islamic theology program is comparable to similar programs in the world, with minimal deviations. The study identified areas for possible refinement of the program but did not recognize the need for its radical reconceptualization. The most noticeable deviations from global trends exist where the Faculty is integrated into the IC in BiH system, namely the engagement of students in imam-muallim practice and a few courses in Islamic practical theology (imamate).

Out of the total number of teachers engaged in realizing the Islamic Theology Study Program in the first cycle over the last five years, seven (7) participated in teaching staff exchange programs, mostly through Erasmus. In the same period, three (3) students of the Islamic Theology Study Program, I study cycle, spent time at partner institutions (through Erasmus, in

Germany, Qatar, Kuwait, and Turkey). Since 2019, the Faculty has been the (co-)organizer of seven international conferences and summer schools:

1) August 26–30, 2019, in cooperation with the Perennia Verba Association from Rome (Italy), summer school "Ibn 'Arabi and His Interpreters";
2) August 24–26, 2022, co-organized with the "Association for the Study of Travel in Egypt and the Near East" (ASTENE), international conference titled "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond";
3) September 15–16, 2022, co-organized with ResetDoC, conference "Getting to Reconciliation: A Comparative Perspective";
4) September 18–23, 2022, in cooperation with the Center for Islamic Theology in Tübingen, "Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)";
5) April 27–29, 2023, co-organized with the Institute for Art History at the University of Vienna, "Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe";
6) October 7–9, 2023, co-organized with George Mason University, conference "Islamic Moral Theology";
7) November 20–21, 2023, co-organized with ResetDoC, Georgetown University, Birmingham University..., Conference "Islam and Pluralism".

3.2.1.4. *Learning outcomes are established and stated at each level of the study program and are linked to qualification standards, the Qualifications Framework in BiH, and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).*

It should be noted that there is no elaborated Qualifications Framework of BiH, and until the finalization of this report, the qualification standards in the IC in BiH had not been adopted in their final version, which are external factors the Faculty could not influence. Therefore, our analysis is limited to the compliance of the Faculty's study program learning outcomes with the following documents:

a) *Basics of the Qualifications Framework in BiH and the Framework for Qualifications of the European Higher Education Area;*

b) existing IC in BiH regulations containing provisions on necessary competencies for performing the duties of imam, chief imam, Islamic religious education teacher/professor, and professor and educator in madrasas (*Rulebook on Imams of 2008, Rulebook on Religious Teachers of 2011, Madrasa Rules, Madrasa Curriculum);*

c) Madrasa Curriculum and Islamic Religious Education curricula in preschool institutions, primary, and secondary schools.

Given that the qualification standards acquired upon completing the first cycle of studies at IC in BiH higher education institutions had only been adopted in draft form at the time of writing this report, it was not possible to analyze the link between the Faculty's study program learning outcomes and the qualification standard. However, it is possible to establish the link between

the study program learning outcomes and *the Basics of the Qualifications Framework in BiH and the Framework for Qualifications of the European Higher Education Area.*

As previously stated, learning outcomes are defined at the level of the Islamic Theology Study Program and subsequently at the level of each course. Learning outcomes include knowledge, skills, and values; subject-specific and generic competencies. As part of the latest revision (October 2024), a vertical and horizontal synchronization of learning outcomes with the learning outcome matrix was performed. We will cite two examples of learning outcome improvements through the revision. For instance, the 2020 syllabus for History of Philosophy I listed the following outcomes: "Familiarization with the history of Greek and classical Christian philosophy through questions and answers as moments in the history of thought and forms of higher thinking, which are simultaneously moments in the history of being revealed in the light of transcendence and the history of greats, such as Plato and Aristotle, who marked the peaks of human soarings in knowledge and self-knowledge, and who encouraged and encourage one's own creative thinking." In the revised 2024 syllabus, they are expressed as follows: "Elaborate on the main contours of Greek and classical Christian philosophy through questions and answers as moments in the history of thought and forms of higher thinking (critical and creative thinking), which are simultaneously moments in the history of being revealed in the light of transcendence and the history of greats, such as Plato and Aristotle." The outcomes for the Islamic Art course in the 2020 syllabus were defined as: "Knowing the history, spiritual meanings, most significant achievements, and the unique nature of Islamic art. Recognizing, 'reading', and understanding works of Islamic art and architecture created in different historical periods and worlds of Islamic culture, with a special emphasis on Bosnia and Herzegovina." In the 2024 syllabus, they read: "Students will be able to: explain the Qur'anic and Sunnah sources of art; describe the main forms and characteristics of Islamic art; present the influence of Islamic art on the artistic heritage of Bosnia and Herzegovina; evaluate the significance of art for the reconstruction of war-torn societies; understand and analyze the instrumentalization of Islamic art in shaping the orientalizing view of the Muslim world."

It should be noted that the highest bodies of the IC in BiH—the Founder and main employer of Faculty graduates—give consent for the study programs and their defined learning outcomes. Also, IC in BiH acts (Rulebook on Imams, Madrasa Curriculum) prescribe the required qualifications for employment and job descriptions. Thus, for example, the Rulebook on Imams prescribes in Article 51 that an imam, among other things:

- holds maktab teaching;
- leads the jamaat in performing daily prayers (waqts);
- holds sermons (va'z) in the mosque or masjid;
- holds Friday (Jumu'ah) and Eid (Bajram) sermons (khutbahs) and leads the jamaat;
- performs funeral prayers (janazah) and other rites for deceased Muslims;
- works on popularizing and distributing the Islamic press published or recommended by the IC in BiH;
- maintains jamaat registry books and the mosque chronicle;
- directs Muslims to the importance of waqf and other forms of assistance for the needs of the IC in BiH;
- follows Islamic literature to improve personal Islamic education and applies acquired knowledge in practice;

- performs Sharia weddings in their jamaat by the authorization of the chief imam.

During the revisions of the Islamic Theology Study Program, special attention was paid to its harmonization with madrasa curricula.

3.2.1.5. ***The curriculum contains at a minimum: an overview of mandatory and elective courses, a framework of the course content (divided according to the number of weeks/teaching units within one semester), student workload per course, the credit value of each course expressed in accordance with ECTS, methods of continuous assessment and evaluation of student knowledge acquisition, the ECTS credit value of the final thesis in the I and II cycles of study depending on the institution's status, quality assurance methods, a list of mandatory and supplementary literature for each individual course, and mandatory and specific equipment for realizing the program/course according to the requirements of the scientific/artistic field.***

The Islamic Theology Study Program curriculum contains all the necessary elements foreseen by this sub-criterion. Quality assurance methods were incorporated during the latest program revision (October 2024). In addition, the Faculty's website contains a special section, "Quality Assurance," with essential information and norms for the quality assurance of study programs. When it comes to equipment for realizing programs/courses, it mostly involves computers and projectors.

The Faculty has left it to the subject teachers to assess the student workload on their courses. Vice-Deans for Academic Affairs and Quality only got involved in cases where students expressed doubts about being overburdened. During the last revision, the Committee for Amending Study Programs conducted an assessment and correction of the workload in individual courses based on the formula that one ECTS credit implies 25–30 hours of student work.

The Faculty uses the formats of catalog and executive syllabi prescribed by the University. Each syllabus contains: the course code, the number of ECTS credits allocated to the course, the course status (mandatory or elective), the number of hours of lectures, seminars, and exercises, the year and semester in which it is taught, the course holder by field, prerequisites for enrollment (if any), content, thematic units by weeks, learning outcomes, teaching delivery methods, knowledge assessment methods with the grading structure, and mandatory and elective literature. In most syllabi, all rubrics are generally consistently filled out, especially after the October 2024 revision.

During the October 2024 revision, improvements were made to teaching delivery and assessment methods in the syllabi, which were not always specified in previous curricula. According to the new curricula, the most frequent teaching delivery methods are: lectures, exercises, seminars, teamwork, pair work, practical work, textual method, visual-demonstrative methods, workshops, case studies, independent tasks, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutor groups, discussion and dialogic methods, etc. The most common assessment methods in the syllabi are: written exam, oral exam, combined written and oral exams, colloquium, quizzes, case study analyses, practice diary analysis, research and other projects, etc.

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

The Faculty significantly ensures the interdisciplinarity and multidisciplinarity of the Islamic Theology Study Program, which is proven by the presence of courses not only from Islamic sciences but also from other humanistic and social sciences (25-30% depending on how certain courses are categorized). This includes foreign languages (Arabic and English) and PPMD subjects. Practically, most courses in the departments of Qur'anic philology, Islamic civilization, Islamic philosophy, religious pedagogy, and religious psychology are not strictly disciplinary, i.e., theological, and they establish correlations with other humanistic or social sciences. Multidisciplinarity sometimes implies internationalization. Thus, among the outcomes of non-theological courses is "demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level".

The Faculty does not sufficiently ensure the internationalization of curricula considering there are no courses taught in English. It has never offered them in the first cycle. Additionally, students are reluctant to go on study visits abroad. On the other hand, the Faculty frequently hosts visiting teachers and lecturers (internationalization at home). Thus, it regularly has foreign lecturers for English (from the USA) and German (Austria), and occasionally visiting lecturers from abroad (USA, Germany, Russia). Also, in certain courses, consultative teaching in English is provided for foreign students residing at the Faculty under the Erasmus student mobility program. A number of Faculty students perform their imam-muallim practice in IC in BiH jamaats abroad, in the USA, and in several Western European countries, where they have the opportunity to get acquainted with different cultures and communities.

Regarding practice, students in the Islamic Theology program regularly perform professional imam-muallim practice during the month of Ramadan according to the Islamic calendar, in accordance with the Rulebook on Professional Practice of Faculty Students. Departure for practice is preceded by ten hours of preparation, and upon return, there are five hours of reporting and analysis. The practice itself takes place with the assistance of a mentor. Practice outcomes are staggered, from basic for the first year to more complex imam-muallim duties in the final year. Efforts are also made to send students to different parts of the country and once abroad. With the employment of professional associates for imam-muallim and methodical practice, an additional step forward was made in the quality of realizing this segment of the curriculum.

Furthermore, practical teaching amounting to 10 ECTS is realized in the Islamic Theology program, which is visible from the curriculum. In addition to the imam-muallim practice in Ramadan, students also perform methodical practice in IC in BiH maktabs, preschool institutions, and primary and secondary schools.

Students are partially (i.e., in certain departments) involved in scientific-research projects within the study program. An example is students' participation in the research projects of the Department of Sharia Law (Fiqh): *Bibliography of works on Fiqh; Main tendencies in interpreting Sharia through answers to questions asked in BiH, 2000–2005.* If Qur'an recitation is classified as an artistic engagement, then this involvement is significant.

3.3. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

3.3.1.1. *Teaching academic staff are adequately prepared and motivated for this activity, and in preparing for it, they take into account the results of student evaluations of learning and teaching quality.*

Teaching evaluations have been conducted almost continuously since 2016. Starting from the summer semester of 2019/20, they have been carried out in accordance with the provisions of the Rulebook on Student Evaluation of Academic Staff Work and the Success of Curriculum Implementation, adopted on December 19, 2018.

The results of the initial evaluation surveys were, in some cases, concerning. However, thanks to the efforts continuously invested within the established internal quality assurance system, there has been a significant reduction in shortcomings regarding teaching realization, although room for improvement still remains. The question of the impact of student evaluations on teaching quality and the motivation of teaching staff is addressed in more detail in relation to sub-criterion 9.2.

The Faculty rewards top-rated teachers and associates (based on the Decision of the Faculty Steering Board No. 01-UO-2-232/23 of Feb 23, 2023), while the University rewards teachers who publish papers in citation databases and with renowned global publishers.

The assessment of the professional competence of academic staff is ultimately given by the University Senate when promoting teachers and associates to higher academic ranks. Since the Faculty's inclusion in the University, the University Senate has not adopted the Faculty Council's proposals on appointments to academic ranks in only a few cases.

3.3.1.2. *Academic staff motivate and involve students in taking an active role in research, scientific-research, and teaching-educational processes with appropriate guidance, consultations, and support.*

In an effort to ensure an even distribution of student research activities—in the form of seminar papers—across departments and semesters, the Faculty Council has determined a list of courses in the Islamic Theology Study Program that feature a mandatory obligation to write/defend a seminar paper.

Teachers and associates have transparently designated office/online consultation hours with students, lasting at least five teaching hours per week, which provide an opportunity to encourage students to take an active role in the teaching and research process. Consultation hours are published on the Faculty's DL platform.

Part-time students are informed in a timely manner about their obligations and opportunities for attending classes. Consultative teaching is specially organized for them at the Faculty according to the established schedule for each semester. Additionally, the Faculty's academic calendar specifies the teaching weeks in which part-time students can follow teaching realized in a hybrid format (simultaneously in the classroom and online) via the Faculty's DL platform.

The availability of academic staff to students for consultations, as well as encouraging students to take an active role in the teaching and research process, are evaluated and analyzed within semester teaching evaluation reports, which include corrective measures and other recommendations for improvement.

Certain Faculty departments involve students in the realization of professional or scientific-research projects, where student engagement is evaluated within the overall grade structure for the corresponding courses.

As examples of good practice regarding student involvement in international professional projects, we will mention COIL (Collaborative Online International Learning) and international Arabic debate competitions. The COIL project was realized as part of the cooperation of the University of Sarajevo – Faculty of Islamic Sciences on the broader project of the Jamal Barzinji University in Shenandoah (Winchester, Virginia, USA). The project was carried out during the 2021/22 academic year on the topic "Intercultural and Interreligious Values in Teacher Training Programs in BiH and the USA." At the 6th International Arabic Debate Competition in Istanbul, which involved 92 teams from 50 countries worldwide, the Faculty student team achieved exceptional results. At the European International Online Arabic Debate Competition, the Faculty debaters won 2nd place in both team and individual categories. At the 7th International Arabic Debate Competition in Doha, featuring 100 teams from 50 countries, the Faculty's Arabic Debate Team also achieved notable results. Students and teachers were also involved in field research for the needs of drafting studies for the Council of Muftis of the IC in BiH. As an example, we will mention the research on the attitudes of Muslims in BiH toward the allocation of Zakat and the organization of Zakat collection in BiH, the results of which were partially presented in a paper by two Faculty teachers in the journal *Novi muallim.*

In 2020, at the international competition of the Islamic World Educational, Scientific and Cultural Organization (ICESCO), headquartered in the capital of the Kingdom of Morocco, for the "Bayan" award in creative expression in the Arabic language for individuals and educational institutions from around the world whose native language is not Arabic, Faculty students attending the Islamic Theology Study Program won first place. The talented student team—consisting of Senahid Hamidović, Erna Kukuljac, hfz. Eldar Ćatibušić, Ajdin Halilić, Mujesira Neimarlija, Amina Arnaut, hfz. Fatima Bosnić, Almedin Karić, and coordinator Hilmi Sherbi—worked dedicatedly in July 2020 on realizing their project titled "Need is the Foundation of Invention." The final video performance by Riad Subašić, a Faculty student, was rated best by the ICESCO Evaluation Committee in the category of students from non-Arabic-speaking areas. The Committee's explanation stated that the winning work was distinguished by the quality of preparation, design, and artistic direction, as well as attention to educational content. Prof. Dr. Zehra Alispahić served as the mentor for this project.

In accordance with *the Study Program Evaluation Report for the 2021/22 academic year* and the recommendations of the Faculty's Quality Assurance Committee adopted by the Faculty Council, the Vice-Dean for Scientific Research issues calls to departments to nominate scientific-research and professional projects for each new academic year. According to the adopted recommendation, departments are suggested to include students in these projects within mandatory or elective courses as early as the first cycle of study. Student participation in these projects can be evaluated as part of the course grade.

In accordance with *the Study Program Evaluation Report for the 2021/22 academic year* and the recommendations of the Faculty's Quality Assurance Committee adopted by the Faculty Council, recommendations are continuously sent to Faculty departments to nominate scientific-research and professional projects for each new academic year. According to the adopted

recommendation, departments are suggested to include students in these projects within mandatory or elective courses (such as points for a seminar paper, etc.).

3.3.1.3. *Students are assessed through publicly available procedures for fair, transparent, and consistent grading, as well as through various forms of knowledge and skill verification in accordance with the specific features and set objectives of the study program.*

The Faculty strives to ensure that students are assessed in accordance with the provisions of the University Statute (Articles 183–187) and the 2023 Study Rules for the First and Second Cycles of Study at the University (Articles 44–54). The Dean and Vice-Deans for Academic Affairs and Quality most often successfully react in cases of student reports regarding non-compliance with the provisions of the Statute and Rules. There have been no significant changes in these rules regarding the method of evaluating student achievements compared to previous rules. Teaching staff and students can familiarize themselves with the grading rules by reviewing the Study Rules available on the Faculty's website, as well as through clarifications provided by the Vice-Deans for Academic Affairs and Quality at Council sessions and during special consultations.

The grading method is determined by the syllabi that form part of the curriculum (Islamic Theology). As visible from the syllabi, continuous assessment is envisaged and implemented for all courses, typically comprising at least three components: a seminar paper or other tasks during the semester, a midterm exam, and a final exam. Exam schedules, results, and terms for inspecting exam papers are published on the Faculty's DL platform.

In practice, students occasionally complain about deviations from published methods, which are mostly resolved through conversations between the Dean and Vice-Deans for Academic Affairs and Quality with the teacher or associate, i.e., the students.

To date, a comprehensive and in-depth analysis of the alignment of envisaged grading methods with the set objectives and learning outcomes of study programs has not been conducted. However, with the aim of improving practices in this segment, a professional seminar for teaching staff was held at the Faculty on June 7, 2024, on the topic "Harmonizing Student Achievement Assessment with Learning Outcomes." It covered a theoretical component and an analysis of written exams by Faculty teaching staff on a selected sample, along with examples of good practices and recommendations for improvement.

Over the past few years, top students have participated in organizing teaching in the capacity of demonstrators. This practice has proven useful in that it has given younger colleagues an opportunity to test themselves, allowed the Faculty to get to know them better, and helped teachers, especially where there is no teaching assistant for a course.

3.3.1.4. *Assessment procedures regulate: the organization of tests and exams, criteria and grading methods by examiners and committees, grading transparency, and the possibility of student appeals against grading.*

Assessment procedures are regulated by Articles 44–55 of the University of Sarajevo Study Rules and are generally applied consistently with minor deviations (e.g., failing to publish the exam schedule in the first two weeks of the academic year, as foreseen by Article 68 of the Study Rules). The Faculty is integrated into the e-UNSA system, which has significantly facilitated the procedure for exam applications, grade registration, maintaining records of

passed exams, and analyzing pass rates. Occasionally, there are student complaints regarding the impossibility of inspecting the grading method by teachers, but these are rare cases.

3.3.1.5. *The higher education institution has a procedure defining the process of drafting, structure, and evaluation of student final theses for a given study cycle, as well as the rights and obligations of the student and mentor, and the conditions for mentorship.*

The Islamic Theology Study Program does not envisage the drafting of a final thesis.

3.3.1.6. *Student representatives are involved in the work of higher education institution bodies whose jurisdiction includes management and making specific decisions on study programs.*

Article 68, paragraph (4) of the Law on Higher Education stipulates: "Members of the member institution's council are the student vice-dean and at least one student representative from each study cycle organized at the higher education institution, elected by the student council, i.e., the student association of the higher education institution." Article 109, paragraph (1), item e), and items (6) and (7) of the University Statute regulate the method of election and the term of office of student members of the Council. In practice, the student vice-dean and three student representatives—one student for each cycle—participate in the work of the Faculty Council, representing 17% of the Council membership at the beginning of the 2023/24 academic year. Evidence of their participation consists of minutes from Council sessions. Student members of the Council generally attend sessions and most frequently participate in discussions that directly concern studies and standards of student life.

3.3.1.7. *The higher education institution has established a mechanism and procedures for supporting students with career development counseling.*

The Rulebook on Internal Organization and Job Systematization at the Faculty provides for two positions for the job of Professional Associate for Mentoring and Educational Work with Students. This rulebook stipulates that the Professional Associate for Mentoring and Educational Work with Students, among other things:

- coordinates and partly realizes the academic orientation program for students enrolled in the first year of the first study cycle;
- achieves 20 contact hours with students within a 40-hour work week;
- continuously works on developing student motivation for learning, improvement, and acquiring new knowledge, skills, and competencies;
- specifically motivates students to learn foreign languages and coordinates their inclusion in language learning programs.

Due to budget constraints, these positions have not yet been filled, but the Faculty management is working on hiring for them. Currently at the Faculty, given the relatively small number of students, students often have individual consultations regarding these matters with teachers. Finally, a functional Student Support Office of the University Rectorate is available to students.

3.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

3.4.1.1. ***Student admission to a study program of any cycle is carried out based on legal regulations, clear and transparent criteria that include checks of candidates' knowledge, aptitudes, and abilities, and success in previous education, in accordance with analyzed social needs and provided resources for program implementation. The admission competition (call for applications) is publicly published on the institution's website and in the media.***

As a full member of the University, the Faculty carries out student admission and enrollment procedures in accordance with applicable normative acts: the Law on Higher Education of Sarajevo Canton, the University of Sarajevo Statute, and the Study Rules for the First and Second Cycles of Study, Integrated, Professional, and Specialist Studies at the University of Sarajevo.

The enrollment procedure for each academic year begins with the Faculty Council determining the proposed number of students to be enrolled as regular, regular self-financing, part-time, or foreign students. The proposal must obtain the consent of the Faculty's founder—the Riyasat of the IC in BiH—and is then sent via the Senate to the Sarajevo Canton Government for approval. Following the consent of the Sarajevo Canton Ministry of Education, Science and Youth, the text of the University Competition is adopted, and—together with the internal Competition detailing admission procedures, criteria, and scoring methods—is published on the Faculty's website (I cycle, II cycle).

UNSA Competition I and II cycles 2024/25
FIN Competition I cycle 1st term
FIN Competition I cycle 2nd term

For admission to the Islamic Theology Study Program, the Faculty conducts a campaign to present its study programs—including the Islamic Theology Study Program—in schools founded by the Riyasat of the IC in BiH (madrasas), including the "Mehmed Fatih" Madrasa in Podgorica, the First Bosniak Gymnasium in Sarajevo, and the "Dr. Ahmed Smajlović" Islamic Gymnasium in Zagreb. Both students and members of the Faculty's teaching staff are involved in this process.

Starting from the 2020/2021 academic year, the candidate selection and admission process is conducted through the unified ISSS/e-UNSA information system (the Faculty has been using e-UNSA since June 2022). The Admission and Enrollment Commission verifies submitted applications, and the system ranks candidates according to adopted criteria. The unified ranking lists also include candidates from countries formed by the breakup of the former Socialist Federal Republic of Yugoslavia (SFRJ), thereby ensuring equal access and equal opportunities for all candidates who meet the Competition requirements. After ranking lists are published, candidates have the right to appeal to the Faculty Council, following which final ranking lists are established and admitted candidates are enrolled. Ranking lists are publicly published with a code that candidates receive upon registering for online enrollment.

Ranking lists 2024/25 I cycle

The enrollment plan envisages the admission of a certain number of part-time students. To enable them to acquire knowledge, skills, and competencies in accordance with the study program learning outcomes, the Study Rules mandate that classroom teaching be organized for part-time students with at least one-third of the teaching hours envisaged for regular students. The rest of the teaching is organized online, through various forms of consultations, and similar methods. Students who are employed may study only in the status of part-time students.

Syllabi of all courses in the study programs contain precise information on knowledge and achievement assessment methods, a list of obligations, and mandatory and recommended literature, which students are introduced to at the first lectures of the semester. All curricula and syllabi are published on the Faculty's website.

Based on the University's academic calendar, the Faculty compiles its own academic calendar in accordance with students' practical obligations related to the month of Ramadan, as well as other Faculty activities.

The teaching schedule is published on the Faculty's DL platform with all prescribed elements: title of the study program, designation of the study year, title of the course, time and location of teaching, and the names of the teaching staff members involved in teaching. Electronic record-keeping of held classes is conducted via the Faculty's DL platform.

Student knowledge is assessed based on written, oral, and practical forms of knowledge verification in accordance with the curriculum. The exam schedule with the time and location of holding is announced on the DL platform. Exam results must be published on e-courses on the DL platform, along with designated terms for entering grades into indexes and inspecting exam papers. Student success—i.e., achieved grades—is entered into indexes and the e-UNSA system, after which application forms are printed and given to professors for signing. Afterward, grades are entered into record books (*matične knjige*), the forms of which are prescribed by the Rulebook on the Content and Appearance, Method of Maintaining Record Books, and Records of Issued Diplomas. Signed and verified applications are placed in student dossiers and kept permanently.

At the end of each exam period, a student pass rate analysis is conducted, and necessary corrections are carried out based on the results in accordance with Article 51 of the Study Rules. At the end of each semester, a student evaluation of the teaching process is conducted, the results of which are analyzed and taken as a corrective for the following period. The student throughput rate, dropout rate, and reasons for dropping out are regularly recorded and analyzed, along with recommendations for corrective measures.

Studies in the Islamic Theology Study Program conclude with the passing of the final exam, without the obligation to draft a final thesis.

Students with disabilities have the right to individualization in the realization of the teaching process and during exams (e.g., students with motor difficulties were granted the right to take exams in oral form). Faculty students with a grade point average of 9.5 and higher in the previous year acquire the right to a scholarship from the Foundation for Sponsoring Particularly Gifted Students of the Directorate for Education and Science of the Riyasat of the IC in BiH. With the support of the "Bošnjaci" Foundation, the "Gazi Husrev-beg" Foundation from Germany, and the Ćurčić Waqf, 5 permanent annual scholarships are provided. Additionally,

the "Bejtul-mal" Fund of the Riyasat of the IC in BiH awards scholarships to students who achieve a sufficient number of points on their competition.

3.4.1.2. *Procedures for the recognition of higher education qualifications, periods of study, and prior learning which also implies the recognition of non-formal and informal learning are established. Recognition procedures comply with the Lisbon Recognition Convention.*

Established procedures define the recognition of qualifications based on Articles 281 and 282 of the University Statute. Thus, Article 281 stipulates: "(1) Recognition of a foreign higher education qualification is the procedure by which the qualification holder is determined the right to access employment (professional recognition), i.e., the right to continue education (academic recognition). (2) Recognition of a foreign higher education qualification is carried out in the manner and under conditions determined by law and the Rulebook on the Recognition of Foreign Higher Education Qualifications, adopted by the University Senate, respecting the autonomy of theological faculties regarding the right to professional recognition of those qualifications." Based on the stated provisions of the University Statute, the Rulebook on the Recognition of Foreign Higher Education Qualifications was adopted. The Faculty's Founder adopted the Rulebook on Specific Criteria in the Procedure for Recognizing Foreign Higher Education Qualifications in Educational Institutions of the IC in BiH. The main specificity is reflected in the fact that Faculty has the jurisdiction to conduct not only academic but also professional recognition of foreign qualifications. Namely, to improve the recognition procedure, the Faculty suggested during the public debate on the draft University Statute adopted in 2023 that the Faculty's autonomy as a theological institution in the field of not only academic but also professional recognition be recognized. Based on this proposal, Article 281 of the Statute incorporated a provision envisaging the Faculty's autonomy in the field of professional recognition. Article 10 of the Rulebook on the Recognition of Foreign Higher Education Qualifications regulates the conduct of the professional recognition procedure "respecting the autonomy of theological faculties regarding the right to professional recognition of those qualifications." The procedure is the same as for academic recognition regulated by Article 13 of the same Rulebook: "To conduct the procedure of academic recognition, the Faculty Dean appoints a commission by decision numbering from three to five members from the scientific field or disciplines represented in the study program on the basis of which recognition of the foreign higher education qualification is sought." The procedure for academic recognition of a foreign higher education qualification includes administrative and professional checks, and if necessary, a check of the authenticity of the educational document. Administrative checks entail establishing the formal and legal correctness of the submitted request. Professional checks are conducted by the commission for conducting the recognition procedure. The authenticity check procedure is conducted if there are indications that the attached document is not authentic. The commission submits a report to the council with a recommendation for making a decision on the submitted request for recognition of a foreign higher education qualification. Based on the Commission's report and recommendation, the Council is obliged to decide on the submitted request for academic recognition of a foreign higher education qualification within 30 days. The decision on the submitted request is signed by the Faculty Dean. The applicant has the right to appeal the decision to the University Senate.

During 2024, the archive of previously submitted requests for recognition of foreign higher education qualifications was organized and is now maintained electronically. According to applicable rulebooks in this area, a Register of Requests for Recognition of Foreign Higher

Education Qualifications has been established. Also, a protocol on the conduct of all participants in the diploma recognition procedure was drawn up, and two separate Commissions for conducting procedures were formed, depending on whether it concerns professional or academic recognition. During 2024, two decisions for professional recognition and two decisions for academic recognition were issued. A total of six requests for professional recognition and nine requests for academic recognition of foreign higher education qualifications were received during 2024.

The Faculty, as a member institution of the University, acts in accordance with regulations governing the work of the University, including those governing the recognition of foreign qualifications. Given that the University has aligned its regulations on the recognition of foreign qualifications with the principles of the Lisbon Recognition Convention, it is ensured that the procedures conducted by the Faculty in this area are indirectly aligned with the Lisbon Recognition Convention.

In accordance with the provisions of Article 282 of the University Statute, the Rulebook on the Equivalence of Previously Acquired Academic Titles, Scientific, and Professional Ranks was adopted. This Rulebook regulates the procedure and criteria for the equivalence of previously acquired academic titles, i.e., scientific and professional ranks at the University. The Faculty Dean appoints a five-member commission that conducts the equivalence procedure at the request of an interested party. After reviewing the requested documentation, the commission drafts a proposal on the corresponding academic title/scientific and professional rank that can be recognized to the applicant. Following the prescribed procedure, a certificate is issued on the prescribed form, which also contains the grade point average achieved in previous studies, which is transferred and evaluated for the realization of rights.

To date, the Faculty has issued one Certificate of Equivalence of a Previously Acquired Academic Title, i.e., Scientific and Professional Rank, based on the Faculty Council Decision adopted at the session held on June 5, 2024.

The equivalence of passed exams at other higher education institutions, as well as the procedure for the equivalence of passed exams of University students, is carried out in accordance with a general act enacted by the University Senate.

The procedure for the equivalence of passed exams at the University, pursuant to Article 282 of the Statute, is regulated by the Rulebook on the Equivalence of Passed Exams at the University of Sarajevo. In Faculty practice, the equivalence procedure is carried out in the following cases:

- Transfer from one study program to another;
- Transfer from another, related faculty;
- Transfer from pre-Bologna to Bologna studies;
- Recognition of exams from similar courses passed at another University member institution;
- Recognition of exams passed in a student exchange program.

Based on Article 4, paragraph (3) of the Rulebook on the Equivalence of Passed Exams at the University of Sarajevo, a Commission for Conducting the Equivalence Procedure was formed (Decision on Amendments to the Decision on the Appointment of Faculty Commissions).

After a student submits a request for equivalence on the prescribed form, along with the necessary supporting documentation, the Commission reviews the attached documents and drafts a proposal on the equivalence of passed exams for the program to which the student is transferring. Based on the proposal, the Faculty Dean issues a decision on equivalence, against which the candidate has the right to appeal to the Faculty Council. The Council's decision is final. Upon completion of the procedure, grades recognized in the equivalence procedure are entered into the student's dossier and e-UNSA. The Student Service maintains a register of equivalence decisions.

Over the past few academic years, Faculty students have begun participating in the Erasmus mobility program. The application and participation procedure is regulated by the Rulebook on Mobility at the University of Sarajevo. Documentation facilitating the application and exchange realization process for students has been posted on the Faculty's website. Upon completion of the exchange stay, students receive recognition for corresponding exams. In the 2023/24 academic year, there was no outgoing or incoming student mobility at the Faculty, but applications were submitted by eight candidates for the 2024/25 academic year.

3.4.1.3. *Graduating students are awarded a document explaining the acquired qualification, including achieved learning outcomes, as well as the context, level, content, and status of the studies they attended and successfully completed.*

A student who has passed all exams from the enrolled study program and fulfilled other obligations envisaged by regulations governing the field of higher education acquires the corresponding academic title, i.e., professional/scientific rank in accordance with the Rulebook on Acquiring and Using Academic Titles, Scientific and Professional Ranks at Higher Education Institutions in Sarajevo Canton. Upon successful completion of studies, and until the diploma is issued, the Faculty issues a certificate of completed studies as a public document, the appearance and content of which are prescribed by the Rulebook on the Content of Public Documents. Along with the certificate of completed study cycle, a certificate of passed exams with grades and the number of ECTS credits is issued. Both documents are printed from the unified e-UNSA system and have temporary validity until the diploma, i.e., diploma supplement, is issued.

The diploma and diploma supplement are printed in the Bosnian language and, starting from the 2022/23 academic year, also in the English language. Due to the specific appearance of these documents and the fact that they contain the signature of the Reis-ul-Ulema of the IC in BiH, the Faculty printed them independently in previous years, unlike other University member institutions whose diplomas are printed from the system (ISSS/e-UNSA). However, in the 2023/24 academic year, the diploma supplements of Faculty graduates were printed from the aforementioned system, while the diplomas were prepared independently by the Faculty. The diploma contains the name of the Faculty, the academic title, and the rank acquired by the holder. A diploma supplement is mandatorily issued alongside the diploma to provide a detailed insight into the level, nature, content, system, rules of study, and results achieved during studies by the student to whom the diploma was issued. The Rulebook on the Content of Public Documents defines that the diploma supplement contains the following information: identification of the qualification holder, title of the qualification, name of the study program and level of the study cycle, results achieved during studies, mode of study, system and rules of study, academic and professional opportunities provided by the qualification, professional

status of the qualification holder, opportunity for admission to the next level of study, additional information, and certification.

The certificate of completed studies is issued immediately after the completion of studies, while diplomas for the first and second cycles of study are issued once a year at the ceremonial promotion of graduates and master's degree recipients of the University. Diplomas for the third cycle of study are issued twice a year at the ceremonial promotion of doctors of science of the University.

In the 2023/24 academic year, the first cycle of studies of the Islamic Theology Study Program was completed by 25 students. The promotion of graduates and master's recipients was held on February 1, 2025, pursuant to the decision of the University Senate.

3.5. HUMAN RESOURCES

3.5.1.1. *The number of competent academic (teachers and associates) and non-academic staff for the quality implementation of the study program is in accordance with the relevant act of the competent educational authority prescribing licensing criteria.*

The Faculty operates in accordance with the Standards and Norms for Performing Higher Education Activities in Sarajevo Canton. Teaching plans are adopted before the beginning of the academic year. The workload of teachers and associates on the Islamic Theology Study Program is within the limits set by these standards. Occasionally, due to teachers retiring or associates being promoted to teaching ranks, workloads exceed the norm, but these overloads generally do not go beyond the bounds set by the Standards and Norms.

In the realization of teaching on the Islamic Theology Study Program in the summer semester of 2023/24, 22 teachers were engaged (9 full professors, 9 associate professors, and 4 assistant professors), along with eight associates (four senior assistants and four assistants) and two lecturers, of which two teachers and two lecturers were external associates (from the University of Tuzla, the University of Zenica, and the University of Sarajevo). Given that 195 students were enrolled in the Islamic Theology Study Program in 2023/24, the teacher-to-student ratio was 1:9, and the associate-to-student ratio was 1:24. There are no international teachers engaged on a continuous basis. International teachers are occasionally engaged as lecturers for certain teaching hours.

Teachers and associates on the Islamic Theology Study Program are regularly reminded that they must be available for five teaching hours per week for consultations with students, which is generally respected. Office consultation hours are published on the DL platform under the "Consultations" section. The availability of teachers and associates is not a frequent subject of complaints in student evaluations and reports.

The Vice-Dean for Academic Affairs monitors teaching coverage on the Islamic Theology Study Program when drafting the teaching plan for each academic year. With the admission of three new assistants and two professional associates for imam-muallim and methodical practice in March 2024, this was brought within the framework of Canton Sarajevo standards, as can also be seen from the number of engaged external associates. The Faculty Secretary regularly analyzes the number and structure of academic staff according to criteria of gender, length of service, rank, and promotion. Finally, the Vice-Dean for Quality and the Quality Assurance

Committee conduct surveys and analyze student teaching evaluations on the Islamic Theology Study Program and propose improvement measures whose implementation leads to better conditions. More information on engaged staff is available on the Faculty's website.

According to the job systematization, the Faculty still lacks a Professional Associate for Mentoring and Educational Work with Students.

The Quality Assurance Committee regularly implements and reports on semester teaching evaluations on the Islamic Theology Study Program and monitors the implementation of adopted recommendations. There has yet to be a situation where the teaching work of any teacher or associate employed at the Faculty on the Islamic Theology Study Program was evaluated overall with a low grade (less than 2.5) that would require the Dean to adopt a corrective measure, in accordance with the Rulebook on Student Evaluation of Academic Staff Work. However, there were grades on individual questions of the evaluation questionnaire as well as comments that required the adoption and implementation of corrective measures.

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

Although the University or the Faculty has not adopted a single document defining a human resources management policy across all segments covered by the above criterion (employment of academic staff, duties and workloads, criteria for professional development, promotion, and training, and mechanisms for monitoring staff work with improvement measures), these segments are regulated by various regulations of the Sarajevo Canton Government, the University, and the Faculty.

The Law on Higher Education of Sarajevo Canton (2022) regulates the acquisition of academic ranks (Articles 111–120), appointments to ranks (Articles 121–131), employment and generally the employment-legal status of academic staff (Articles 132–138), and other issues related to academic staff (Articles 139–142). The Law also contains general provisions on recruitment, rights protection, and the coordinated operation of non-academic staff employed in expert services of member institutions and joint services of the University (Articles 143–145).

The University of Sarajevo Statute also contains provisions on conditions for appointment to academic ranks (Articles 224–232), the appointment procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243). It also contains general provisions on recruitment, rights protection, and the engagement of expert, administrative, and technical staff (Articles 262–265).

The Rules of the Faculty of Islamic Sciences of the University of Sarajevo regulate various aspects of human resources management at the Faculty, including conditions for appointment to academic ranks (Articles 139–146), appointment procedures (Articles 147–160), engagement of academic staff (Articles 161–165), non-academic staff (Article 169), and rules of conduct, rights, and obligations of academic staff (Articles 170–178).

Criteria for the Selection and/or Employment of Staff

Article 112 of the Law, i.e., Article 226 of the University Statute, prescribes that conditions for appointment to academic ranks at higher education institutions are defined across four areas: scientific achievements and contribution, teaching abilities and contribution, contribution to the internationalization process, and social contribution, in accordance with the Guidelines for Appointment to Academic Ranks at Higher Education Institutions. Article 112 of the Law prescribes minimum conditions for appointment to the academic ranks of assistant, senior assistant, assistant professor, associate professor, and full professor. Pursuant to Article 111, item f) of the University Statute, the Faculty Council adopted the Proposal of Guidelines for Appointment to Academic Ranks at the University of Sarajevo – Faculty of Islamic Sciences at its 4th regular session on April 5, 2023, and forwarded them to the competent Rectorate service for further consideration. However, Guidelines for Appointment to Academic Ranks at the University level have not yet been adopted pursuant to Article 116 of the Law, i.e., Article 227 of the University Statute, which should contain more detailed criteria for the appointment and promotion of academic staff.

According to Article 224 of the University Statute, a member of the academic staff is appointed, as a rule, to one scientific branch within a scientific field. However, a member of the academic staff may be appointed to multiple related scientific branches within a scientific field. It is also prescribed that the University Senate, upon the proposal of the member institution's council, shall determine the classification of courses within fields, sub-fields, and branches. Until this classification is enacted, the University applies the Decision on Determining Core Fields and Core Courses of Higher Education Institutions at the University of Sarajevo (2008).

According to Article 233 of the University Statute, the member institution's council is obliged, prior to the beginning of the academic year, to draw up and submit to the University Senate and Steering Board a dynamic plan of needs for announcing calls for applications (competitions) for the appointment of academic staff to the same or a higher rank. The procedure for appointing a member of the academic staff in accordance with the adopted dynamic plan of needs is initiated by the member institution with the prior consent of the Senate. The appointment procedure is carried out on the basis of a public competition. The member institution's council determines the proposal for announcing the competition for the appointment of academic staff and delivers the decision to the University Senate. The Senate considers the council's proposal and makes a decision on announcing the competition, which is published in at least one daily newspaper and on the websites of the University and the member institution: a) no later than four months before the expiration of the electoral period of the existing academic staff member, or b) no earlier than six months, which is not considered an early appointment. Exceptionally, regarding the launch of new study programs, teaching needs are fulfilled through competitions in all ranks. Pursuant to Article 9, paragraph (3) of the Agreement on the Status and Operation of the Faculty of Islamic Sciences in Sarajevo within the University of Sarajevo, in the procedure for appointing a member of the academic staff, the Faculty is obliged to obtain authorization (*murasela*) from the Reis-ul-Ulema of the IC in BiH for the candidate proposed for appointment. More precise provisions on obtaining authorization (*murasela*) are contained in Article 154, paragraphs (4–6) of the Faculty Rules.

According to Article 236 of the University Statute, to prepare the proposal for appointment to an academic rank, the faculty council appoints an appointment preparation commission. The

commission consists of at least three teachers, the majority of whom are from the narrower field for which the candidate is being appointed and must hold a rank equal to or higher than the rank to which the candidate is being appointed. In cases where, for justified reasons, it is impossible to satisfy the condition that the majority of commission members be from the narrower scientific field for which the candidate is being appointed, the member institution's council, with an explanation, determines an adequate scientific field and may propose the appointment of a commission in accordance with this criterion. If a commission member is from another member institution or another higher education institution, the initiating council determines the adequacy of such a member's scientific field with the narrower or related scientific field concerning the appointment. The commission is obliged to submit a written report with a proposal to the faculty council within 30 days from the date of appointment, taking into account the fulfillment of all established conditions for appointment. The commission is obliged to adhere to deadlines for preparing, drafting, and submitting the report, and any exceeding of deadlines is considered a serious breach of work obligations.

According to Article 237 of the University Statute, the decision on appointment to an academic rank is made in the manner and procedure established by the Law and Statute. The Law regulates deadlines in the appointment procedure (Article 122), commission composition (Article 123), deadlines for preparing and sending the commission report (Article 124), determining the proposed appointment decision at the council or adopting the appointment decision at the Senate (Article 125), and the Dean's obligations (Article 126). The Senate decision is final, and litigation may be initiated against it before the competent court in Sarajevo within 30 days from receipt of the decision (Article 125, paragraph 4). The University of Sarajevo Labor Rules (2019) regulate the establishment of employment relationships with teaching and non-teaching staff (Articles 14–16).

Duties, Workloads, and Responsibilities of Staff

Duties, workloads, and responsibilities of teachers, associates, and professional associates in the teaching process are regulated in more detail by the Standards and Norms for Performing Higher Education Activities in Sarajevo Canton from 2019 (Articles 17–22).

According to Article 218 of the University Statute (2023), academic staff in their teaching-scientific and teaching-artistic work have the obligation to:

a) prepare and hold lectures, exercises, and other forms of teaching according to the established schedule;
b) fully realize the established plan and program of the course for which they are engaged through personal presence and engagement;
c) ensure the uninterrupted execution of all forms of teaching;
d) help students master teaching-scientific content and knowledge checks by organizing and holding regular consultations, and additional consultations if necessary or requested by students;
e) encourage independent student work and involve them in professional, scientific-research, and artistic work;
f) inform students about the objectives, content, required literature, and methods of teaching realization for the course assigned to them, as well as methods and criteria for monitoring their work, checking knowledge, and grading.

In accordance with the teaching realization plan, teachers conduct lectures, exercises, and other forms of teaching, while associates conduct exercises and, exceptionally, in coordination with the responsible teacher, parts of lectures and seminars. The University Statute also regulates conditions for appointment to academic ranks (Articles 224–232), appointment procedures (Articles 233–238), engagement of academic staff (Articles 239–243), and expert, administrative, and technical staff (Articles 262–267).

The Rulebook on Internal Organization and Job Systematization at the Faculty of Islamic Sciences of the University of Sarajevo (2021) defines employment conditions for teaching and non-teaching staff and their job descriptions and responsibilities. The University of Sarajevo Labor Rules (2019) establish rights, obligations, and responsibilities at work and in connection with work for teaching and non-teaching staff at the University. The rights, obligations, and responsibilities of Faculty workers are additionally regulated by the Rulebook on Labor Relations in the Riyasat of the Islamic Community in BiH and its Institutions in Sarajevo (2003, 2015).

Criteria for Professional Training of Staff

Pursuant to Article 140 of the Law on Higher Education, the higher education institution is obliged to analyze evaluations of teaching and research work of academic staff and scientific-research staff as part of the continuous improvement process. Based on the analysis, a quality improvement plan is determined, i.e., a plan and program for the professional training of all employees—especially in the domains of ethics, pedagogical-methodological, and digital competencies—with the aim of ensuring the quality of all business processes. According to Article 146 of the Law, to regularly perform activities, improve, and increase the level of knowledge for task execution, the institution/member institution ensures professional training, training programs, international exchange, and evaluation of non-academic staff work.

To regularly carry out its activities, improve, and increase knowledge levels, the University/member institution ensures professional training, training programs, and international exchange. Forms and methods of exercising the right to professional training and education for non-academic staff are more precisely regulated by the University's Labor Rules and other general acts (Article 266 of the University Statute). The University Labor Rules contain detailed provisions on workers' rights and obligations regarding education, training, and professional development, forms of training, and the manner of exercising this right (Articles 41–46).

Pursuant to Article 4 of the Faculty's Rulebook on Evaluating Non-Academic Staff Work, one of the goals of evaluating workers is to create conditions for proper decision-making regarding worker rewarding and professional training. Article 22 of this Rulebook provides for the mandatory inclusion of workers in appropriate professional training programs based on recommendations given within the performance evaluation.

Professional education programs for teaching and non-academic staff are implemented at the University and the Faculty. Since September 2013, the University has been implementing the TRAIN (Training & Research for Academic Newcomers) training program. Program goals relate to improving the knowledge and skills of academic staff across three thematic units: educational process (curriculum design and lecture efficiency), research (research methodology and information literacy), and communication skills development (networking,

teamwork, etc.). Three assistants and two professional associates of the Faculty attended the second cycle of this program in the 2023/24 academic year.

The Faculty organizes annual professional seminars and other training sessions for its staff. On June 6, 2023, a professional seminar was held for teaching staff (on "Application of Innovative Working Methods in University Teaching") and non-academic staff (on "Support Processes at the Faculty – Identifying Problems and Ways of Solving Them"). On June 7, 2024, a professional seminar was held for teaching staff on "Harmonizing Student Achievement Assessment with Learning Outcomes."

International staff exchange at the Faculty is enabled through Fulbright, Erasmus, and other mobility programs, which will be discussed in more detail in relation to criterion 10, "Academic Staff and Student Mobility."

Regular semester evaluations of academic staff work in teaching are conducted at the Faculty, and reports with corrective measures are adopted. Evaluation procedures, adoption, and implementation of corrective measures will be discussed in more detail in relation to sub-criterion 9.2.

Transparency of Applying the Above Criteria

Criteria for employment, professional development, and professional and scientific training of academic staff are transparently applied. Dynamic hiring plans are adopted at sessions of the Faculty Council, i.e., the University Senate, and the public can become acquainted with them through the minutes of these bodies' sessions available on the websites of the Faculty and the University. For example, at the 8th regular session of the Council on September 6, 2023, the Proposal for Adopting the Dynamic Plan of Needs for Announcing Competitions for Appointment to Academic Ranks in the 2023/2024 academic year was adopted. Competitions for appointments to academic ranks and competitions for recruiting non-academic staff are published in at least one daily newspaper and on the websites of the University and the Faculty. An example is the published public competition for recruiting a professional associate for methodical practice and a practicum in religious pedagogy and religious psychology, and a professional associate for imam-muallim practice and a practicum in imamate. Commission reports with proposals for appointment to academic ranks are published on the Faculty's website seven days before their adoption at Faculty Council sessions. Furthermore, adopted proposals of the Faculty Council for appointments and University Senate decisions on appointments are publicly available via the websites of the Faculty and the University. For example, at the 10th regular session of the Faculty Council on November 1, 2023, the Commission Report with the proposal for appointment to the associate rank of senior assistant in the scientific field of Qur'anic Philology was adopted.

Criteria and instructions for realizing mobility, as well as reports, documents, and publications of University/Faculty staff, are available on the University's website. Various mechanisms are applied to monitor the work of the Faculty's academic staff:

a) recording the holding of classes in accordance with the teaching plan and the Faculty's academic calendar and submitting monthly reports to the University Senate on teaching realization;
b) semester evaluation of the teaching process, i.e., the work of academic staff in teaching;

c) the assessment of the commission preparing the report with the appointment proposal, i.e., the Faculty Council's assessment of fulfillment of conditions for appointment to academic ranks, which includes demonstrated teaching skills and experience gained in the teaching process valued by positive student evaluations, mentoring of student final theses at the II and III study cycles, project realization, and scientific-research results;
d) submitting an annual report on the work of academic staff members to the Dean, i.e., the Faculty Council.

3.5.1.3. *Academic staff are dedicated to research, i.e., scientific-research and artistic work, particularly through international scientific-research projects, and joint mentor-student activities in securing grants or scholarships.*

Since the establishment of the Faculty in 1977 to the present day, the Faculty's task has been twofold: (a) scientific – the development of a contemporary interpretation of Islam, and (b) pedagogical – the education of highly qualified personnel for the needs of the IC in BiH and the wider social community. The scientific-research activity of the Faculty, as a higher education institution of the IC in BiH and a member of the University, is conducted on the basis of state and cantonal laws, IC in BiH regulations, general acts of the University and the Faculty, and adopted strategic documents. These include: Framework Law on Higher Education in Bosnia and Herzegovina (Official Gazette of BiH, No. 58/07) (Arts. 1, 2, 3, 4, and 5), Law on Higher Education of Sarajevo Canton (Official Gazette of Sarajevo Canton, No. 33/17) (Arts. 3, 7, 9, 24, 28, 34, and 39), Law on Scientific-Research Activity of Sarajevo Canton (Official Gazette of Sarajevo Canton, No. 26/16) (Arts. 2–8), University of Sarajevo Statute (Part VI, Arts. 190–220), Rulebook on Recognitions and Awards of the University of Sarajevo, Rules of the Faculty of Islamic Sciences of the University of Sarajevo (Arts. 16, 17, 121, 122, and 124), Strategy for the Development of Scientific-Research/Artistic-Research Work at the University of Sarajevo (2017), and Strategy for the Development of Higher Education and Scientific-Research Work of the Islamic Community in Bosnia and Herzegovina in the period from 2014 to 2024 (Sarajevo: El-Kalem – Publishing Center of the Riyasat of the IC in BiH, 2016).

The results of the Faculty's scientific-research activity are scientific books and papers by Faculty teachers and associates published worldwide in journals for Islamic studies, as well as those covering social, religious, cultural, and civilizational topics. Faculty teachers' papers, aside from Bosnian, have been published in English, Arabic, German, French, Spanish, Albanian, Persian, Turkish, and Slovenian, or translated into those languages. The scientific-research work of Faculty teachers is recognized and valorized both in the BiH and regional context, and at the international level.

The Faculty maintains records of published book chapters and papers in conference proceedings from scientific conferences in the country and abroad. Additional efforts are being made to increase the number of published books, textbooks, and papers in referential journals.

Type of work	2019.	2020.	2021.	2022.	2023.	2024.
Books and textbooks	7	4	12	13	2	8
Articles published in peer-reviewed journals	6	3	2	1	4	3
Articles published in other scientific and professional journals	47	40	59	29	14	20
Conference Papers	9	4	6	1	4	18
Artistic Research; (concerts, performances, exhibitions, etc..)	1	/	/	2	2	_

Table 2. Number of Published Papers by Faculty Teachers and Associates from 2019 to 2024

As examples of international visibility in the scientific-research work of Faculty teachers, we highlight the scientific monograph by Prof. Dr. Nedim Begović: *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house Routledge – Taylor and Francis Group in London and New York in 2022; the collection of legal documents with accompanying commentaries by Prof. Dr. Nedžad Grabus: *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publishing house Brill; and the multi-year engagement of Prof. Dr. Ahmet Alibašić as co-editor of Brill's edition *Yearbook of Muslims in Europe*.

Research profiles of the Faculty's academic staff on platforms such as Google Scholar, ORCID, COBISS, Scopus, and others provide insight into the results of the academic staff's scientific-research work and the level of reception of these results at the domestic, regional, and international levels (see Table 5, given as Appendix 5 of this report).

In accordance with the Rulebook on Rewarding Academic and Scientific-Research Staff of the University of Sarajevo and University Senate decisions, on the list of recipients of recognition for scientific work at the University, Prof. Dr. Nedim Begović ranked 23rd in 2020; Prof. Dr. Nedžad Grabus and Prof. Dr. Nedim Begović achieved 2nd and 5th place respectively in 2021; and Prof. Dr. Dina Sijamhodžić-Nadarević ranked 26th in 2022 and 2023. These Faculty professors published scientific books and/or papers issued by reputable international publishing houses between 2020 and 2023, for which they received annual awards for scientific work. Academician Enes Karić, professor emeritus, was awarded the Federal Science Award in 2023.

The number and quality of research and project activities of teachers and associates are often limited by their teaching workloads and additional administrative duties, which could be reduced by hiring an appropriate number of non-academic staff in accordance with the adopted job systematization.

The Vice-Dean for Scientific Research regularly encourages academic staff to plan scientific-research activities within the Faculty, with project submission and approval and the possibility of using planned budget funds for this purpose within annual work plans.

The Faculty, in cooperation with the Publishing Center of the Riyasat of the IC in BiH "El-Kalem," publishes new books by Faculty teachers and associates every year.

Scientific-research and professional activities of the Faculty are enhanced through cooperation with other institutions of the IC in BiH and other higher education institutions worldwide within scientific-research or professional projects, including:

- RESILIENCE (REligious Studies Infrastructure: tooLs, Experts, conNections and CEnters): A project within the EU Horizon 2020 research and development program in whose application the Faculty successfully participates, with Prof. Dr. Ahmet Alibašić serving as one of the three directors of the project. This project is active until 2025. The current focus is on transnational access (TNA) for researchers and acquiring a database for research in religious studies (ReReSearch);
- IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750): Prof. Dr. Senad Ćeman participated in this international research project starting in 2019. He realized the project in the 2019–2023 period as a researcher in the WG 3 – Beyond Borders group. The purpose of the research was to provide a transnational and interdisciplinary approach capable of overcoming the segmentation currently characterizing the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean;
- "Professionalising Spiritual Care in Plural Societies – Switzerland and BiH": On February 15, 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society (SZIG/CSIS) in Fribourg on the realization of this scientific-research project. The project runs from September 1, 2024, to February 12, 2026. The principal investigator is Prof. Dr. Aid Smajić, and the head of the Faculty team is Prof. Dr. Ahmet Alibašić;
- "Bibliography of Works on the Islamic Community": In cooperation with the Institute for Islamic Tradition of Bosniaks (IITB), the Gazi Husrev-beg Library (GHB), the Bosniak Institute, and BZK Preporod (since September 2019; Prof. Dr. Zehra Alispahić participated in the project).

Among professional projects, we highlight:

- TRAIN Project of the University of Sarajevo: A professional development program for University academic staff (Prof. Dr. Dina Sijamhodžić-Nadarević serves as a lecturer on the modules *Higher Education Didactics* and *Curriculum Planning in Higher Education*);
- "Monitoring Educational Work in Madrasas": A project in cooperation with the Directorate for Education and Science of the Riyasat of the IC in BiH, involving Prof. Dr. Dina Sijamhodžić-Nadarević, Prof. Dr. Hfz. Kenan Musić, Prof. Dr. Almir Fatić, and Prof. Dr. Senad Ćeman;
- "Under the Sky of a Clear Faith": Prof. Dr. Nedžad Grabus was a member of the project team for this scientific-research project organized by the Directorate for Education and Science of the Riyasat of the IC in BiH, while Prof. Dr. Zehra Alispahić worked on the promotion and dialogue broadcasts (60) accompanying the project.

The Faculty frequently organizes or co-organizes significant international conferences and meetings of researchers from various parts of the world. Notable conferences include:

- Conference: "Travellers in Ottoman lands: The Balkans, Anatolia and beyond" (Sarajevo, August 24–26, 2022);
- International Conference: "Getting to Reconciliation: A Comparative Perspective" (Sarajevo, September 15–16, 2022);
- International Conference: "Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges and Perspectives" (Sarajevo, November 17–18, 2022);
- International Conference: "Konak and Villa: Convergences and Transmutations of the Representative Residence in 19th Century Southeast Europe," in cooperation with the Institute for Art History at the University of Vienna, the Austrian Cultural Forum, and the European Research Council (Sarajevo, April 27–29, 2023);
- "Trends in Higher Education and Strengthening Teaching and Scientific-Research Cooperation between the University of Sarajevo, the Faculty of Islamic Sciences, and Shenandoah University (USA)" (Sarajevo, June 12–13, 2023);
- Oslo Coalition on Freedom of Religion and Belief and the Faculty organized a seminar and book promotion titled *Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws*, edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen, and Christian Moe (translated by Prof. Dr. Nedim Begović and Mr. Nizama Ahmed). Presentations were delivered by Prof. Dr. Ahmet Alibašić and Prof. Dr. Nedim Begović, moderated by Prof. Dr. Asim Zubčević (Sarajevo, September 20, 2023);
- "Islamic Moral Theology and the Future," organized under the auspices of the AbuSulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation in cooperation with the Faculty (Sarajevo, October 7–10, 2023);
- "Islam and the Challenge of Pluralism in a Globalized World," organized by the Faculty, GHB, the international initiative ResetDoc, and the Moulay Hicham Foundation (Sarajevo, November 18–19, 2023), with a public panel held at the Gazi Husrev-beg Library (Sarajevo, November 20, 2023);
- 2nd European Halal Congress, in cooperation with the Halal Quality Certification Agency (May 28–29, 2024);
- First gathering of professors of Islamic faculties from the Balkan region, titled "Higher Islamic Education in the Balkans: Perspectives of Development and Cooperation," organized in cooperation with the Directorate for Education and Science of the Riyasat of the IC in BiH (September 26–27, 2024);
- International conference on "Islam and Contemporary Challenges," organized in cooperation with the Center for Islam in the Contemporary World (CICW) at Shenandoah University (USA) and the Center for Advanced Studies in Sarajevo (October 5–6, 2024).

Teachers and associates of the Faculty participate in numerous scientific conferences in BiH and worldwide. Alongside publishing papers in scientific journals and other periodic

publications, they publish translations of scientific works from English and Arabic, review projects, books, and articles, edit translations of scientific works, and serve as editors of co-authored books, proceedings, and journals domestically and internationally.

Students of the Islamic Theology Study Program have access to modernly equipped Faculty classrooms, a reading room, and a library with over 25,000 library units. The scientific-research work of Faculty teachers and associates is somewhat facilitated by access to scientific databases subscribed to by the University.

The Faculty has procedures and resources to support scientific-research work and academic staff activities. Mechanisms exist to support academic staff and students in securing grants and scholarships. In accordance with the Law on Scientific-Research Activity of Sarajevo Canton (Article 8: "Securing Financial Resources for Scientific-Research Activity"), the University annually provides funds to support scientific-research activity, which are awarded to member institutions through a public call issued by the Sarajevo Canton Ministry of Education, Science and Youth. In accordance with foreseen co-financing forms, Faculty teachers and associates utilized funds in the 2022–2024 period through the following programs:

- B.1c: Co-financing costs of technical preparation and defense of doctoral dissertations at the University of Sarajevo;
- B.2: Strengthening internationalization capacity;
- B.2.3: Introduction of programs/modules/cyclical and non-cyclical programs in foreign languages / digital portals, innovative materials promoting BiH achievements in science and art (paperless internationalization, greening);
- B.3: Co-financing organization of and participation in conferences/events and publication of scientific articles. Funds were utilized for preparing a special program in English: The Lifelong Learning Program "Introduction to the Study of Islam."

Based on individual research activity plans of Faculty departments, an annual Faculty research activity plan is created, involving teachers and associates of the Islamic Theology Study Program. These research activities are also supported by the Faculty's own annual budget, funding ongoing projects such as the publication of the *Monograph of the Faculty of Islamic Sciences of the University of Sarajevo 1977–2017*, the publication *The Role of Waqf in the Development of the Faculty of Islamic Sciences in Sarajevo*, the study *Work Stress among BiH Imams: State, Causes, and Coping*, regular professional workshops and seminars in cooperation with Konrad Adenauer and the other two theological faculties in BiH titled "Strengthening Rhetorical Competences of Young Religious Leaders," and others.

3.5.1.4. *Administrative and support staff are provided with training opportunities through participation in training programs, particularly regarding IT systems and management systems.*

The Faculty, within its annual work plan and academic calendar, schedules at least one professional seminar for Faculty employees, including teaching and non-academic staff. For instance, on November 29, 2019, a seminar for teaching and non-academic staff was held at the "Han" Hotel, Bjelašnica, on establishing the quality assurance system at the Faculty. Subsequently, on June 6, 2023, at the "Tarčin Forest Resort & Spa," a seminar for non-academic staff was held on "Support Processes at the Faculty of Islamic Sciences: Identifying

Problems and Possible Solutions," alongside a seminar for teaching staff on "Application of Innovative Working Methods in University Teaching."

During the COVID-19 pandemic, several training sessions on using digital technologies in the teaching process and specialized applications supporting administrative work were organized for the Islamic Theology Study Program. Starting in 2019, the Faculty introduced its own online learning platform, which is regularly upgraded according to needs with the engagement of expert and administrative staff. The same applies to the Information System of the University of Sarajevo (eUNSA), which the Faculty joined in 2022.

Article 22, paragraphs (4) and (5) of the Faculty's Rulebook on Evaluating Non-Academic Staff Work provides that if a worker is evaluated with an "unsatisfactory work" grade, the direct superior must: (a) draw up a Work Performance Improvement Plan; (b) propose sending the worker to a professional training program if such training, given the nature of the job, can contribute to improving the worker's performance. (5) The Dean decides on the type of professional training program after consulting the direct superior and the Quality Assurance Committee.

Aside from the aforementioned case, the Dean has the right, pursuant to Article 22, paragraph (3), "to issue a decision sending a worker to a professional training program recommended within their performance evaluation, regardless of the grade awarded, with the aim of further professional development and performance improvement."

In accordance with indicated needs, certain non-academic staff members attended additional training sessions (e.g., on using IT programs, etc.) with financial support from the Faculty.

3.6. RESOURCES AND FINANCING

3.6.1.1. ***Resources for implementing the study program in accordance with the Agency's Recommendations on Licensing Criteria for Higher Education Institutions and Study Programs in BiH and the relevant act of the competent educational authority prescribing licensing criteria are sufficient and available to students.***

The Faculty ensures all necessary resources for the uninterrupted conduct of the teaching-scientific process on the Islamic Theology Study Program, in accordance with the Agency's Recommendations on Licensing Criteria for Higher Education Institutions and Study Programs in BiH and Sarajevo Canton regulations. These include the engagement of a sufficient number of academic staff in full-time employment, administrative-technical staff, adequate spatial capacities (1.5 square meters per student), material-technical, and IT resources, with minor deviations regarding the number of available computers. However, access via wireless network to all necessary platforms and content is ensured, as well as all other elements necessary in the context of resources for implementing the Islamic Theology Study Program.

3.6.1.2. ***Mandatory and specific required equipment for implementing the study program/courses according to the requirements of the scientific field/narrower scientific field is available. The higher education institution ensures mandatory and supplementary literature for each individual course that textually supports course realization.***

A library operates within the Faculty to support teaching and scientific-research work. The library acquires, professionally processes, preserves, and circulates books, journals, newspapers, and electronic materials (Library | FiN).

The library enriches its book collection through purchases, exchanges, gifts, and mandatory deposit copies. The librarian handles acquisition policy in consultation with the Library Commission, departments, Vice-Deans for Academic Affairs and Scientific Research, teachers, and user requests, all in line with the needs of scientific-research, teaching, and professional work. Library materials are professionally processed and cataloged using a unified processing system based on international standards. The library collection is entered into an electronic database and is searchable by all parameters (author, title, publisher, keywords, etc.) via the Faculty's DL platform. Funds for the regular annual renewal of the library collection are secured in the Faculty's budget.

Users of the book collection include: students of the Islamic Theology Study Program, academic staff, expert and external associates, and other Faculty employees.

All necessary literature—both mandatory and supplementary—is available in sufficient numbers, no less than three copies, in the Faculty reading room, with the majority of literature (especially mandatory reading) available in electronic format.

The library holdings consist of approximately 25,000 volumes (11,500 titles) of monographic and periodical publications. Aside from Bosnian, library holdings include books and journals in Arabic and English, as well as Turkish, German, Albanian, and other languages.

The most heavily represented scientific fields in the library are: religion in general, especially Islam and all its disciplines; philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, and architecture and art.

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

IT resources at the Faculty are fully placed in the function of the teaching and scientific process on the Islamic Theology Study Program. A sufficient number of computers are installed in the reading room, and given that students possess their own devices (mobile phones, tablets, and laptops), the entire building and its annexes are covered by fast wireless internet with access to all relevant platforms, particularly the library platform for searching. The Faculty has access to the following databases: EBSCOhost, CEEOL, and others. Among recent activities in establishing a unified library-IT system is integration into COBISS membership.

3.6.1.4. ***The higher education institution monitors the implementation of the investment plan in physical resources and equipment for scientific-research work and teaching-educational activities.***

Within budget funds provided by the Riyasat of the IC in BiH, continuous items are earmarked for the maintenance, renovation, and improvement of physical resources and equipment necessary for scientific-research and teaching-educational activities on the Islamic Theology Study Program. Material-technical elements are currently fully met, featuring equipment for conducting classes, employee work, and other necessary means, while equipment is modernized annually with newer and more adequate purchases according to needs. All classrooms are equipped with computers and projectors, the space is covered by wireless internet, the reading room features computers for searches, and the Faculty library is integrated

into all processes at the University and within the Riyasat of the IC in BiH regarding access to databases and literature.

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

Through the Riyasat of the IC in BiH, the Faculty has access to all institutions founded by the Riyasat. Particularly significant as research bases are the Gazi Husrev-beg Library in Sarajevo, the Institute for Islamic Tradition of Bosniaks in Sarajevo, and the Institute for Religious and Social Research in Tuzla. Since the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic Pedagogical Faculty of the University of Zenica, the Faculty has the opportunity to use, on the basis of inter-institutional cooperation, all resources of these higher education institutions. Additionally, the Faculty has signed cooperation agreements with many institutions outside BiH, most notably Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. The most recent agreement was signed with the Institute in Ankara.

3.7. INFORMATION MANAGEMENT REGARDING STUDY PROGRAMS

3.7.1.1. ***A system for regular collection and processing of information on all aspects of study programs (student success rates, dropout rates, student satisfaction, graduate employability, and the like) is established and used to improve the quality of study programs.***

The Faculty has established a system for regular collection and analysis of data on key aspects of the Islamic Theology Study Program. This system encompasses analyses of exam attendance and pass rates, student throughput and study success, student dropouts, student satisfaction with teaching and studies, and graduate employability, which are used as an important source of information in improving study program quality.

Information management regarding the Islamic Theology Study Program unfolds in three key phases, as shown in the chart below. In the first phase, data on all relevant aspects of the study program are collected. After analyzing the collected data, the Quality Assurance Committee drafts reports with recommendations, which are considered and adopted at Faculty Council sessions. In the final phase, the Faculty implements the adopted recommendations, monitors their effects, and continuously improves the quality of the study program based on insights gained.

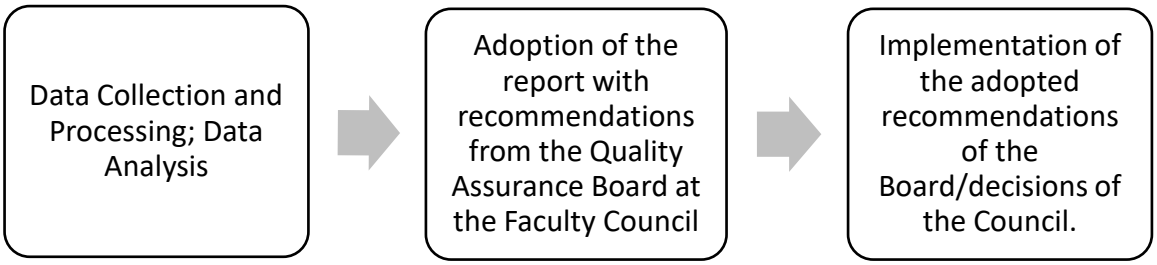


Chart 4. Phases of Data Management for the Islamic Theology Study Program at the Faculty

3.7.1.1.1. *Exam Attendance and Pass Rates*

As already stated, the Faculty has established a system for regular collection, processing, and analysis of data on student exam attendance and pass rates, and for adopting Committee recommendations / Council conclusions and *implementing them.*

I Reports

During the 2022/23 academic year, the following were adopted:

a) Reports on exam attendance and pass rates by exam periods:

- January-February period of the 2022/23 academic year: student attendance and pass rates in exams during the winter semester of the 2022/23 academic year, 4th regular session of the Faculty Council, No. 03-03-4. Red. sjed. - 369/23, held on April 5, 2023;

b) Reports on exam attendance and pass rates for academic years:

- Report on pass rates of UNSA-FIN students in exams in the 2022/23 academic year by study programs, study years, and courses; adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on December 6, 2023;
- Report on exam attendance and pass rates of UNSA-FIN students in exams in the 2023/24 academic year; adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on December 4, 2024.

For the 2022/23 academic year, reports were produced by semesters and for the academic year, whereas later reporting transitioned to an annual basis, enabling more comprehensive analysis and better data comparability.

II Committee Recommendations / Council Conclusions

Based on the analysis of student exam attendance and pass rates, the following recommendations and measures were adopted:

1. Measures for observed low pass rates (less than 30% on a course):

- Organizing additional teaching or consultations; *Report on Student Examination Pass Rates at the University of Sarajevo – Faculty of Islamic Studies in the 2022/2023 Academic Year, by Study Programme, Year of Study and Course, adopted at the 11th Regular Session held on 6 December 2023. Report on Student Examination Attendance and Pass Rates in the 2023/2024 Academic Year.*

2. Measures for observed exceptionally high pass rates on courses that significantly deviate from the average pass rate on the study program:

- Analysis of catalog and executive syllabi and analysis of written exams. *(Report on Student Examination Pass Rates at the University of Sarajevo – Faculty of Islamic Studies in the 2022/2023 Academic Year, by Study Programme, Year of Study and Course, adopted at the 11th Regular Session held on 6 December 2023; Report on Student Examination Attendance and Pass Rates in the 2023/2024 Academic Year.)*

III Results of Implementing Recommendations

Results include:

a) Holding additional teaching or consultations;
b) Conducting written exam analyses in the 2022/23 academic year and realizing a professional seminar for teaching staff on harmonizing grading methods with learning outcomes in June 2024.

3.7.1.1.2. Student Throughput Rate and Study Success

I Reports

The Faculty continuously monitors student throughput rates and study success on the Islamic Theology Study Program. Adopted reports include:

- Academic year 2021/2022 – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023, under Item 4. Quality (Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies, University of Sarajevo, for the 2021/2022 Academic Year with Recommendations).
- Academic year 2022/2023 – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 11th Regular Session of the Faculty Council (No. 03-03-11. Regular Session - 1254/23), held on 6 December 2023, under Item 2. Quality (Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/2023 Academic Year, by Study Programme and Year of Study).
- Academic year 2023/2024 – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 3rd Regular Session of the Faculty Council (No. 03-3-3. Regular Session - 1220/24), held on 4 December 2024, under Item 3(b) Quality Assurance (3rd Regular Session – 4 December 2024).

For illustrative purposes, a more detailed presentation of the Report on Student Progression and Study Success for the 2021/2022 academic year is provided below, offering insight into key indicators for the Islamic Theology Study Programme. The reports for this academic year were adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023, under Item 4. Quality (Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies, University of Sarajevo, for the 2021/2022 Academic Year with Recommendations).

Overview of data for the Islamic Theology Study Programme (percentages in parentheses indicate student progression between years of study):

- Year I: 50 students enrolled; 36 students (72%) met the requirements for enrolment in Year II.
- Year II: 50 students enrolled; 29 students (58%) met the requirements for enrolment in Year III.
- Year III: 43 students enrolled; 18 students (41.86%) met the requirements for enrolment in Year IV.
- Year IV: 43 students enrolled; 20 students (46.51%) graduated.
- Overall on-time graduation rate: 30%.
- Graduates from previous cohorts: 4.

II Committee Recommendations / Council Conclusions

Adopted recommendations of the Quality Assurance Committee and the conclusions of the Faculty Council, adopted on the basis of the analysis of data on student progression and graduation for the 2021/2022 and 2022/2023 academic years, apply to all Faculty study programmes and include the following:

a) Submission of an initiative to the founder for the categorization of jamaats within the Islamic Community in Bosnia and Herzegovina and the establishment of different qualification requirements for the employment of imams depending on the category of the jamaat (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/2023 Academic Year, by Study Programme and Year of Study).*

III Results of the Implementation of Recommendations

The results of the implementation of the recommendations include the following specific activities:

a) The founder adopted a decision on the preparation of a general legal act to establish the categorization of jamaats within the Islamic Community in Bosnia and Herzegovina. The draft occupational standards adopted at the 30th Regular Session of the Riyasat of the Islamic Community in Bosnia and Herzegovina, held on 8 November 2024, provide for different qualification requirements for the employment of imams, depending on the category of the jamaat

3.7.1.1.3. Dropout Rates and Reasons

The Faculty continuously monitors the student dropout rate and the reasons for withdrawal from the Islamic Theology Study Programme. The adopted reports for the relevant academic years are presented below.

For the 2021/2022 academic year, the student dropout rate and the reasons for withdrawal were analysed for the Islamic Theology Study Programme, and the data were adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023, under Item 4. Quality *(Proposal of the Report on the Student Dropout Rate and Reasons for Withdrawal from the Faculty of Islamic Studies, University of Sarajevo, in the 2021/2022 Academic Year).*

The overview of data for the Islamic Theology Study Programme shows the following:

- Of the total of 50 students enrolled in Year I, two students (4%) withdrew from the study programme, while no withdrawals were recorded in the higher years of study. Reasons for withdrawal included personal reasons and the inability to finance their studies.

For the 2022/2023 academic year, reports on the student dropout rate and reasons for withdrawal were adopted, covering data by study programme and year of study and providing insight into the factors affecting student progression. Given the low dropout rate in the Islamic Theology Study Programme and the fact that the reasons for withdrawal were predominantly personal in nature, the Quality Assurance Committee and the Faculty Council did not consider it necessary to adopt recommendations in relation to this report. The documents confirming the adoption of the reports were adopted at the 11th Regular Session of the Faculty Council (No. 03-03-11. Regular Session - 1254/23), held on 6 December 2023, under Item 2. Quality (*Report on the Student Dropout Rate and Reasons for Withdrawal from the University of Sarajevo – Faculty of Islamic Studies in the 2022/2023 Academic Year).*

For the 2023/2024 academic year, reports on the student dropout rate and reasons for withdrawal were adopted, with the same conclusion as for the previous academic year; consequently, the Faculty Council did not consider it necessary to adopt additional measures. The documents confirming the adoption of the reports were adopted at the 3rd Regular Session of the Faculty Council (No. 03-3-3. Regular Session - 1220/24), held on 4 December 2024, under Item 3. Quality Assurance (3rd Regular Session – 4 December 2024).

3.7.1.1.4. Student Satisfaction with Studies

The Faculty continuously monitors student satisfaction with their studies in the Islamic Theology Study Programme. The adopted reports for the relevant academic years are presented below.

- Academic year 2021/2022 – Student satisfaction was assessed as part of a comprehensive evaluation of the Faculty's study programmes. The reports were adopted at the 7th Regular Electronic Session of the Faculty Council (No. 03-03-7. Session - 695/22), held on 30 June 2022, under Item 3. Quality Assurance *(Report on the Evaluation of Study Programmes in the 2021/2022 Academic Year with Recommendations).*

- Academic year 2022/2023 – Student satisfaction with their studies is regularly assessed through the evaluation of teaching staff. The reports were adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023, under Item 4. Quality *(Report on the Evaluation of the Work of Academic Staff in the Summer Semester of the 2022/2023 Academic Year at the Faculty of Islamic Studies, University of Sarajevo, with Recommendations).*
- Academic year 2023/2024 – The Report on the Evaluation of Teaching was adopted at the 3rd Regular Session of the Faculty Council (No. 03-3-3. Regular Session - 1220/24), held on 4 December 2024, under Item 2. Quality Assurance (3rd Regular Session – 4 December 2024).

A more detailed presentation of the evaluation of teaching and study programmes is provided in Subsections 3.9.1 and 3.9.2.

3.7.1.1.5. Employability Rate of Graduates

I Reports

The Faculty continuously monitors the employability of graduates of the Islamic Theology Study Programme. The adopted reports for the relevant academic years are presented below.

The Report on the Employability of Graduates of the Faculty of Islamic Studies for the 2019–2022 Period with Recommendations was adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023, under Item 4. Quality (*Report on the Employability of Graduates of the Faculty of Islamic Studies, University of Sarajevo, for the 2019–2022 Period with Recommendations).*

For the 2022/2023 and 2023/2024 academic years, employability reports were not adopted due to the low response rate among alumni to the survey. Their preparation was therefore postponed to the 2025/2026 academic year. In addition to the Faculty's activities, the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina also conducts labour market analyses in order to obtain a broader overview of employment opportunities for graduates of the Islamic Theology Study Programme.

Detailed data on the employability of graduates have already been presented in Subsection 3.2.1.

II Committee Recommendations / Council Conclusions

Adopted recommendations of the Quality Assurance Committee and the conclusions of the Faculty Council based on the analysis of data on the employability of graduates for the 2019–2022 period include the following:

a) Submission of an initiative to the founder for the development of occupational standards and qualification standards for the relevant study programmes, with the aim of better aligning learning outcomes with the competencies required in the labour market *(Report on the Employability of Graduates of the Faculty of Islamic Studies, University of Sarajevo, for the 2019–2022 Period with Recommendations);*

III Results of Implementation

The results of the implementation of the recommendations are reflected in the concrete steps undertaken following their adoption, with the aim of their realization, including:

a) The Faculty submitted an initiative to the founder for the development of occupational standards, which resulted in the development and adoption, in draft form, within the higher education reform process in the Islamic Community in Bosnia and Herzegovina launched in January 2024, of standards for 11 occupations and three first-cycle qualifications acquired upon completion of study programmes at the Faculty. These documents clearly link the qualifications acquired upon completion of the Faculty's first-cycle study programmes with specific occupations. More detailed information on this process is presented in Subsection 4.2.

   In the revised first- and second-cycle study programmes, which were adopted by the Faculty Council in October 2024, the occupations for which graduates of these programmes are trained have been precisely defined.

3.7.1.2. *The higher education institution regularly collects and analyzes data on the number and age structure of academic staff, gender, teacher-to-student ratio, ratio of own to visiting staff, and student evaluation data.*

Article 3 (paragraph 2, subparagraph i) of *the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* stipulates that the availability and up-to-dateness of the information system, as well as the methods of data collection, processing, and use, represent one of the areas of quality assessment at the organizational unit level. The Faculty currently uses two information systems through which it collects and analyses data related to the Study Programme in Islamic Theology, including data on: the number and age structure of academic staff, gender distribution, the ratio between the number of teachers and students, the ratio between permanent and visiting staff, as well as data obtained through student evaluations of academic staff.

1) e-UNSA

In June 2022, the Faculty discontinued the use of the University's former information system, ISSS, and started using the new unified University information system, e-UNSA. All data related to academic staff and students of the Study Programme in Islamic Theology were transferred from the ISSS system to the e-UNSA system.
This system enables continuous monitoring of data related to students, employees, engaged personnel, and the teaching process within the Study Programme, as well as the generation and analysis of various reports. One of the key functions of the system is the informatization and automation of processes within the Study Programme in Islamic Theology, including, among others, processes related to the number and structure of students, employees, and visiting academic staff, based on the data entered into the system.
Through this system, the quality and efficiency of information exchange between students, academic staff, the Faculty Student Affairs Office, and the University Rectorate have been

improved. The system also enables the translation of data into any foreign language, facilitating its use by international students and visiting lecturers.
The implementation of the unified information system involves continuous activities aimed at system development and improvement, with the purpose of enhancing the educational process and activities at Faculties and the University level. Access to the system is provided to all enrolled students, teachers and associates, as well as employees of the Faculty Student Affairs Office, with access restrictions applied depending on the type of data.
The e-UNSA system is maintained by the University Tele-Information Centre (UTIC), with certain administrative authorizations assigned to the Faculty Student Affairs Office. More information about this system is available on the University website.

2) Faculty Distance Learning (DL) Platform

The DL platform is the second information system used by the Faculty for the collection and analysis of data related to the Study Programme in Islamic Theology. Its primary function is to provide an online environment for learning, teaching, and assessment, as well as to facilitate more efficient communication and information exchange between students, academic staff, and the Faculty Student Affairs Office.
In addition, the platform is used as a system for collecting and analysing data on the work of academic staff, external associates, and students. Through this system, the Faculty distributes various types of information to students of the Study Programme in Islamic Theology, conducts different procedures and analyses, and implements surveys through which relevant data are collected and analysed. The DL platform is maintained by SmartLab, a company engaged by the Faculty for the design and maintenance of the platform.
Through these two information systems, as well as through other procedures, the Faculty regularly collects data on the number, gender, and age structure of academic staff, the ratio between permanent and visiting staff, the ratio between the number of teachers and students, as well as data obtained through student evaluations of academic staff within the Study Programme in Islamic Theology.

Article 17 (subparagraph d) of *the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* defines, among the responsibilities of the Faculty Quality Assurance Office, the updating of the University information system and application databases, including data related to Faculty personnel.
An integral part of the e-UNSA information system is the HR (Human Resources) database on Faculty employees, which contains comprehensive data on academic and engaged staff involved in the Study Programme in Islamic Theology. For each individual staff member, the following data are entered and regularly updated:

- personal data;
- identification number;
- gender;
- date of birth;
- nationality;
- name and surname of father;
- name and surname of mother;
- permanent residence address;
- temporary residence address;
- contact telephone number;
- e-mail address;

- data on academic appointments and promotions;
- data on signed contracts;
- pension and disability insurance (PIO/MIO) data;
- data on engagements at other organizational units; and
- data on workload distribution.

The HR database on Faculty employees enables, in the future, the generation of reports based on all the aforementioned data. Due to the protection of personal data of academic and engaged staff, access to the database is restricted, and the data can be verified through user accounts of authorized persons, such as employees of the Faculty Student Affairs Office.

The aforementioned data on the number, gender, and age structure of Faculty employees are regularly updated in the personal files of employees, as well as in the Employee Calendar, which are maintained by the Faculty Secretary. The Secretary is responsible for keeping comprehensive statistics on academic and non-academic staff of the Faculty, in accordance with Article 46 of *the Rulebook on the Internal Organization and Job Classification at the Faculty*, which follows *the Standards and Norms for Performing Higher Education Activities in the Sarajevo Canton.*
Each year, the Faculty Secretary submits a Statistical Report to the Federal Institute for Statistics, containing data on academic staff. The collected data are analysed at meetings of the Faculty Council, depending on the needs and circumstances, and serve as a basis for adopting further measures aimed at improving the Faculty's operations, such as updating the Faculty Dynamic Plan, preparing , developing the Academic Calendar, and preparing other documents that will be presented in more detail in the continuation of this report.

At the 40th regular session of the Faculty Council (No. 03-03-40-36/20), held on 15 January 2020, the document *Faculty Employees* was adopted and analysed. The document contains tabular data on Faculty employees up to and including the year 2020.

FACULTY EMPLOYEES					
FULL PROFESSORS			ASSOCIATE PROFESSORS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	2	8	8	3	11
ASSISTANT PROFESSORS			SENIOR ASSISTANTS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	3	9	6	-	6
ASSISTANTS			ADMINISTRATIVE STAFF		
Professionally	Part-time	Total	Professionally	Part-time	Total
3	-	3	7	-	7
SERVICE STAFF			TOTAL EMPLOYEES		
Professionally	Part-time	Total	Professionally	Part-time	Total
10	-	10	46	8	54

Table 3. *Faculty Staff, 2020*

The data provided include only the number of staff members, classified into eight categories and divided into employees (professionally engaged) and external associates (engaged on a part-time basis). The table shows that in 2020 the Faculty's staffing structure consisted of 29 members of academic staff and eight externally engaged associates. Based on these data, the Faculty's Dynamic Plan and Teaching Plan were developed. The table did not include data on

the gender and age structure of employees; however, such data can be found in personnel files, the Employee Calendar, and the HR database of the e-UNSA information system. The table needed to be updated in order to enable the collection and systematic presentation of data on the gender and age structure of employees, which was done in 2023.

At the 10th Regular Session of the Faculty Council (No. 03-03-10. Regular Session - 1059/23), held on 1 November 2023, under Item 3 of the Agenda: Information on the Data of the Faculty of Islamic Studies Presented in Questionnaires for Collecting Data from University Members Required for the Preparation of the Internal Evaluation Report for the Purpose of Reaccreditation of the University of Sarajevo, a document presenting data on Faculty staff through Tables E-1 and E-2 was analysed. Table E-1 presents the age and gender structure of teachers and associates employed by the Faculty as of 2023.

Teachers and staff in employment		Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	10	10	-	-	-	8	1	1
Associate Professors	8	4	4	-	5	1	2	-
Assistant Professors	3	3	-	-	2	1	-	-
Senior Assistants	4	2	2	1	3	-	-	-
Assistants	1	1	-	1	-	-	-	-
TOTAL	26	20	6	2	10	10	3	1

Table 4. (E-1): Age and Gender Structure of Teachers and Associates Employed by the Faculty, 2023

The following Table E-2 presents the individual and total number of teachers and associates employed on a permanent basis (members of academic staff) and on an additional employment basis (external associates) at the Faculty, as of 2023. For the purposes of the Report, the data were subsequently updated for the 2023/2024 academic year.

Academic year	Full Professors		Associate Professors		Assistant Professors		Total number of teachers	Senior Assistants		Assistants		Total number of associates	Total number of teachers and associates
	Employment relationship	External associate	External associate	Employment relationship	External associate	Employment relationship		Employment relationship	External associate	Employment relationship	External associate		
2018/19	6	1	8	4	6	2	27	6	-	3	-	9	36
2019/20	6	2	8	4	6	3	29	6	-	3	-	9	38
2020/21	6	1	10	3	6	3	29	6	-	2	-	8	37
2021/22	2	4	11	2	6	3	28	4	-	2	-	6	34
2022/23	10	3	8	4	3	1	29	4	-	1	-	5	34
2023/24	9	4	9	4	4	-	30	5	-	3	-	8	38

Table 5. (E-2): Number of Teachers and Associates Employed on a Permanent and Additional Employment Basis at the Faculty

The following Table 6 presents the updated age and gender structure of teachers and associates employed by the Faculty, as of 2024.

Teachers and associates in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	9	9	0	0	0	4	4	1
Associate Professors	9	5	4	0	0	7	2	0
Assistant Professors	4	4	0	0	3	1	0	0
Senior Assistants	5	3	2	3	2	0	0	0
Assistants	3	1	2	3	0	0	0	0
TOTAL	30	22	8	6	5	12	6	1

Tabela 6. *Age and Gender Structure of Teachers and Associates Employed by the Faculty, 2024.*

Based on the data collected and the identified needs, the Faculty regularly adopts and periodically, as necessary, supplements and amends the Faculty's Dynamic Plan. Based on data on the number, gender and age structure of academic staff, as well as the ratio of permanent and visiting staff, the Faculty prepares and proposes the Dynamic Plan at sessions of the Faculty Council:

- The Dynamic Plan for the 2020/2021 academic year was adopted at the 46th Regular Session of the Faculty Council (No. 03-03-46-1069/20), held on 21 September 2020 (Decision No. 03-03-46-/20);
- The Dynamic Plan for the 2021/2022 academic year was adopted at the 5th Electronic Session of the Faculty Council (No. 03-03-5. Electronic Session - 454/21), held on 11 May 2021 (Decision No. 03-03-45-1084/20);
- The Dynamic Plan for the 2022/2023 academic year was adopted at the 9th Regular Electronic Session of the Faculty Council (No. 03-03-9. Regular Electronic Session - 913/22), held on 7 September 2022;
- The Dynamic Plan for the 2023/2024 academic year was adopted at the 8th Regular Session of the Faculty Council (No. 03-03-8. Regular Session - 820/23), held on 6 September 2023 (Decision No. 03-03-8. Regular Session - 830/23);
- The Dynamic Plan for the 2024/2025 academic year was adopted at the 8th Regular Session of the Faculty Council (No. 03-03-2.8. Regular Session - 685/24), held on 4 September 2024.

Based on the above-mentioned data on the number, gender and age structure of academic staff, as well as the ratio of permanent and visiting staff, the Faculty discusses the need for the engagement of academic staff at sessions of the Faculty Council, updates the Dynamic Plan, and makes proposals to initiate procedures for employment, promotion to higher academic ranks, or retirement of teaching staff. An example of such a proposal is the First Regular Session of the Faculty Council (No. 03-03-1. Regular Session - 16/23), held on 11 January 2023 (Item 2, sub-item d): Proposal to initiate the procedure for the early promotion of academic staff to the academic rank of Associate Professor in the field of Aqidah (Dogmatics), Tasawwuf and Comparative Religions – 1 full-time position.

In addition to data on the number, gender and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data on all students enrolled in the Islamic Theology Study Programme, as well as data on their studies and grades by course. These data are accessible to students, the Student Affairs Office, and course teachers and associates. The data can be verified through the user accounts of authorized persons. The e-UNSA information system currently offers certain possibilities for analysing individual and group data on the number of students, the student-to-teacher ratio, and the ratio of permanent and visiting staff, by generating various reports that can serve as a basis for taking appropriate measures to improve the Islamic Theology Study Programme.

At the 10th Regular Session of the Faculty Council (No. 03-03-10. Regular Session - 1059/23), held on 1 November 2023, under Item 3 of the Agenda: Information on the Data of the Faculty of Islamic Studies Presented in Questionnaires for Collecting Data from University Members Required for the Preparation of the Internal Evaluation Report for the Purpose of Reaccreditation of the University of Sarajevo, a document presenting data on the number of students in the Islamic Theology Study Programme from the 2018/2019 to the 2022/2023 academic year was analysed through two tables, D-2. The tables present the total number of Faculty students by study cycle, year of study and student category. For the purposes of the Report, the data were subsequently updated for the 2023/2024 academic year. For greater clarity and readability of the Report, the tables have been included separately as Appendix 6 to the Self-Evaluation Report.

The collected data on the number of students enrolled in the Islamic Theology Study Programme are periodically analysed at sessions of the Faculty Council, depending on the need,

on the basis of which further measures are taken to improve the Faculty's activities – defining student enrolment quotas, ensuring adequate space for the implementation of teaching activities, analysing the teaching workload of teachers and associates, as well as engaging additional academic staff. Based on the data collected and the needs analysed, before the beginning of each academic year, the Faculty prepares a Teaching Plan presenting the teaching workload of teachers and associates in terms of the number of classes and students, as well as an overview of permanent and visiting staff. The Teaching Plan is analysed and adopted by the Faculty Council and subsequently by the University Senate:

- The Teaching Plan for the 2020/2021 academic year was adopted at the 2nd Electronic Session of the Faculty Council (No. 03-03-2. Electronic Session - 892/20), held on 17 July 2020;
- The Teaching Plan for the 2021/2022 academic year was adopted at the 5th Electronic Session of the Faculty Council (No. 03-03-5. Electronic Session - 454/21), held on 11 May 2021;
- The Teaching Plan for the 2022/2023 academic year was adopted at the 11th Regular Session of the Faculty Council (No. 03-03-11. Regular Session - 1134/22), held on 9 November 2022 (Conclusion No. 01-16-116/22);
- The Teaching Plan for the 2023/2024 academic year was adopted at the 7th Regular Session of the Faculty Council (No. 03-03-7. Regular Session - 636/23), held on 5 July 2023 (Decision No. 03-03-7. Regular Session - 661/23);
- The Teaching Plan for the 2024/2025 academic year was adopted at the 7th Regular Session of the Faculty Council (No. 03-03-2. Regular Session - 555/24), held on 3 July 2024.

Based on the above-mentioned data on the number, gender and age structure of academic staff, as well as the ratio of permanent and visiting staff, the Faculty discusses the need for the engagement of academic staff at sessions of the Faculty Council, updates the Dynamic Plan, and makes proposals to initiate procedures for employment, promotion to higher academic ranks, or retirement of teaching staff. An example of such a proposal is the First Regular Session of the Faculty Council (No. 03-03-1. Regular Session - 16/23), held on 11 January 2023 (Item 2, sub-item d): Proposal to initiate the procedure for the early promotion of academic staff to the academic rank of Associate Professor in the field of Aqidah (Dogmatics), Tasawwuf and Comparative Religions – 1 full-time position.

Based on Article 14(e) of the Regulations on the Quality Assurance and Management System at the University of Sarajevo, one of the responsibilities of the Quality Assurance Committee is to "organize, coordinate and implement the process and analyse data obtained through the student evaluation of the work of academic staff and the effectiveness of the implementation of curricula and syllabi." In accordance with this responsibility, the Faculty regularly collects and analyses data obtained through the process of student evaluation of teaching and associate staff in the Islamic Theology Study Programme. The student evaluation process is conducted at the end of each semester. The collected data are analysed, after which a report on student evaluations is prepared, containing recommendations for the improvement of teaching. This report is analysed and adopted at sessions of the Faculty Council (see Chapter 3.9).

In addition to the regular procedure for the evaluation of the work of academic staff by students, at the 8th Regular Electronic Session of the Faculty Council, held on 8 July 2022, the Faculty initiated the self-evaluation procedure for the Islamic Theology Study Programme. The self-evaluation of the Study Programme included questionnaires for students, in which they

evaluated the Islamic Theology Study Programme, as well as the teaching and non-teaching staff of the Faculty.

Following the completion of the survey, the 7th Regular Electronic Session of the Faculty Council (No. 03-03-7. Regular Electronic Session - 709/22), held on 30 June 2022, adopted the Report of the Quality Assurance Committee with recommendations for further improvement of the Islamic Theology Study Programme.

3.8. PUBLIC INFORMATION ABOUT STUDY PROGRAMS

3.8.1.1. The higher education institution objectively and timely informs the public with updated information on all aspects of approved (licensed) and/or accredited study programs offered, with a special focus on defined study program objectives and learning outcomes. Data on academic careers of employed and engaged staff are publicly published. A minimum of 50% of total information is in English.

In accordance with Article 49, paragraph (4) of the Law on Higher Education of Sarajevo Canton from 2022 (*Official Gazette of Sarajevo Canton*, Year XXVII, No. 36): "Higher education institutions are obliged to publish and continuously update on their websites information on the number and profile of all study programmes implemented at the higher education institution."

The Faculty provides the public with timely and updated information on various aspects of the Islamic Theology Study Programme, with particular emphasis on the defined objectives of the study programme and learning outcomes. On its website, the Faculty publishes current, clear, accurate, objective, impartial, easily accessible and verifiable information on the Islamic Theology Study Programme. Accordingly, information on this Faculty study programme is available within the "First Cycle" study menu.

The transparency of the process of updating curricula and syllabi is reflected in the fact that not only the most recent curricula and syllabi are publicly available, but also those from previous years, in order to meet the needs of all currently enrolled students:

- In the folder/section for the Islamic Theology Study Programme, curricula and syllabi from 2013 to 2025 are available, enabling all currently enrolled students to access information relevant to the curriculum and syllabus applicable to their studies (2013, 2016, 2018, 2019, 2020);

In addition to the curricula and syllabi, the same folder also provides the public with the current Guide for Prospective Students of the Faculty, which also serves as an information package for prospective students of all study programmes at both study cycles. It contains all relevant information on the Islamic Theology Study Programme, including curricula and syllabi, as well as the titles awarded upon completion of the programme, in accordance with Article 143, paragraph (3) of the *Statute of the University of Sarajevo* (2018): "The University/organizational unit is obliged to publish on its website an information package/student guide containing information on all student rights, including mobility programmes, in accordance with the law and this Statute."

The aforementioned folder for the first cycle of study on the Faculty's website also provides access to other useful documents, including the following:

- Academic Calendar of the Faculty for the current 2024/2025 academic year;
- Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo (2023);
- Regulations on Professional Practice of Students of the Faculty of Islamic Studies, University of Sarajevo (2018);
- Regulations on the Preparation and Defence of Seminar Papers (2017);
- Forms for the recognition of examinations and foreign higher education qualifications:
- recognition of examinations completed at the Islamic Pedagogical Faculty in Bihać;
- recognition of examinations when transferring from the previous curriculum and syllabus;
- recognition of examinations completed at the Islamic Pedagogical Faculty in Zenica;
- Application for Recognition of a Foreign Higher Education Qualification;
- Rules of the Faculty of Islamic Studies in Sarajevo;
- Regulations on the Disciplinary and Material Liability of Students of the Faculty of Islamic Studies in Sarajevo;
- House Rules of the Faculty of Islamic Studies in Sarajevo;
- Examination Registration Form;
- User Guide for Students on the Use of the e-UNSA System;
- Office consultation hours, provided through the DL platform as the Faculty's internal webpage, whose users are exclusively students and teaching staff. Each professor personally updates their consultation hours within the folder for their respective courses. The platform is accessed using personal codes and provides all internal information related to the teaching content of each course, e-classrooms, e-examinations, e-consultations, the Notice Board containing information provided by the Student Affairs Office, etc.

At the above-mentioned link for the first cycle of study, the public has access to complete and updated information provided by the Faculty on the exact title of this study programme, i.e. the Islamic Theology Study Programme, as well as other information on this study programme, including the following:

- Information on the intended learning outcomes, which are defined on page 1 of the document for the Islamic Theology Study Programme, as well as in tabular form for each individual course;
- Information on the qualification and academic title awarded upon completion of the study programme, defined on page 7 of the Guide for Students of the First and Second Cycles of Study (2022), i.e. on page 6 of the updated Guide for Prospective Students (2025);
- Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo;
- Information on the assessment and grading of students is available at the same link for the first cycle, in the curriculum and syllabus for the Islamic Theology Programme, where it is presented in tabular form under the heading “Methods of Knowledge Assessment and Grade Structure” for each individual course.

For the first-cycle Islamic Theology Study Programme, opportunities for further professional development are defined in the Guide for Students of the First and Second Cycles of Study

(2022), in the section relating to the second cycle of study, on pages 20–23. Information on employment opportunities for graduates is provided in summary form on page 9 of the same Guide.

The curriculum and syllabus, as well as the *Guide* from 2022, did not define the criteria for the selection and admission of students to the Islamic Theology Study Programme.

However, the updated Guide for Prospective Students (2025) contains concise information on the admission requirements for the Islamic Theology Study Programme (p. 26) and the employment prospects of graduates of this programme (p. 28). The revised curricula and syllabi adopted by the Faculty Council as part of the revision of the five study programmes in October 2024 included more precise information on: a) the admission criteria for the Islamic Theology Study Programme and b) the occupations in which graduates of this study programme may seek employment, as already presented in subsection 1.6 of the Self-Evaluation Report.

The profiles of teaching and associate staff involved in teaching on the Islamic Theology Study Programme are available on the Faculty website. The profiles of all teaching staff are available, with fully updated and harmonized biobibliographies (100%). Currently, 92% of the updated biobibliographies of teaching staff are available in English, with the aim of ensuring full availability of teaching staff biobibliographies in English as well.

The Faculty continuously works on improving its means and methods of communication with the public. Communication is conducted through several channels.

Through its *website*, the Faculty informs the target groups of the Islamic Theology Study Programme, as well as the wider public, about all events and activities at the Faculty, including the organization of scientific and professional conferences in which the Faculty participates as a (co-)organizer, graduation ceremonies, book promotions, study visits, guest lectures, vacancies and calls announced by the Faculty, commission reports, etc. The folder for first-cycle study programmes, which includes the Islamic Theology Study Programme, also contains a dedicated "Notice Board", through which the Faculty provides students, as its primary target group, with information on various aspects of their studies and news of interest to students of this cycle. In general, the Faculty communicates with the public primarily through the "News" section, with the subsections "Latest", "Recommendation" and "Notices".

The Faculty uses *various forms of communication* with each of its target groups and with the general public. Thus, Faculty representatives participate in employment fairs, present its study programmes, including the Islamic Theology Programme, to secondary school graduates, primarily students of madrassas, organize Matura Days and graduation ceremonies (2019/20, 2021/22), and promote the Faculty and its programmes through television (FTV, Hayat, BIR TV), radio, electronic and print media.

The promotion of the Faculty to potential future students of the Islamic Theology Study Programme is very well organized, involving teaching staff and students, with the support of the Student Affairs Office. Professors and students of the Islamic Theology Study Programme make planned visits to madrassas throughout Bosnia and Herzegovina in order to engage with students and provide answers to their questions regarding studies at the Faculty. Open Days are also organized, during which guides for first-year students and information packages containing relevant information on study programmes, including the Islamic Theology Study Programme, as well as other promotional materials, are distributed.

Relevant information on the mission, vision and strategy, organizational structure and management (Dean's Office, Governing Board, Faculty Council), academic staff, study programmes and academic titles, research activities, as well as events and current activities of the higher education institution, is available on the Faculty website, which is regularly updated in Bosnian and English. The Faculty monitors and supports the research activities of its academic staff and publishes information on the results on its website (completed projects, ongoing projects, documentation).

Through the Faculty's *DL platform*, which is exclusively internal in nature and whose users are students and Faculty staff, information and communication concerning all important aspects of studies are provided. The platform is also used for teaching, teaching materials, consultation schedules and consultations in the e-classroom, the creation of quizzes and e-examinations, as well as for all other information related to the teaching process, such as the publication of examination results and notices to students from teaching staff and the Student Affairs Office.

Through the *Faculty's Facebook page*, this social media platform is used to provide the wider public with timely information about various activities and events at the Faculty.

Direct communication with the Faculty is conducted *via e-mail*: sekretar@fin.unsa.ba, as well as *via fax* or *telephone*.

The website also contains an alumni section through which alumni of the Islamic Theology Study Programme can register themselves. It also contains an alumni database for the Islamic Theology Study Programme that enables searches for alumni. The alumni database is continuously being updated. The Faculty communicates with its alumni in various ways, as demonstrated by the following television appearance of Dean Prof. Dr. Mustafa Hasani, as well as the address to alumni by the former Dean Prof. Dr. Zuhdija Hasanović.

Certain procedures and communication strategies with target groups—including potential/future students of the Islamic Theology Study Programme, current students, graduates of this programme, and others—are implemented in practice, but have not been formalized in a separate document that would also provide a basis for analyzing communication practices and adopting measures for their improvement. The Faculty has a permanent *Commission for Public Relations and Maintenance of the Faculty Website*, which is the responsible body for this area of activity. The process of publishing information on the Faculty website consists of several steps, beginning with the person responsible for preparing/submitting a particular type of information, followed by the staff member serving as the Faculty website editor, and finally the business entity whose employees carry out the technical aspects of publishing and updating the final content, maintaining the website, redesigning it, and other related tasks. Currently, there are no specific mechanisms for monitoring and analyzing user satisfaction with the quality of the website and the information provided. Nevertheless, as part of the evaluation of the Islamic Theology Study Programme, students of this study programme have the opportunity to assess the quality of the Faculty website and DL platform and to provide suggestions for improvement.

3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION, AND REVISION OF STUDY PROGRAMS

3.9.1.1. ***Procedures for periodic evaluation, improvement, and restructuring of existing study programs are established. Procedures include the opinions of students and other internal and external stakeholders.***

The internal evaluation procedure of a study program, pursuant to the Law on Higher Education of Sarajevo Canton (Official Gazette of Sarajevo Canton, No. 36/22), "is carried out continuously and at least once upon the expiration of the duration of the study cycle in which the study program is realized" (Article 80, paragraph (3) and Article 93, paragraph (6)). The authority competent for conducting evaluations of study programs across all study cycles is the council of the University member institution (Article 69, paragraph (1), item c). This body analyzes the success of teaching and conducted exams in courses during the semester and study year and determines measures for their improvement and enhancement; it analyzes the success of teaching within study programs and determines proposals for preventive and corrective measures to improve teaching (Article 69, paragraph (1), items s–u).

When conducting evaluations, the opinions of students are taken into account, as the Law guarantees them the right to "evaluate the work of academic staff" (Article 108, paragraph (3), item k of the Law). It is the duty of the higher education institution to analyze the results of the academic staff's work as part of the continuous improvement process. Based on this analysis, a quality improvement plan is determined, i.e., a plan and program for the professional training of all employees—especially in the domains of ethics, pedagogical-didactic, and digital competencies—with the aim of ensuring the quality of all business processes of the higher education institution (Article 140, paragraph (1)). In addition to the results of scientific and scientific-research work of the teaching staff, the evaluation subject also includes the work performance of non-academic staff, which the higher education institution/member institution is obligated to conduct at the end of each calendar year. Based on the results of this evaluation, a capacity-building plan for non-academic staff is determined to ensure the achievement of the targeted level of quality and the building of a quality culture (Article 146).

Pursuant to Article 140 of the *Statute of the University of Sarajevo* (No. 01-1093-3-/18 of 28 November 2018), the implementation of a study programme is monitored by the council of the organisational unit and the Senate, which submit proposals for its amendments and supplements, taking into account the requirements of service users and the labour market. Study programmes are subject to evaluation and, where necessary, amendments and supplements at least once upon completion of the duration of the study cycle in which the study programme is implemented.

The procedure for evaluating the work of academic staff and the procedure for evaluating the effectiveness of the implementation of curricula and syllabi are further regulated by the *Rulebook on Student Evaluation of the Work of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (No. 01-1101-99/18 of 19 December 2018).

The *Rulebook on the Evaluation of the Work of Non-Academic Staff of the University of Sarajevo – Faculty of Islamic Studies* regulates the criteria and procedure for evaluation, the obligations of participants in the evaluation process, as well as the content of standard

evaluation forms for assessing the work of non-academic staff at the Faculty, i.e. professional, administrative and technical support staff.

The procedure for revising existing study programmes was further regulated by the *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Study Programmes and Amendments to Existing Study Programmes and Curricula and Syllabi at the University of Sarajevo – Consolidated Text* (No. 01-01-2238/21 of 27 January 2021).

Regular updating of courses related to improving teaching methods, monitoring recent literature and student success, and aligning content with modern insights is not considered a significant change, but rather part of quality assurance. Changes in the curriculum and syllabus concerning the regular updating of courses are adopted by the member institution's council (Article 14). With the request for changes to the curriculum and syllabus of an existing study program, the council is obliged to submit: a) proposed changes, b) reasons for changes, and c) the opinion of the member institution's quality assurance committee on the compliance of the proposed changes with standards and norms and the compliance of the proposed study program quality assurance plan with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (Article 15). Based on the obtained opinion of the group council, the Senate may issue a decision on: a) adopting the request for amendment of the existing study program, b) rejecting the request, or c) conditionally accepting the request with the obligation of revision at the Senate's request (Article 17).

From the 2024/25 academic year, a new University regulation governing this area has been applied, namely the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University*.

Amendments and supplements to the curricula and syllabi of the Faculty's study programmes are adopted by the Senate upon the proposal of the Faculty Council, with the prior consent of the Riyasat of the Islamic Community in Bosnia and Herzegovina as the competent body of the Faculty's Founder, in accordance with Article 170 of the Law on Higher Education and Article 11 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo*. The University Senate adopts the curricula and syllabi for religious subjects within the Faculty's curriculum and syllabus, without having the authority to amend or abolish them.

University and Faculty regulations provide for the participation of all relevant stakeholders in the process of revising study programmes (Articles 63 and 109 of the Statute of the University, Article 15 of the *Rulebook on the Quality Assurance and Management System at the University*, and Article 6 of the *Rulebook on the Internal Organisation and Job Classification at the Faculty*). In accordance with the provisions of the aforementioned University and Faculty regulations, the relevant bodies, namely the Quality Assurance Committee and the Faculty Council, have been established.

Academic and non-academic staff and students, either personally or through their representatives, participate in the work of bodies that make decisions relevant to the revision process (the Quality Assurance , the Faculty Council, and the University Senate), while the Islamic Community in Bosnia and Herzegovina, as the Founder and the main employer of the Faculty's graduates, is involved in the process by granting consent to revisions (Article 27 of the *Faculty Rules*).

Decisions adopted in the revision process and the revised curricula and syllabi are published on the websites of the Faculty and the University:

- Curriculum and syllabus of the Islamic Theology study programme (2019);
- Curriculum and syllabus of the Islamic Theology study programme (2020);

With the aim of improving quality, the Islamic Theology Study Program was subject to revision on four occasions since the last institutional reaccreditation of the University, namely in 2019, 2020, 2024, and 2026. For illustration, as part of the 2019 revision, the share of professional practice in the curriculum was increased. The course *Imam-Muallim Practice (I–IV)* was introduced across all four years of study, aiming to (a) prepare students for realizing professional imam-muallim practice in IC in BiH jamaats and (b) provide reflection on practice implementation and its evaluation.

The quality of the teaching process on the Islamic Theology Study Program is regularly monitored and valued within semester teaching evaluations, corrective measures are adopted, and work is done on their implementation. The minutes of Faculty Council sessions where teaching evaluation reports were adopted are listed below:

- in the summer semester of 2023/24 (3rd regular session of the Faculty Council held on 4 December 2024);
- in the winter semester of 2023/24 (6th regular session of the Faculty Council held on 5 June 2024);
- in the summer semester of 2022/23 (8th regular session of the Faculty Council held on 8 September 2023);
- in the winter semester of 2022/23 (4th regular session of the Faculty Council held on 5 April 2023);
- in the summer semester of 2021/22 (9th regular electronic session of the Faculty Council held on 7 September 2022);
- in the winter semester of 2021/22 (4th regular electronic session of the Faculty Council held on 30 March 2022);
- in the summer semester of 2020/21;
- in the winter semester of 2020/21 (1st thematic electronic session of the Faculty Council held on 26 March 2021);
- in the summer semester of 2019/20 (44th session of the Faculty Council held on 1 July 2020);
- in the winter semester of 2019/20 (43rd regular session of the Faculty Council held on 10 June 2020).

In the 2021/22 academic year, an Evaluation of the Faculty's Study Programs was conducted, which also encompassed the Islamic Theology Study Program. General quality indicators of the study program measured through the evaluation were:

a) Operation of services and general study conditions at the Faculty;
b) Study program (content and quality of mandatory and elective courses, alignment with learning outcomes and competency profile, etc.);
c) Conduct of teaching and exams;
d) Attitude towards students and study support;
e) General assessment of study outcomes.

Each general indicator includes a series of specific quality indicators contained in the Faculty's Study Program Evaluation Questionnaire.

The results of the 2021/22 Faculty Study Program Evaluation were reviewed at the Quality Assurance Committee session in the presence of Faculty Dean's Office members (Dean, Vice-Deans, and Secretary). The Committee adopted the Report on the Evaluation of Faculty Study Programs, which included evaluation results and a total of 47 recommendations for study program improvement. Subsequently, the Report was reviewed and adopted at the 7th regular session of the Faculty Council on June 30, 2022.

3.9.1.2. ***The higher education institution periodically evaluates the curriculum and syllabus, the teaching process, the degree of realization of learning outcomes, and their relevance to the labor market through surveys of students, academic, and administrative staff, and uses feedback for innovation and improvement.***

The teaching process is systematically monitored and assessed through regular semester teaching evaluations. Teaching evaluation reports are reviewed and adopted by the Quality Assurance Committee and then by the Council, starting from the summer semester of 2018/19. Academic and administrative staff members are personally or via representatives represented in the Quality Assurance Committee and the Faculty Council, participating in discussions and the adoption of teaching evaluation reports with accompanying corrective measures and recommendations for improving the teaching process.

In the 2021/22 academic year, the first comprehensive evaluation of the curriculum and syllabus, the degree of realization of learning outcomes, and their relevance to the labor market was conducted through student surveys as part of the Faculty Study Program Evaluation in 2021/22, which included the Islamic Theology Study Program.

Academic and administrative staff members participated in discussions and the adoption of the Report with accompanying recommendations.

From October 31 to November 6, 2023, the Quality Assurance Service of the University Rectorate conducted a survey of University academic staff on the quality, contemporaneity, and availability of resources related to study programs, including the Islamic Theology Study Program, for the 2022/23 academic year. According to the results, the Faculty of Islamic Sciences was the second-ranked member institution regarding its academic staff's satisfaction with various aspects of the institution's work. The Faculty's Quality Assurance Committee adopted the Report on the survey results with recommendations on May 30, 2024, which was subsequently adopted at the 6th regular session of the Faculty Council on June 5, 2024, adopting a set of recommendations aimed at further improving the Faculty's work, particularly in scientific research.

The results of semester teaching evaluations are regularly analyzed by the Quality Assurance Committee and presented through reports containing data on respondent numbers and structures, average grades of academic staff work (teachers, associates, external associates), proposals for awards and recognitions for top-rated teachers, associates, and external associates, summary quality indicators by criteria, Committee observations on progress and room for improvement, examples of good teaching practices, observed shortcomings, and proposed corrective measures prescribed by the Rulebook on Student Teaching Evaluations.

These reports are reviewed and adopted by the Faculty Council. The implementation of corrective measures is initiated by the Dean and Vice-Deans for Academic Affairs and Quality, in cooperation with department heads.

It is important to mention that improvements in the teaching process from the winter semester 2020/21 report to the summer semester 2022/23 report are evident:

a) Summary indicators by evaluation questionnaire criteria show a continuity of quality improvement in the teaching process;
b) The occurrence of unsatisfactory average grades (less than 2) on individual evaluation questions requiring corrective measures has been reduced to 0%;
c) The presence of teaching shortcomings requiring corrective measures (e.g., untidy/irregular fulfillment of basic teaching obligations) has been significantly reduced.

Supporting claim a), the trend of summary grades for adopted teaching quality indicators is shown graphically below. Specifically, the charts show the percentage of students who rated the quality indicators with the highest grade of 5. For the majority of indicators (16 out of 17), an upward rating trend is present, indicating positive effects of regular semester teaching evaluations.

It should be noted that teaching evaluation for the Islamic Theology Study Program and the other four first- and second-cycle study programs is conducted via a unique questionnaire, meaning the analyses and indicators apply collectively to all five programs.

The percentage growth of the highest grade in the indicated period according to teaching quality indicators was:

- Stimulates students to independent research and learning (24%);
- Applies various work forms and methods (23.4%);
- Involves students in discussion and encourages active participation in processing teaching content (19.6%);
- Creates various resources enabled by the DL platform (18.4%);
- Sticks to the subject matter during classes (12.5%);
- Provides students with appropriate feedback and grading on their assignments (12.2%);
- Enables student consultations via the DL platform or email communication (10.3%);
- Timely and clearly defines course objectives, student obligations, literature, and grading methods (10%);
- General rating of teachers' and assistants' work (9.3%);
- Motivated for work and conscientiously executes obligations (8.1%);
- Explains teaching content clearly and comprehensibly (8%);
- Various e-learning resources are adequately organized (2.6%);
- Treats students correctly and respectfully (1.9%);
- Approaches teaching prepared (1.3%);
- Available e-learning materials were useful in mastering course material (0.4%);
- Made e-learning materials available to students in electronic form (0.1%).

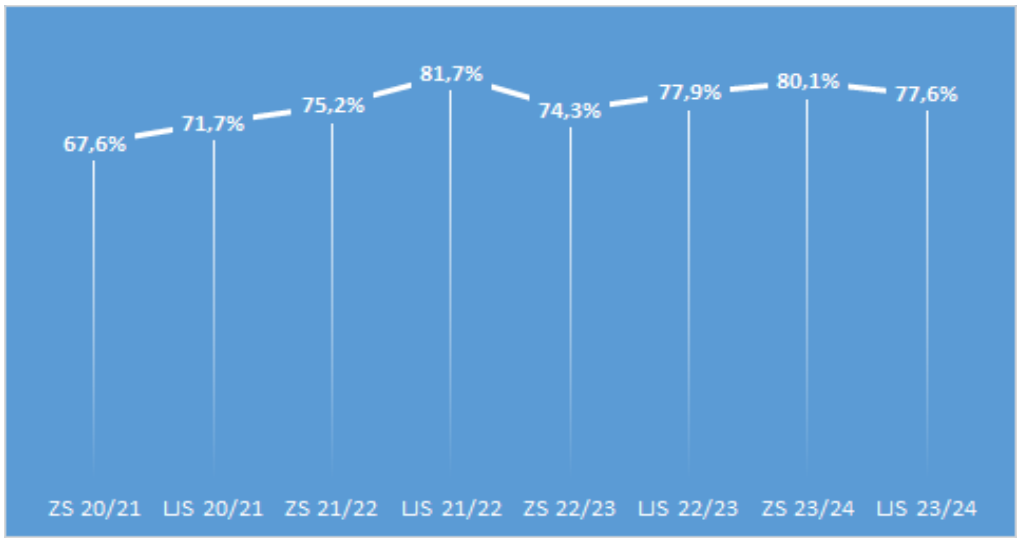


Chart 5. *Timely and clearly defines course objectives, student obligations, literature, and grading methods*

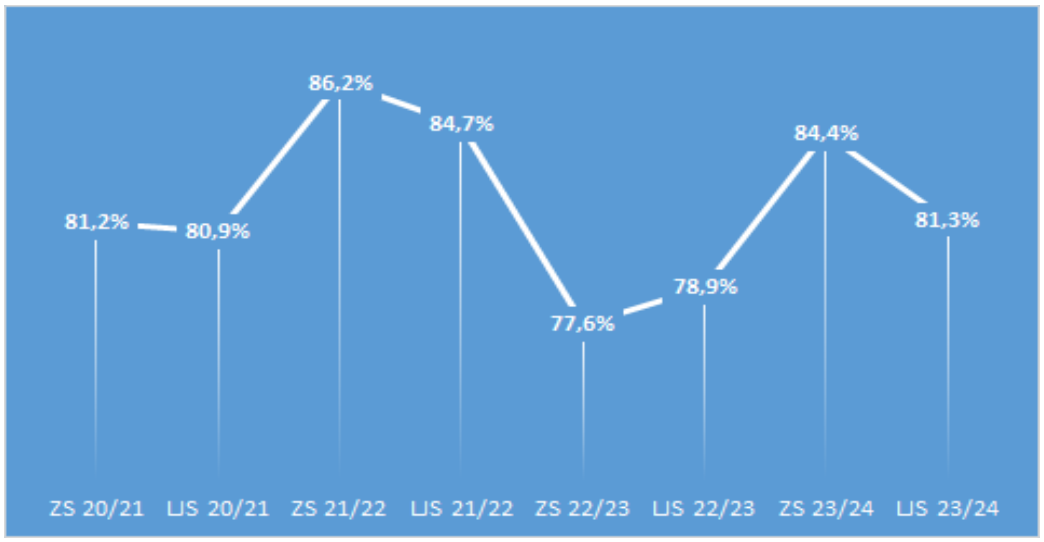


Chart 6. *Made e-learning materials available to students in electronic form*

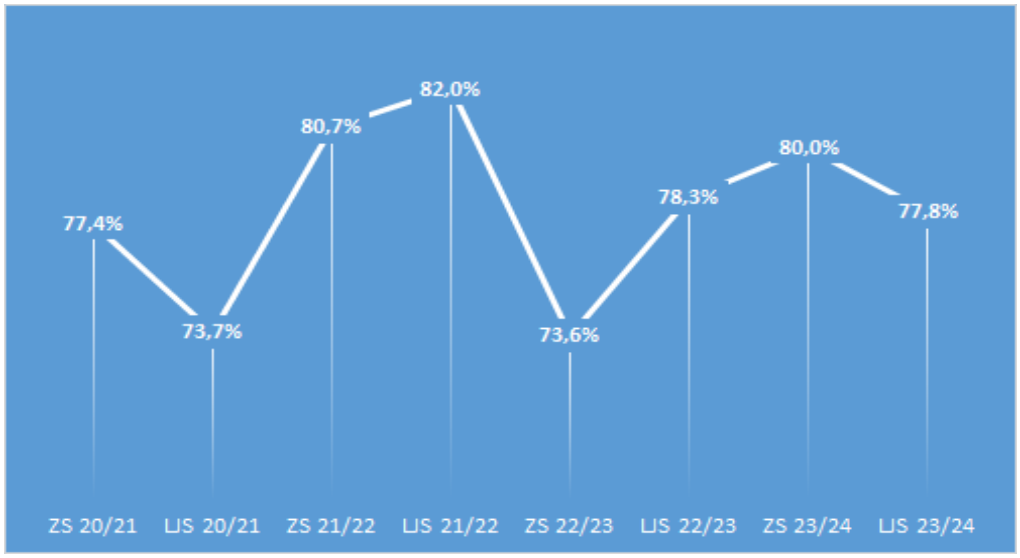


Chart 7**.** *Available e-learning materials were useful in mastering course material*

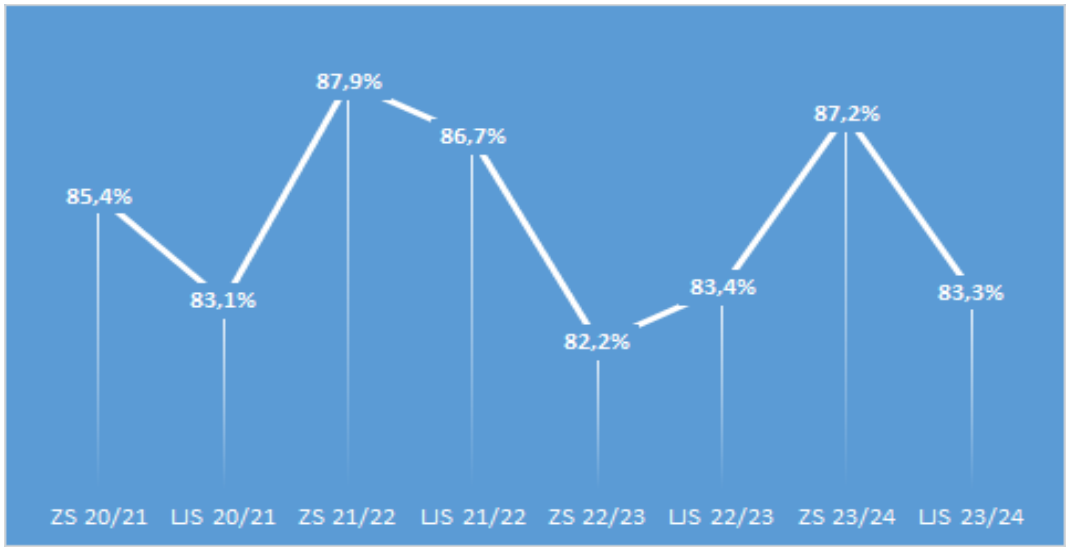


Chart 8. *Conducts classes regularly and on time*

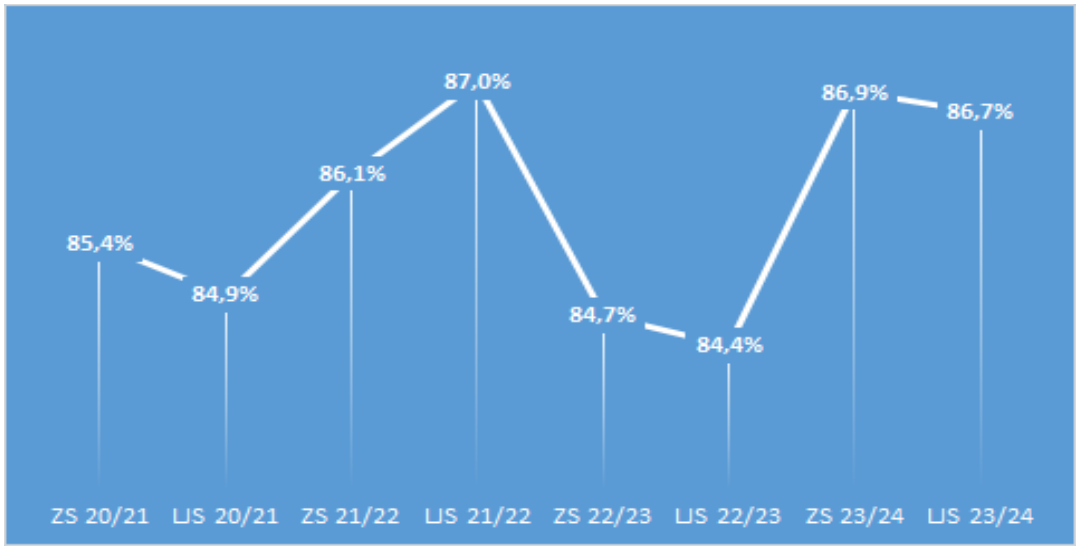


Chart 9. *Approaches teaching prepared*

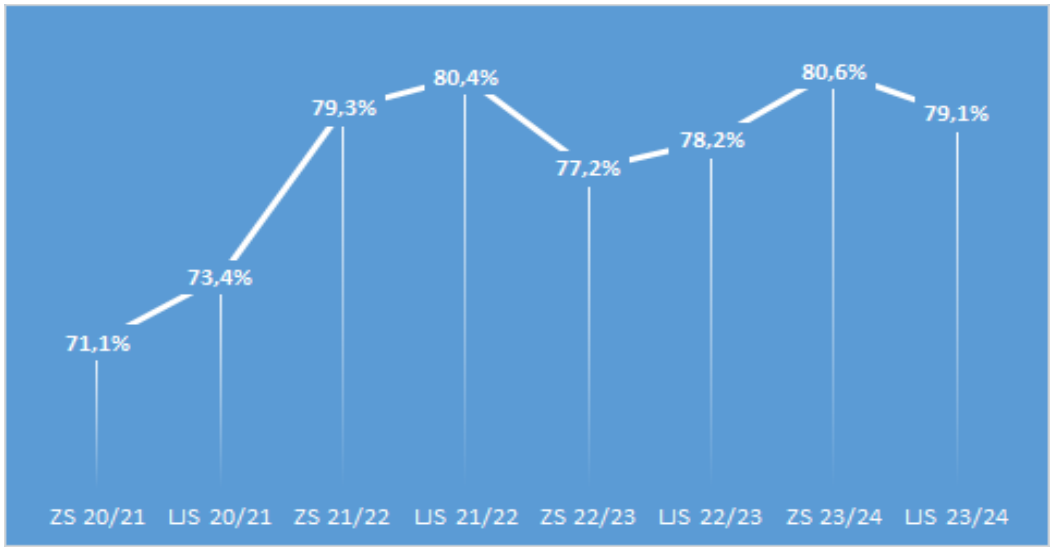


Chart 10. *Explains teaching content clearly and comprehensibly*

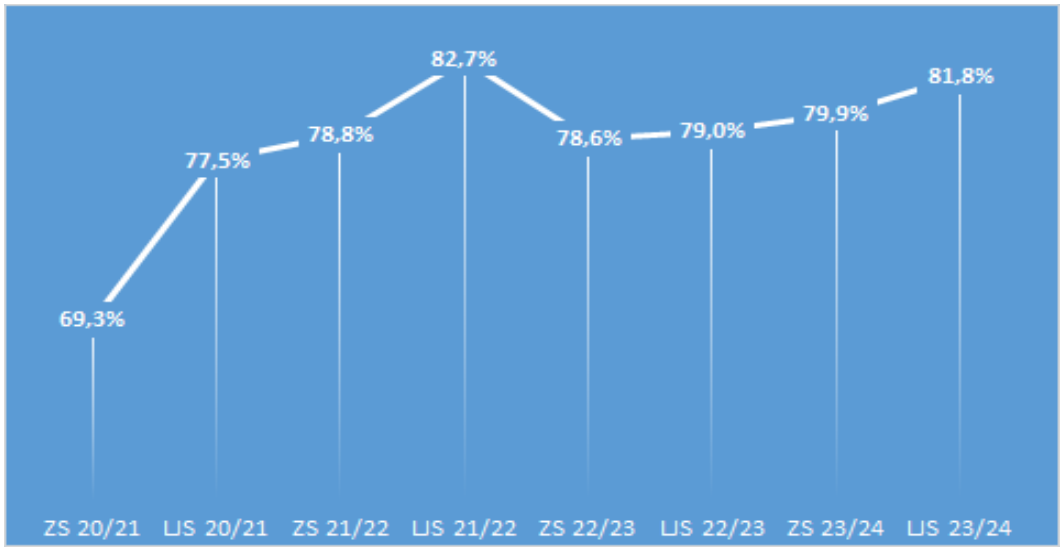


Chart 11. *Sticks to the subject matter during classes*

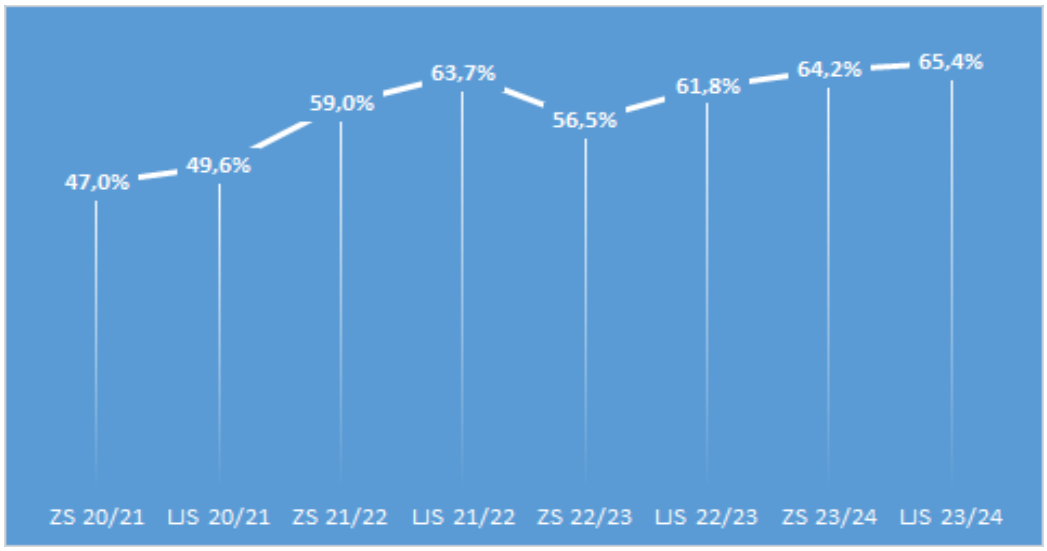


Chart 12. *Creates various resources enabled by the DL platform*

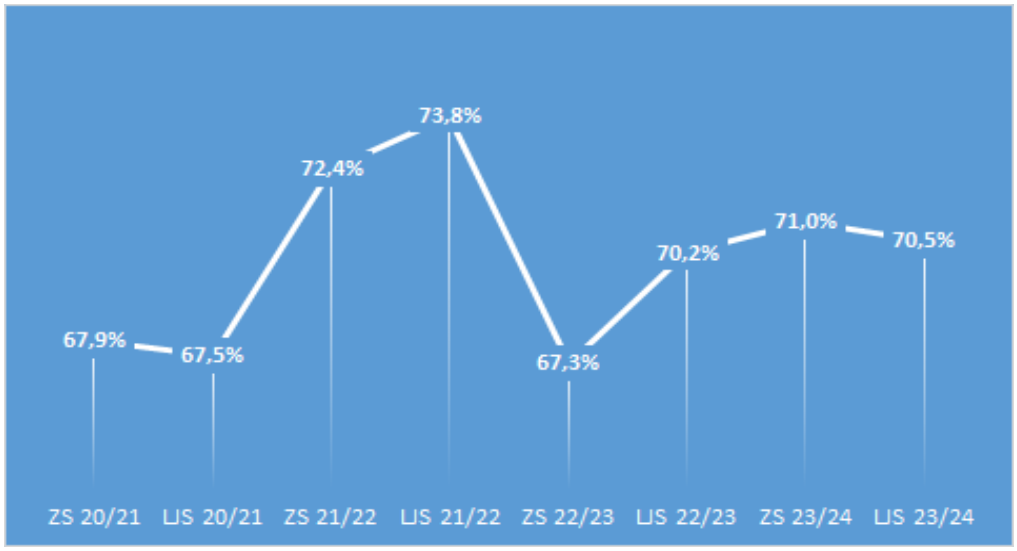


Chart 13. *Various e-learning resources are adequately organized*

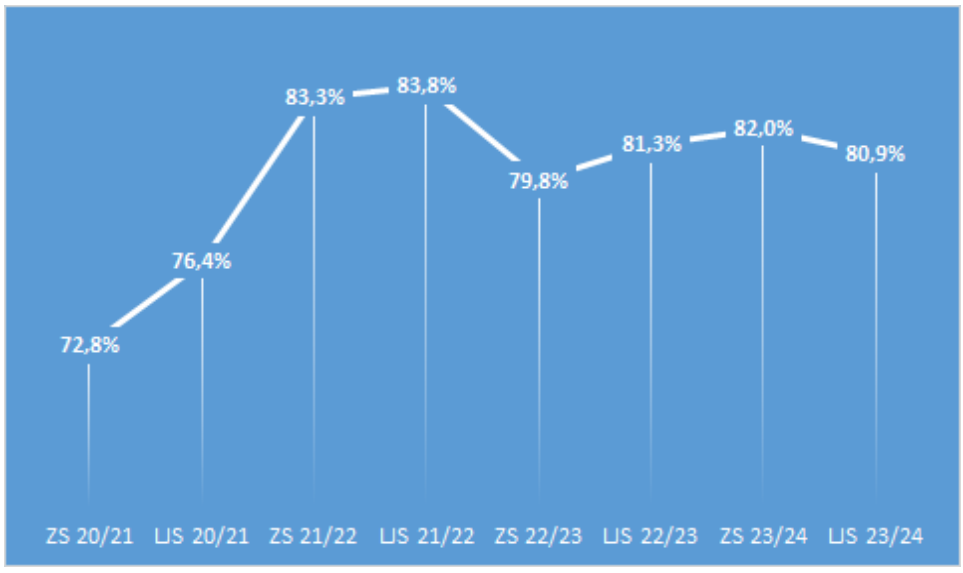


Chart 14. *Motivated for work and conscientiously executes obligations*

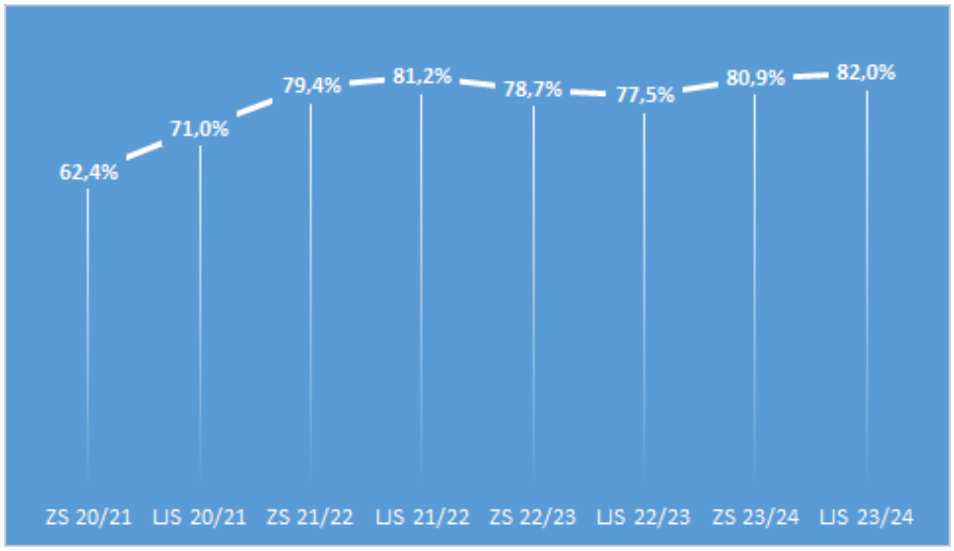


Chart 15. *Involves students in discussion and encourages active participation in processing teaching content*

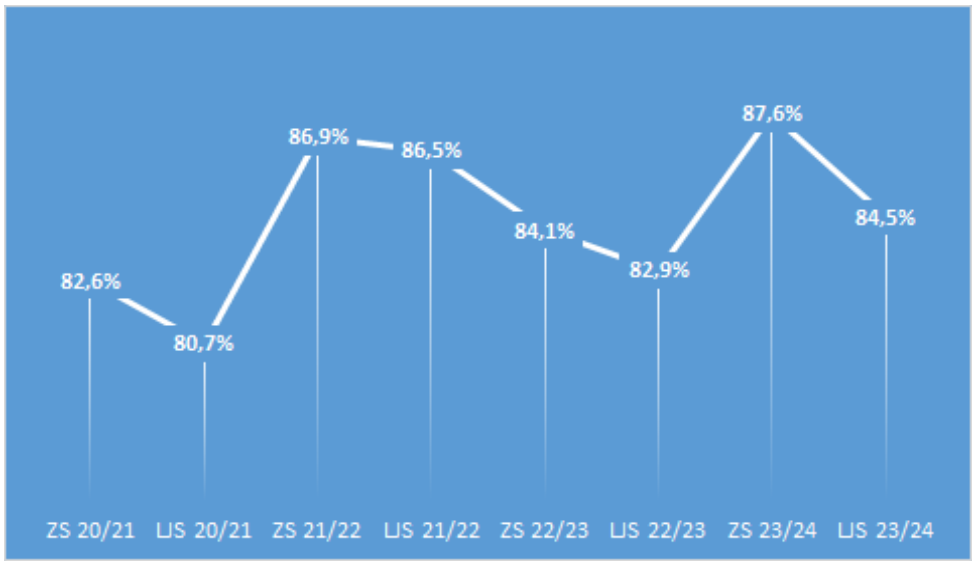


Chart 16. *Treats students correctly and respectfully*

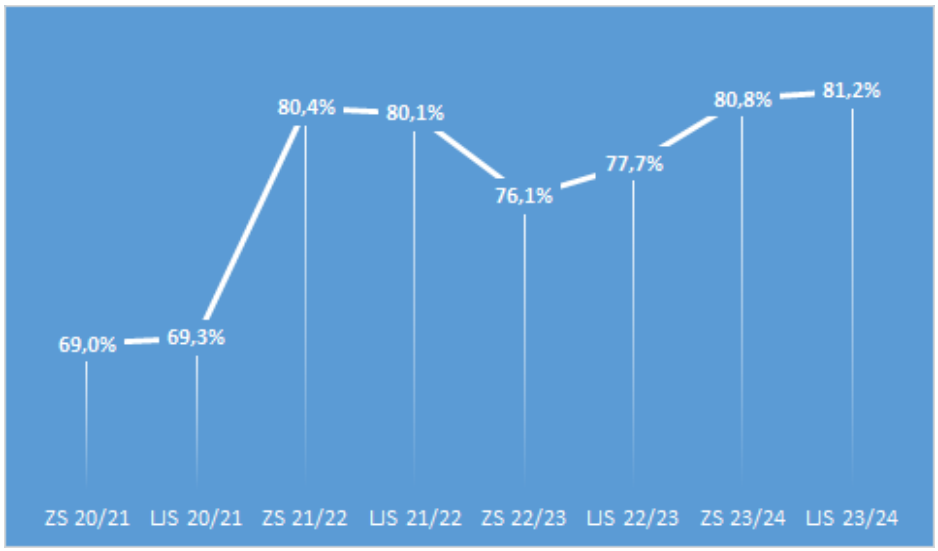


Chart 17. *Provides students with appropriate feedback and grading on their assignments*

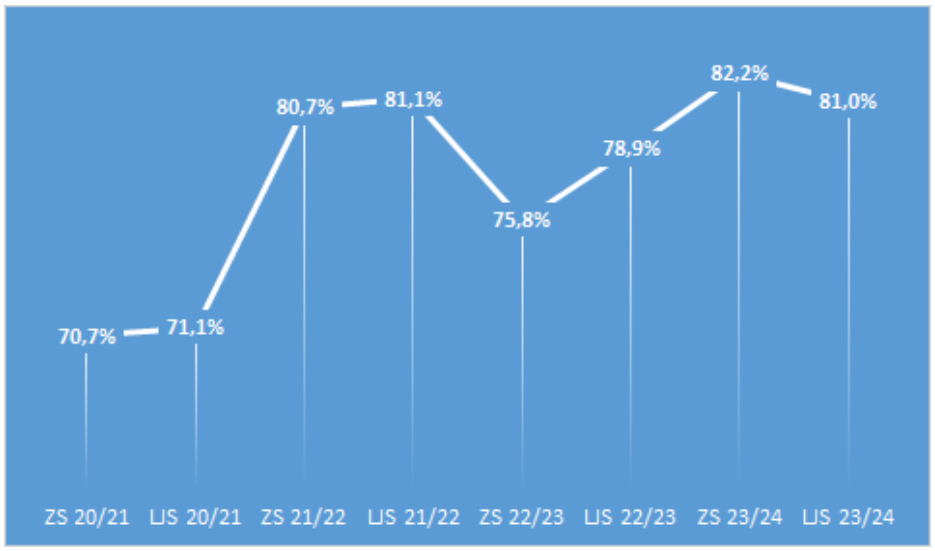


Chart 18**.** *Enables student consultations via the DL platform or email communication*

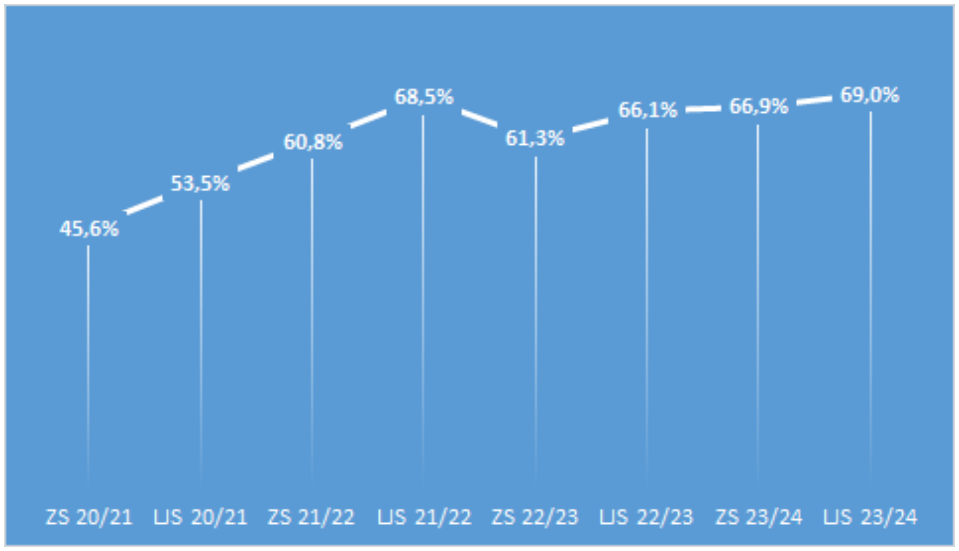


Chart 19. *Applies various work forms and methods*

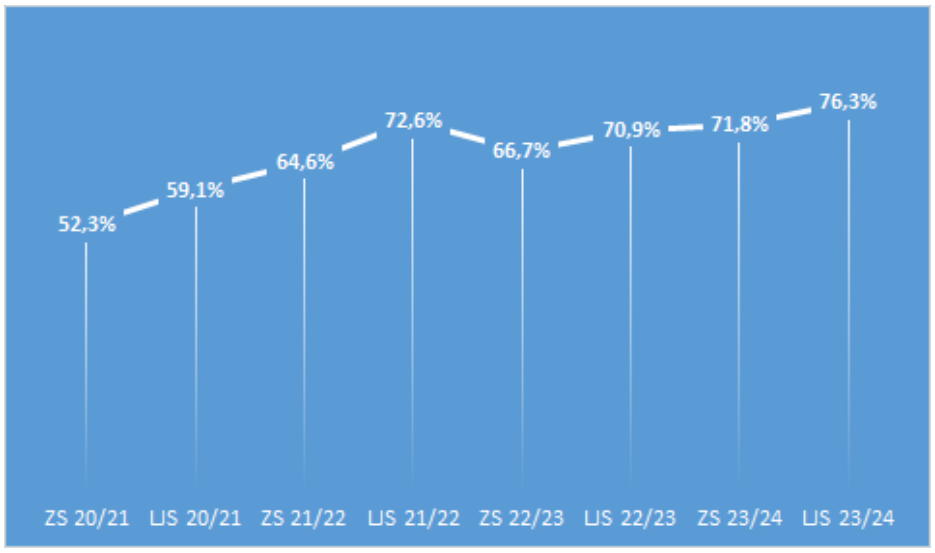


Chart 20. *Stimulates students to independent research and learning*

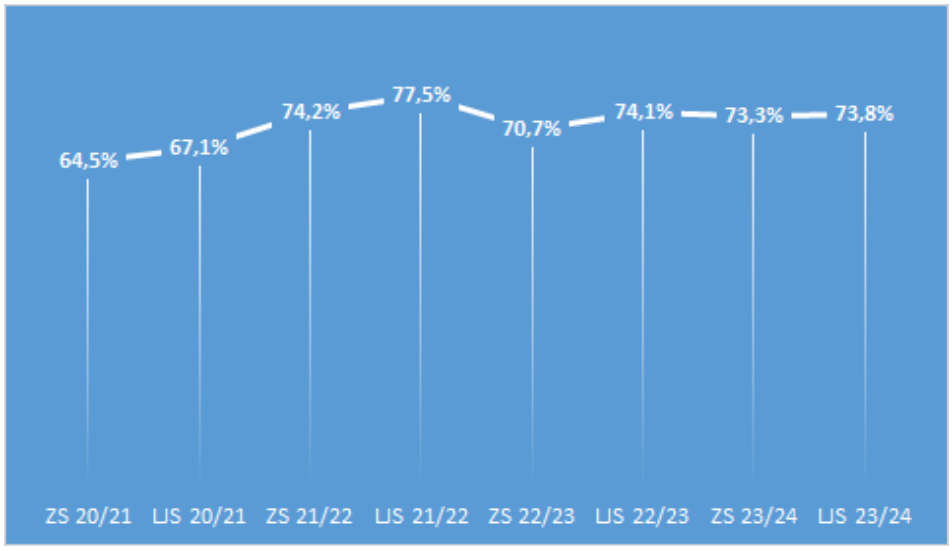


Chart 21. *General rating of teachers' and assistants' work*

Supporting claims b) and c), the table below presents the presence of unsatisfactory average grades (less than 2 on a scale of 1 to 5) on individual evaluation questions, teaching shortcomings based on open-ended questions, and the number of adopted corrective measures and additional recommendations by semester:

Semester	Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire?	Have any deficiencies in teaching been identified (based on the responses to open-ended questions)?	Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance?	Number of additional recommendations adopted for improving the teaching process
Summer semester 2018/19.	No	Yes	4	10
Winter semester 2019/20.	Yes	Yes	6	6
Summer semester 2019/20.	The questionnaire was adapted for online teaching	Yes	1	4
Winter semester 2020/21.	Yes	Yes	6	6

Summer semester 2020/21.	No	No	0	3
Winter semester 2021/22.	No	No	0	4
Summer semester 2021/22.	No	No	0	5
Winter semester 2022/23.	Yes	Yes	6	5
Summer semester 2022/23.	No	Yes	5	5
Winter semester 2023/24.	Yes	Yes	3	5
Summer semester 2023/24.	No	Yes	1	5

Table 7. *Presence of Unsatisfactory Average Grades on Individual Questions, Teaching Shortcomings, Adopted Corrective Measures, and Other Recommendations for Teaching Improvement*

The results of the 2021/22 Faculty Study Program Evaluation, including the Islamic Theology Study Program, were reviewed by the Quality Assurance Committee with the Dean's Office present. The Committee adopted the Report with a total of 50 recommendations, which was subsequently adopted by the Faculty Council.

Of the 47 adopted recommendations, 20 (42.5%) had been implemented by 29 October 2023, when the Faculty submitted the completed forms to the University Rectorate for the purposes of the University's internal institutional evaluation within the reaccreditation process (see the *Information on the data of the Faculty of Islamic Studies provided in the questionnaires for collecting data from organisational units required for the preparation of the report on the internal evaluation for the purpose of reaccreditation of the University of Sarajevo*, adopted at the 10th regular session of the Faculty Council held on 1 November 2023). By the time the Self-Evaluation Report was finalized, an additional four adopted recommendations had been implemented, bringing the total to 24 (51%).

It is important to note that the implementation of a significant number of the adopted recommendations depends on the actions, consent, or support of external factors, primarily the Islamic Community in Bosnia and Herzegovina (IZ BiH), as the Faculty's founder, and the Government of Sarajevo Canton (KS) (e.g., development of occupational and qualification standards, amendments to curricula and study programmes, funding for the recruitment of new staff, etc.).

From 2018 to 2020, the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, implemented a scientific research project on the competencies of the Islamic Community's workforce, the results of which were presented in the *Study on the Competencies of the Workforce of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: El-Kalem Publishing Centre and Faculty of Islamic Studies, 2022). The results of this research provide feedback from alumni of the Faculty of Islamic Studies and other faculties of the Islamic Community in Bosnia and Herzegovina, as well as employees of the Islamic Community who graduated from other faculties, and are relevant to the process of revising and innovating study programmes and systematically planning further professional development of staff. The study sought to identify areas for improving the competencies and qualification structure of employees within the Islamic Community in Bosnia and Herzegovina, in order to project future development needs and adapt the knowledge, skills and abilities of staff to new conditions, social changes, the demographic structure of the population they serve, and technological advances, thereby increasing overall work efficiency. Among other things, the study examined the competencies of imams, teachers/professors of Islamic Religious Education, educators in Islamic Community student dormitories, and teachers of Islamic subjects in madrasas (muderrises), which are occupations that, in accordance with the regulations of the Islamic Community in Bosnia and Herzegovina, may be pursued by graduates of the Islamic Theology Study Programme. The results of this study, which, among other things, link the competencies of Faculty graduates with labour market needs, will be used in the next revision of the study programmes.

During the 2019 revision of the Islamic Theology Study Programme, four courses were introduced with the aim of linking studies with practical training for labour market needs, namely *Imam-Muallim Practice I–IV*. The 2024 revision focused on aligning learning outcomes, teaching methods and methods for assessing student achievement at the course level with the programme learning outcomes, including the development of a logical matrix of learning outcomes. The 2026 revision was carried out on the basis of the decision of the Riyasat of the Islamic Community in Bosnia and Herzegovina of 18 March 2025, which established a proposal for amendments to the curriculum of the Islamic Theology Study Programme. Within this revision: (a) the programme learning outcomes were supplemented to include new courses that were not covered by the previous formulations of learning outcomes; (b) new compulsory courses were introduced (*Bosnian Language and Literature I, State and Law, History of Bosnia and Herzegovina, Islamic Community in Bosnia and Herzegovina, Islamic Pastoral Care, Logic, Contemporary Islamic Philosophy, Biography of Muhammad, peace be upon him (Sira),* and *Communicative Theology*); (c) the status of several courses was changed from compulsory to elective (*Dimensions of the Sunnah, Islamic Art, Qur'an Dictionary,* and *Theological Epistemology*); (d) the courses *Rhetoric and Sermon, History of Bosnia and Herzegovina and Institutions of the Islamic Community, Islamic Mission (Da'wa),* and *Methodology of Religious Education II* were removed from the curriculum; (e) several elective courses were introduced (*Academic Writing, Action Research, Qualitative Methodology, Non-profit Organization Management, Methodology of Religious Education II,* and *Sharia and Fundamental Human Rights*); and (f) three professional study visits were incorporated into the curricula of relevant courses.

The aforementioned amendments and additions to the curriculum were made on the basis of the document *Qualification Standard – Bachelor of Islamic Theology*, adopted by the Riyasat of the Islamic Community in Bosnia and Herzegovina as part of the higher education reform process within the Islamic Community in Bosnia and Herzegovina in 2025.

The relevance of the learning outcomes of the Islamic Theology Study Programme to the labour market has also been assessed by the competent bodies of the Faculty's founder – the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina – by granting their consent to the revisions of this Study Programme in 2019, 2020, 2024, and 2026.

Based on the conclusion of the Riyasat of the Islamic Community in Bosnia and Herzegovina, No. 02-03-2-2150-2/20 of 11 June 2020, the Centre for Training and Human Resources implemented a research project analysing the age and educational structure of the personnel of the Islamic Community in Bosnia and Herzegovina, in accordance with the *Rulebook on the Collection, Processing, Use and Protection of Personal Data in the Islamic Community*. In implementing this project, the Centre cooperated with the Directorate for Education and Science, the Directorate for Religious Affairs, and the organisational units and institutions of the Islamic Community in Bosnia and Herzegovina, including the Faculty.

3.9.1.3. *The higher education institution monitors and evaluates the realization of: the internationalization action plan, benefits from signed international cooperation agreements, percentage of foreign students and professors; number and progress of its students in professional training abroad; employment of graduates, etc.*

The Faculty does not have an adopted internationalization action plan of its own and, consequently, does not have procedures for monitoring and evaluating its implementation. However, the University has adopted the Strategy for the Development of International Cooperation (2018/2019–2022/2023), which defines one strategic objective, three operational objectives, and activities through which these objectives are to be implemented. The Strategy also provides concise descriptions of activities, deadlines, budget, activity holders, sources of funding, and indicators for monitoring the implementation of the Strategy, within the framework of the action plan (Chapter A.4).

This Strategy is incorporated as an integral part of the *Development Strategy of the University of Sarajevo for the period 2019–2023*, which identifies as strategic objective M1 the institutionalization of the internationalization process at the University, along with the strong development of conditions for strengthening "internationalization at home", with the aim of creating an attractive, stimulating, creative, and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

The *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024* identifies "Student and teacher mobility" as one of the strategic tasks under 7.1.5.

There are no adopted procedures at the Faculty level for monitoring the benefits of signed international cooperation agreements or the progress of students participating in professional development activities abroad. There is also no evidence that analyses of the benefits of international cooperation or professional development activities are conducted at the Faculty level, accompanied by recommendations for improvement measures. However, the International Relations Office of the University Rectorate prepares annual reports on the University's international cooperation with the aim of monitoring the number and benefits of signed international agreements, international outgoing and incoming mobility of students, teaching and non-teaching staff, as well as international projects.

The Quality Assurance Committee adopted, at its 7th session held on 30 August 2023, and subsequently the Faculty Council adopted, at its 8th regular session held on 6 September 2023, *the Report on the Employability of Faculty Graduates in the Period 2019–2022*, which also covered graduates of the Islamic Theology Study Programme, together with recommendations concerning activities aimed at: (a) increasing the employability of graduates in the institutions of the Faculty's founder; (b) strengthening the alignment of qualifications acquired at the Faculty with labour market needs through the development of occupational and qualification standards and the alignment of learning outcomes with these standards; and (c) the subsequent revision of study programmes with a view to aligning them with labour market needs. This demonstrates that the results of the employability analysis are taken into consideration and that improvement measures are planned in cooperation with the Faculty's founder. Moreover, during the self-evaluation process, some of the adopted recommendations have already been implemented (see Chapter 3.7).

3.9.1.4. *The quality, modernity, and accessibility of resources are evaluated through surveys of academic staff and students.*

The Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula at the University of Sarajevo (2018) stipulates that comprehensive evaluations of study programmes shall be conducted. In addition to other indicators, these evaluations include the assessment of the quality, modernity, and accessibility of resources related to study programmes.

As previously noted, the Faculty conducted a Study Programme Evaluation during the 2021/22 academic year, which also included the Islamic Theology Study Programme. Final-semester students were given the opportunity to evaluate, as part of this process, the quality, modernity, and accessibility of the resources related to the study programme, alongside other indicators of programme quality.

The results of the 2021/22 Study Programme Evaluation were reviewed by the Quality Assurance Committee in the presence of the members of the Faculty Management (the Dean, Vice-Deans, and the Secretary). The Committee adopted the Report on the Study Programme Evaluation, which presented the evaluation results and a total of fifty recommendations for the enhancement of the Faculty's study programmes. Subsequently, the Report was reviewed and adopted at the 7th regular session of the Faculty Council, held on 30 June 2022.

The Quality Assurance Committee, followed by the Faculty Council, adopted a number of recommendations accompanying the 2021/22 Study Programme Evaluation Report. Among other objectives, these recommendations aimed to improve the quality, accessibility, and modernity of the resources related to the study programmes (see the Information on the Data of the Faculty of Islamic Studies Included in the Questionnaires for Collecting Data from University Members Required for the Preparation of the Internal Evaluation Report for the Re-accreditation of the University of Sarajevo, adopted at the 10th regular session of the Faculty Council on 1 November 2023). The majority of these recommendations have since been implemented.

Examples of adopted recommendations	Implemented recommendations
The library should play an important role in improving the overall learning experience for students by: a) providing physical and digital access to library resources; b) offering physical space for learning, research, and team project work; c) conducting training/tutorials for students; and d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning). Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services: a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program; b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research; c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met; d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars) e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources; f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities; g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library	a) – g)

resources important for students' and teaching staff's research projects via the Faculty's website; h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks (such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly encouraging them to read, and assessing this type of student activity as part of their final grade.	
The Committee recommends: a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization; b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary; c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October.	a) – c)

Table 8. Examples of Adopted and Implemented Recommendations of the Faculty's Quality Assurance Committee regarding the 2021/2022 Faculty Study Program Evaluation Report

As previously noted, the Faculty's academic staff participated in the University-wide staff survey conducted for the purpose of evaluating the quality, modernity, and accessibility of resources supporting study programmes in the 2022/23 academic year, which also included the Islamic Theology Study Programme. According to the report submitted by the University's Quality Assurance Office via email to the Chairs of the Quality Assurance Committees of the University members on 24 November 2023, 23 out of the Faculty's 27 academic staff members (85.19%) participated in the survey.

At its 3rd session, held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the Report on the Results of the Survey of the Faculty's Academic Staff, together with recommendations for improvement. The Report was subsequently reviewed and adopted at the 6th regular session of the Faculty Council, held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's performance, particularly in the area of research activities.

The Report showed the following:

a) Academic staff rated the following criteria with an average score of 4.00 or higher:
- sense of belonging to the institution (4.78);
- sense of personal safety in the workplace (4.65);
- institutional image and reputation (4.64);
- job satisfaction (4.57);
- availability of office equipment and supplies (4.55);
- cleanliness and maintenance of the working environment (4.52);
- working conditions in offices and workplaces (4.50);
- the institution adequately addresses students' needs (4.50);
- technical equipment and support (4.45);

- communication between academic and administrative staff (4.45);
- the institution appropriately encourages, monitors, and evaluates the quality of the teaching process (4.45);
- the institution provides opportunities for academic staff to express suggestions and comments regarding the Faculty's operations (4.45);
- possibility to submit complaints and grievances without fear of retaliation (4.43);
- perception that the work of academic staff is recognised and appreciated (4.41);
- material and technical working conditions at the Faculty (4.41);
- availability of library resources (4.41);
- timely and efficient access to information (4.30);
- the institution promotes open communication and teamwork among employees (4.27);
- informal recognition of the contributions of academic staff (4.18);
- the institution appropriately encourages, monitors, and evaluates international cooperation and the mobility of academic staff, other employees, and students (4.09);
- the institution provides opportunities for professional development in teaching (4.09); and
- the institution provides opportunities for professional development in research (4.05).

b) Academic staff rated the following criteria with an average score of 3.99 or lower:

- formal recognition of staff contributions (3.95);
- the institution appropriately encourages, monitors, and evaluates research activities (3.95);
- the institution's research capacity (3.95);
- the number of administrative staff available to achieve institutional goals and perform work tasks (3.95);
- availability of relevant journal databases (3.73);
- the number of academic staff available to achieve institutional goals and perform work tasks (3.77); and
- workload related to duties not directly associated with teaching (3.27).

The Faculty Council adopted the recommendations of the Quality Assurance Committee aimed at improving the areas identified under item (b). Among other measures, these recommendations include introducing a practice of granting awards and recognitions to the most successful researchers among the academic staff, as well as for outstanding social and institutional contributions; ensuring the regular updating of academic staff research profiles (Google Scholar, ORCID, and COBISS) and the implementation of the Dean's decision requiring the recording of research and international cooperation activities using the prescribed reporting form; preparing an annual analysis of the scientific output of academic staff; initiating an interdisciplinary research project of significance for the Islamic Community or of broader societal importance through cooperation among several Faculty departments, as well as with departments of other faculties of the Islamic Community; involving third-cycle (doctoral) students in scientific conferences organised or co-organised by the Faculty; organising Doctoral Days at the Faculty to provide a forum for presenting and discussing the research progress of third-cycle students and for coordinating mentors' and doctoral candidates' participation in scientific conferences and the publication of joint research papers; ensuring that the Faculty Library subscribes to digital editions of leading international journals in the field of Islamic Studies; and defining regular weekly time slots for meetings of the Faculty's governing bodies, together with limiting the duration of such meetings, in order to reduce the administrative workload of academic staff.

3.10. ACADEMIC STAFF AND STUDENT MOBILITY

3.10.1.1. *The mobility of academic staff and students in the study program is promoted and enhanced through joint applications and participation in projects with other higher education institutions from the country and abroad.*

Activities aimed at promoting the mobility of students and academic staff through joint applications and participation in projects with other higher education institutions from the country and abroad are regulated and undertaken in accordance with the regulations governing the operation of the University, which the Faculty adheres to as a member institution, including:

a) *Law on Higher Education of Sarajevo Canton* of 2022 (Articles 108 and 109, paragraphs (1) and (2));
b) *Statute of the University of Sarajevo* of 2023;
c) Decision of the Senate on the Signing of Inter-Institutional Agreements;
d) *Regulations on Mobility at the University of Sarajevo* of 2018.

The existing legal and normative framework of the University provides a sufficient framework and quality platform for launching initiatives for student and teaching staff exchange projects. This is particularly true for the Erasmus student and staff exchange program, which is currently the main, most useful, and most frequently utilized mobility program by the Faculty's teachers and students, including its Islamic Theology Study Program.

A particular advantage of the current normative acts in this regard is their flexibility, which allows University member institutions to independently initiate and apply for KA171 and similar exchange programs within Erasmus and implement them independently in cooperation with partner institutions in circumstances where the number of signatory faculties from the University and participants in KA171 projects is fewer than three (3). In addition to dinamizing the process of initiating and signing agreements, this provides member institutions with a sense of trust and responsibility. It should also be noted that the University's International Cooperation Service performs its job quite correctly and professionally and provides maximum support to the Faculty's Vice-Dean for International Cooperation through the timely delivery of information needed to initiate and manage exchange projects and through constant support in unforeseen situations.

An alleviating circumstance is also the relatively high interest of partner faculties in cooperating with the Faculty through student and staff exchange, especially in certain European Union countries, which at times raises the question of the "optimal number" of such inter-faculty agreements.

On the other hand, it is noticeable that the procedure for signing and implementing Erasmus mobility agreements sometimes differs from one program country to another (e.g., Germany and Belgium differ significantly from Turkey and Slovenia), so it would be beneficial for the University's central international cooperation service to timely point out and clarify any potential differences. Furthermore, national education agencies—as the bodies that ultimately grant or deny consent for partner institutions' applications to launch KA171 and similar mobility projects—in certain countries (e.g., Turkey) mostly focus on student exchange, which can be an aggravating circumstance and a challenge to the "sustainability of agreements,"

especially in situations where "incoming students" do not possess sufficient knowledge of the Bosnian language.

In accordance with applicable normative acts, from 2019 to the present, the Faculty has successfully applied for and directly concluded Erasmus agreements with four (4) universities in Germany (Tübingen, Erlangen, Osnabrück, and Paderborn), one (1) university in the Netherlands (Radboud University), Belgium (Leuven University), Slovenia (University of Ljubljana), and Macedonia (Faculty of Islamic Sciences), as well as four (4) universities in Turkey (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University, Ibn Haldun University). Given that universities from "program countries," as holders of the right to access EU funds, propose how allocated funds are used, only certain Erasmus agreements involved the exchange of both teaching staff and students (Tübingen, Erlangen, Osnabrück, Leuven), while others involved exclusively teaching/administrative staff (Paderborn, Radboud, Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University). Among the latter (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University), the allocated funds were mostly of a limited character and mainly intended for "mutual visits" of administrative staff for international cooperation with the aim of planning, initiating, and deepening further cooperation. Additionally, due to the COVID-19 pandemic, certain funds for the 2019/20 academic year were not utilized (Radboud University). From 2019 to the present, a total of ten (10) of our teachers have participated in the Erasmus teaching staff exchange program, and nine (9) teaching staff representatives from our partner universities have visited the Faculty. Regarding student exchange, a total of ten (10) Faculty students have utilized the opportunity to participate in the Erasmus student exchange program, of which three (3) are students of the Islamic Theology Study Program. On the other hand, within the framework of Erasmus from 2019 to the present, a total of three (3) students from partner universities have visited the Faculty.

In addition to the Erasmus exchange program, in cooperation with the University's International Cooperation Service, one (1) Faculty student spends two (2) semesters each year at Qatar University to perfect the Arabic language—an activity that has been successfully implemented for the past six (6) years, with a total of nine (9) students having stayed at Qatar University under this program so far. In accordance with the "rotation" principle, this opportunity has so far been utilized by five (5) students of the Islamic Theology Study Program.

3.10.1.2. *Mechanisms for realizing bilateral and multilateral student exchanges with foreign higher education institutions through various programs and student exchange networks, with the recognition of time, grades, and ECTS credits earned during the exchange, are established.*

Mechanisms for realizing bilateral and multilateral student exchanges with foreign higher education institutions through various programs and student exchange networks with the recognition of time, grades, and ECTS credits earned during the exchange (e.g., Erasmus exchange programs) are established and function in accordance with the regulations governing the operation of the University, which the Faculty adheres to as a member institution, including:

1. *Law on Higher Education of the Sarajevo Canton* (2022), Articles 108 and 109, paragraphs (1) and (2), concerning student mobility;
2. *Statute of the University of Sarajevo* (2023), Articles 193, 194, 195 and 196;
3. *Regulations on Mobility at the University of Sarajevo* (2018).

Mechanisms for realizing and implementing bilateral and multilateral student/teaching staff exchanges primarily concern activities undertaken to promote, animate, and encourage students/teaching staff to participate in exchanges, monitor their implementation, and subsequently recognize earned ECTS credits and grades. In this sense, participation in mobility programs is promoted in cooperation with the University's International Cooperation Service by gathering relevant information on Erasmus exchanges, international scholarships, and international events and posting them on the Faculty's website. Secondly, the Faculty independently promotes mobility through additional presentations on available exchanges for students, discussions with representatives of the Faculty's Student Association, and calls for applications regarding exchange programs with partner universities with which we have directly concluded Erasmus agreements. Likewise, information on directly concluded Erasmus agreements is published on the website, as is the competition for Faculty student participation in active Erasmus programs.

The recognition of earned ECTS credits is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the Learning Agreement, and without conducting a special additional recognition procedure (Article 10 of the Mobility Rulebook), while respecting the principle of "maximum flexibility" (Article 11 of the Mobility Rulebook). In this regard, we have not encountered difficulties so far when recognizing earned ECTS credits for our outgoing students. In circumstances where students' rights to earned ECTS credits and passed courses are eventually contested, the dispute is resolved with the support of the Vice-Dean for Academic Affairs.

It is noticeable, however, that there is limited interest among our students in participating in Erasmus programs, and teaching staff have only recently begun to participate more intensively in exchange programs, justifying this mainly by excessive teaching and other obligations at the home institution.

3.10.1.3. ***The higher education institution strengthens the staffing and financial capacities of international cooperation services and two-way mobility of academic staff and students. This service monitors and evaluates mobility and submits an annual Report on the Mobility of Academic Staff and Students to the Senate with a proposal of measures for improvement.***

The University's International Cooperation Service is tasked with promoting and implementing international cooperation and student and teaching staff exchange projects and programs, monitoring the University's participation in international networks and memberships, organizing the International Staff Week, scholarship fairs, and organizing the "Exhibition+" exhibition and similar activities in promoting the University's international cooperation. The service consists of the Vice-Rector for International Cooperation, the head of the service, and professional associates who, in cooperation with the member institutions' vice-deans for international cooperation, plan and implement the University's international activities.

Unlike the University, the Faculty—as its sub-organizational unit—does not have an international cooperation service; thus, tasks and activities within the international cooperation portfolio are performed by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging "student volunteers," i.e., international cooperation associates, dates back to the 2021/22 academic year, which further dinamized international cooperation activities given that their scope and volume exceed the capacities of the Vice-Dean. However, this has also revealed weaknesses in the "temporary" engagement of

student volunteers in such tasks. Bearing in mind that this is a recent practice, work is still underway to precisely define the obligations and rights of "student volunteers" as well as to find a higher-quality solution for international cooperation associate tasks, because student engagement is usually voluntary and of a temporary character, ending with the academic year, which makes it difficult to develop long-term continuity in the international cooperation team. The Vice-Dean, supported by "student associates," usually monitors and assesses the success of implemented mobilities, occasionally conducting surveys among students, though standardized procedures for evaluating mobility do not yet exist.

B. ISLAMIC RELIGIOUS EDUCATION AND RELIGIOUS PEDAGOGY STUDY PROGRAM

3.1. QUALITY ASSURANCE POLICY OF STUDY PROGRAMS

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

As a full member of the University, the Faculty refers to the quality assurance policy adopted at the University level. At its 43rd regular session held on 30 November 2017, the University Board adopted the *Decision on the Establishment of the Quality Assurance and Quality Management System at the University of Sarajevo* (Decision No. 02-8395/17), an integral part of which is the *University of Sarajevo Quality Policy*. Pursuant to this Decision, the primary normative framework of the quality assurance and quality management system consists of the general acts of the University: the *Statute*, the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, the *Rules of Study for the First, Second and Third Cycles of Study*, and the *Rules on More Detailed Criteria for the Promotion of Academic Staff*. The Decision is of a general nature and applies to quality assurance in various aspects of study programmes, including educational and scientific research activities, as well as the work of professional, administrative and technical staff.

In December 2023, the University Senate adopted the Quality Manual, within which *the University Quality Policy and the Study Program Quality Policy* were modernized. According to the Study Program Quality Policy, the University's strategic commitment is to recognize and support excellence as the fundamental pattern of behavior for all participants in the realization of study programs—primarily staff and students—and to ensure conditions for achieving high program quality standards. Among other things, study program quality is ensured through: establishing working methods and standards that encourage excellence and creativity; harmonizing the University's activities with European and national quality assurance standards, laws, and other regulations at all levels in BiH and University regulations; continuous evaluation of the achieved level of study program quality by all relevant actors, along with the adoption of measures to eliminate observed deficiencies and improve quality; development of new and modernization of existing study programs; improvement of teaching delivery methods, including teaching methods and examination procedures; providing support to staff and students in their pursuit of excellence through the encouragement of mobility and professional development; and strengthening internationalization, among others.

The starting normative basis for study program quality assurance consists of the following University regulations:

- *University Statute* (2023):

Part Eight of the Statute is dedicated to the quality assurance and management system, and relates to:

a) functions and goals of the University and its member institutions;
b) quality assurance procedures within the management structure;
c) realization of study programs;
d) improvement of student knowledge checking and grading processes;

e) introduction and strengthening of self-assessment, benchmarking, and peer review practices as mechanisms of continuous quality improvement at the University and member institutions;
f) scientific-research, artistic, and artistic-research activities of University member institutions;
g) human resources;
h) infrastructure of the University and member institutions;
i) information systems and technologies;
j) information and access to information; and
k) international cooperation.

- *Regulations on the Quality Assurance and Management System* (2019):

This Regulation is currently undergoing amendments with the aim of aligning it with the new *Law on Higher Education (2022)*, *Statute of the University (2023)*, and the new *Regulation on the Accreditation of Higher Education Institutions and Study Programmes in Sarajevo Canton (2023)*.

- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies* (2023);
- *Rules of Study for the Third Cycle of Study at the University* (2024).

A number of other regulations have also been adopted governing internal quality assurance procedures for study programmes, including:

- *Regulation on the Awarding of Academic and Scientific Research Staff at the University of Sarajevo Based on Research Results* (2022);
- *Regulation on the Awarding of Librarians* (2022);
- *Regulation on Commendations and Awards* (2021);
- *Regulation on the Procedure for the Adoption and Amendment of Study Programmes* (2024);
- *Regulation on the Procedure for Proposing, Evaluating and Adopting New Curricula and Amending Existing Curricula* (2018);
- *Regulation on Mobility* (2018);
- *Regulation on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula* (2018);
- *Regulation on the Use of Plagiarism Detection Software* (2020).

Provisions on the quality assurance system are also contained in *the Faculty Rules* (Articles 41, 179–182), adopted by the Faculty Council (No. 03-03-9. Elek. Sjed.-1115/21 of November 9, 2021) in accordance with Article 4 of the Agreement on the Status and Operation of the Faculty of Islamic Sciences in Sarajevo within the University of Sarajevo (No. 02-38-31300/16 of October 27, 2016), concluded between the Sarajevo Canton Government and the IC in BiH. The Rules were approved by the Faculty Steering Board on December 29, 2021, the Riyasat of the IC in BiH (No. 02-03-2-220-4/22 of March 24, 2022), and the University Senate (01-698/22 of April 27, 2022). However, given the adoption of the new Sarajevo Canton Law on Higher Education in 2022 and the new University Statute in 2023, the Faculty is obligated to

harmonize the adopted Rules with these regulations before re-seeking approval from the University Senate and the Sarajevo Canton Government.

Additionally, provisions on the internal quality assurance system at the Faculty are contained in the Rulebook on Internal Organization and Job Systematization at the Faculty (2024) (Articles 7, 12, 16, 49–51).

Pursuant to Article 6 of the Rulebook on the Quality Assurance and Management System at the University of Sarajevo (2019), the quality assurance and management system at the University and its member institutions consists of:

a) University Quality Management Board;
b) University Quality Assurance Service;
c) Member institution quality assurance boards;
d) Member institution quality assurance offices; and
e) Expert and advisory bodies of the University/member institutions responsible for quality assurance in specific areas.

To improve the quality assurance system at the Faculty, the Faculty Council adopted decisions in 2019 appointing the Vice-Dean for Quality and the Quality Assurance Committee, which consists of representatives of management, teaching and non-teaching staff, and students. Students have representatives from both the first and second cycles of study within the Committee. These decisions testify to the endeavor to establish a quality culture and raise awareness of its importance at the Faculty, as well as the Faculty's integration into the integrated quality assurance and management system at the University.

The organization of the quality assurance and management system at the Faculty, pursuant to Article 6 of the *Regulations on the Quality Assurance and Management System at the University of Sarajevo* (2019), Article 41 of the *Faculty Rules* (2021), and Articles 7, 12, 16, 23, and 49–51 of the *Regulations on the Internal Organization and Job Classification at the Faculty of Islamic Studies, University of Sarajevo* (2024), consists of:

- Vice-Dean for Quality;
- Quality Assurance Committee;
- Quality Assurance Office; and
- Expert and advisory bodies responsible for quality assurance in specific areas.

The organization of the quality assurance and management system at the Faculty is an integral part of the integrated quality assurance and management system at the University.

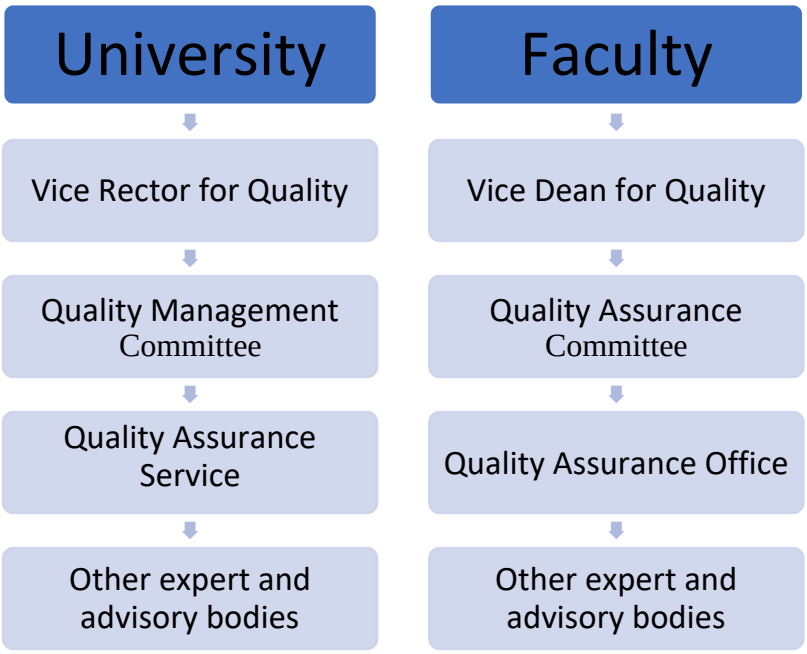


Chart 22. *Organization of the Quality Assurance and Management System at the University and the Faculty*

The composition of the Quality Assurance Committee—pursuant to the Faculty Council Decision on Amending the Decision on Appointing Faculty Commissions (No. 03-1-2.red.sjed.-1095/24 of November 6, 2024) and Decisions of the Faculty Student Association (No. 03-01-1078/24 of November 4, 2024, and No. 03-01-1268/24 of December 4, 2024)—consists of:

1. Prof. Dr. Nedim Begović, Chair, Vice-Dean for Quality;
2. Prof. Dr. Ahmet Alibašić, Vice-Dean for Teaching, representative of the teaching staff;
3. Prof. Dr. Dina Sijamhodžić-Nadarević, representative of the teaching staff;
4. Nura Hodžić, MA, representative of the non-teaching staff;
5. Ahmed Avdibašić, representative of the first-cycle students; and
6. Mubina Suljić-Solo, representative of the second-cycle students.

Tasks falling within the scope of work of the Quality Assurance Office have been performed by Faculty Student Office employees since 2019. Since June 2024, a professional associate has been engaged at the Faculty in the Quality Assurance Office at 50% working hours.

Quality policies are published on the websites of the University and the Faculty. University regulations forming the normative basis of the quality assurance and management system are published on the websites of the University and the Faculty. Faculty regulations forming the starting normative basis of the quality assurance and management system are published on the Faculty website.

There is ample evidence of the application of the adopted quality assurance policy at the Faculty. Internal quality assurance processes encompass all key activities of the Faculty: teaching, research, and expert, administrative, and technical support processes. Examples of activities ensuring teaching quality include: semester evaluations of the teaching process on the Islamic Religious Education and Religious Pedagogy Study Program (IRERP), evaluation

of the Islamic Religious Education and Religious Pedagogy Study Program, control of the compliance of requests for launching/amending the curriculum and syllabus of the Islamic Religious Education and Religious Pedagogy Study Program with standards and norms, application of incentive measures for top-performing teachers and associates, organization of professional seminars for teaching staff, and management of information regarding various aspects of the Islamic Religious Education and Religious Pedagogy Study Program, among others. Examples of activities ensuring scientific research quality include: encouraging teaching staff to participate in international and domestic scientific-research projects, stimulating disciplinary and interdisciplinary projects at the Faculty level, encouraging the inclusion of students in teaching staff projects, encouraging teaching staff to submit applications to public calls of federal and cantonal governments for co-financing scientific-research projects, and organizing professional seminars, among others. The quality of expert-administrative and technical support processes is ensured through the organization of professional training and the evaluation of non-teaching staff work, in accordance with the adopted Rulebook on Evaluating Non-Academic Staff Work at the Faculty.

Annual evaluation of non-teaching staff work effectiveness encompasses four phases:

a) planning work goals;
b) mentoring, i.e., monitoring the realization of work goals;
c) evaluation (involving students, teaching staff, and direct superiors); and
d) application of incentive and corrective measures.

Evidence of the application of the quality assurance policy is presented in more detail in relation to other criteria (see, e.g., Criterion 9, "Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs," where the application of *the Rulebook on Evaluating Academic Staff Work and the Success of Curriculum and Syllabus Implementation is explained).*

The Faculty does not have its own adopted development strategy, given that the preparation and adoption of a strategy for IC in BiH institutions falls under the competence of the Riyasat of the IC in BiH (Article 17 of the Rulebook on *the Organization and Work of the Riyasat, 2014).*

However, through the preparation, adoption, and realization of annual work plans, the Faculty has actively participated in the implementation of two overarching strategies relevant to its operation:

a) *Strategy for the Development of the University of Sarajevo for the Period 2019–2023,* which provided for three strategic goals in the field of quality assurance:

1) Q1. Strengthening capacity for internal quality assurance;
2) Q2. Ensuring higher education quality standards at the University; and
3) Q3. Promotion and support of excellence; b) Strategy for the Development of Higher Education and Scientific-Research Work of the IC in BiH for the Period 2014–2024, which envisioned "Quality Assurance and Control" as a strategic task.

b) Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024, which identified “Quality Assurance and Quality Control” as a strategic task.

The adopted strategic goals within the overarching strategies are operationalized through the Faculty's annual work plans, which regularly include activities aimed at achieving continuous improvement across all segments of the Faculty's activities. This means that the internal quality assurance policy constitutes an integral part of the Faculty's strategic management.

To date, comprehensive analyses of the implementation of ***the Strategy for the Development of Higher Education and Scientific-Research Work of the IC in BiH for the period 2014–2024*** have not been conducted. The absence of adopted action plans for the realization of this strategy with designated activity holders, timeframes, performance indicators, and resources makes it difficult to monitor its implementation. Nevertheless, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the field of quality assurance. In December 2023, the Faculty Council adopted *the Report on the Implementation of Overarching Higher Education Strategies in the Field of Quality Assurance and the Action Plan for the Improvement and Enhancement of the Quality System at the University of Sarajevo for the Period 2020–2024.*

Activities through which strategic task 7.1.2., "Quality Assurance and Control," in the Strategy for the Development of Higher Education and Scientific-Research Work of the IC in BiH 2014–2024 was implemented at the Faculty are described in Table 2. It contains updated data compared to the previously mentioned report adopted by the Faculty Council. For clarity of the report text, it has been separated as Appendix 3 of the Self-Evaluation Report.

At the University level, action plan formats for implementing ***the University Development Strategy (2019–2023)*** have not been standardized, which could have facilitated monitoring its implementation. Nevertheless, we can state that the Faculty has actively participated in the implementation of adopted strategic and operational goals in the field of quality assurance, conducting activities described in Table 3. It contains updated data compared to the previously mentioned report adopted by the Council. Table 3 is included in the Self-Evaluation Report as Appendix 4.

The Faculty has also participated in implementing the ***Action Plan for the Improvement and Enhancement of the Quality System at the University of Sarajevo (2020–2024):***

a) A1.4a Monitoring activity realization according to adopted rulebooks

The Faculty continued to apply *the Rulebook on Student Evaluation of Academic Staff Work and the Success of Curriculum and Syllabus Implementation* through regular semester evaluations of teaching quality on the Islamic Religious Education and Religious Pedagogy Study Program (during the pandemic, evaluations were adapted to digital environment delivery) and one evaluation of the quality of realization of the Islamic Religious Education and Religious Pedagogy Study Program (in the 2021/22 academic year).

Pursuant to the *Regulations on Awards for Academic and Scientific Research Staff*, two Faculty professors ranked second and fifth, respectively on the list of recipients of University recognitions and awards for 2021. Faculty professors were also recipients of University awards for scientific research in 2020, 2022, and 2023.

Pursuant to the Rulebook on Rewarding Librarians, the Faculty librarian achieved 2nd place based on the decision of the University Library-Information System Board of June 3, 2022. Pursuant to the Rulebook on Awards and Recognitions, at the University Senate session of November 22, 2023, the Report of the University Recognition Award Board (No. 0105-11992/23) was adopted, according to which a Faculty student with a GPA of 10.00 ranked first among the most successful students of the University in the 2022/23 academic year.

b) *A1.4b Drafting and harmonizing relevant documents, rulebooks, and procedures accompanying quality activities foreseen by laws and quality standards*

The Faculty participated in the public debate on the draft Sarajevo Canton Law on Higher Education (2022), the draft University Statute (2023), and the draft Study Rules for the First and Second Cycles of Study (2023).

c) *A1.5a Defining data processing methods and the list of indicators used to assess the quality of teaching and study program realization*

The Faculty's Quality Assurance Committee adopted the documentation for student evaluation of academic staff teaching work, defining data processing methods and the list of indicators (questionnaire items) used to assess the quality of teaching and study program realization (Minutes of the 2nd Committee Session of June 5, 2020, No. 20/20, June 25, 2020). The indicator list was adopted at the 43rd session of the Faculty Council on June 10, 2020, alongside the Committee's Report on the analysis of Student Evaluation of Academic Staff Work in the 2019/20 winter semester with recommendations. Additionally, the Committee adopted the list of indicators used to assess the quality of study program realization (Study Program Evaluation Questionnaire) (Minutes of the 2nd Session of February 25, 2022, No. 22/22, March 16, 2022). The indicator list was adopted at the 7th session of the Faculty Council within the Report on Study Program Evaluation in 2021/22.

d) *A1.5b Drafting reports on conducted academic staff evaluation procedures and curriculum and syllabus evaluation*

The Faculty Council adopts regular semester reports on conducted evaluation procedures of academic staff work on the Islamic Religious Education and Religious Pedagogy Study Program, starting from the summer semester of 2018/19, while in the 2021/22 academic year, the Report on the Evaluation of the Faculty's Five Study Programs was adopted, which included the evaluation of the Islamic Religious Education and Religious Pedagogy Study Program.

e) *A1.5c Annual integrated report on conducted evaluations of academic staff work and curriculum and syllabus evaluation across all faculties*

The Faculty's Vice-Dean for Quality submitted the teaching evaluation reports for the 2021/22 winter and summer semesters to the Vice-Rector for Quality and the Quality Assurance Service on May 31, 2023. Furthermore, the Vice-Dean submitted the teaching evaluation reports for the 2022/23 winter and summer semesters on November 30, 2023. These reports encompassed teaching evaluation on the Islamic Religious Education and Religious Pedagogy Study Program.

f) *A1.5d Introducing surveys for teachers*

Faculty teaching staff participated in November 2023 in the University Rectorate Quality Assurance Service survey on the availability, quality, and contemporaneity of resources related to study programs in 2022/23, including the IRERP Study Program. According to the survey report submitted by the Head of the University Rectorate Quality Assurance Service on November 24, 2023, to the Chairman of the Faculty's Quality Assurance Committee, 23 teachers and associates of the Faculty participated (76.7% of academic staff). *According to survey results, the Faculty was the second-ranked member institution regarding academic staff satisfaction with various aspects of the institution's work.*

g) *P1.6 Transferring well-defined quality management processes in teaching to other areas*

Starting in mid-2022, Faculty management began conducting quality evaluations of expert, administrative, and technical support processes, i.e., non-academic staff work effectiveness, based on *the adopted Rulebook on Evaluating Non-Academic Staff Work (2022).* Implementation includes:

a) setting semi-annual/annual work goals with deadlines for realization (direct superior in agreement with the worker);
b) periodic meetings between the direct superior and worker to monitor work goal realization and provide necessary instructions and guidelines;
c) evaluating work based on work goal realization, application of competencies necessary for job tasks, Quality Assurance Committee reports on support process quality (prepared based on support process evaluations conducted by teaching staff and students); and
d) applying evaluation consequences (recognitions and financial rewards for the most efficient workers, and application of corrective measures).

3.1.2.2. *The quality assurance policy of study programs is aimed at promoting: research work, learning and teaching, mobility and internationalization in study programs, and the prevention of plagiarism in teacher papers and student final theses across all study cycles.*

Pursuant to *the Decision on the Establishment of the Quality Assurance and Management System at the University of Sarajevo* (2017), the University's quality assurance and management system is aimed at the continuous improvement of educational work—i.e., learning and teaching—scientific-research work, and alignment with European higher education integration processes, which implies the realization of mobility and internationalization goals.

The modernized Study Program Quality Policy adopted by the University Senate in December 2023 proclaims the University's commitment to developing new and modernizing existing study programs with continuous innovation and improvement of teaching content in accordance with the development of science, technique, technology, economy, and society, nurturing authenticity arising from tradition and the best national and international practices. It also expresses readiness to improve teaching delivery methods, teaching methods, and knowledge checking centered around the student, as well as encouraging and strengthening internationalization and providing support to staff and student mobility.

To promote the quality of learning and teaching, the University Senate adopted the Rulebook on Student Evaluation of Academic Staff Work and the Success of Curriculum and Syllabus Implementation at the University of Sarajevo (2018). To promote scientific-research work, the Rulebook on Rewarding Academic and Scientific-Research Staff of the University of Sarajevo Based on Scientific/Artistic Work Results (2022) was adopted. To regulate and promote mobility and internationalization, *the University of Sarajevo Mobility Rulebook (2018 and 2019)* was adopted.

The University Development Strategy 2019–2023 provides for operational goals serving to promote:

a) research work:
   Q3.2. Promotion and support of scientific-research excellence at the University;
b) learning and teaching:
   Q2.2. Improvement of the quality of the teaching process, and Q2.3. Improvement of the quality of teaching and associate staff;
c) mobility and internationalization in study programs:
   Q3.3. Promotion and support of teaching and non-teaching staff and student mobility.

The Rulebook on Student Evaluation of Academic Staff Work has been applied at the Faculty through regular semester evaluations of the teaching process and comprehensive study program evaluation. Comparing adopted semester teaching evaluation reports from the summer semester of 2018/19 to the summer semester of 2023/24 leads to the conclusion that there is continuity in improving the quality of teaching and instruction (see Chapter 3.9.).

Among the recipients of University Senate recognitions and awards, pursuant to the criteria of the Rulebook on Rewarding Academic Staff for Scientific Work Results, were Faculty professors continuously in the period from 2020 to 2023.

In accordance with the Mobility Rulebook, Faculty teachers and students participate in the Erasmus exchange program. However, systematic analyses of the effects of applying this Rulebook at the Faculty have not been conducted.

Additionally, analyses have not been conducted on the extent to which the Faculty participated in realizing the operational goals of the University Development Strategy 2019–2023 aimed at promoting research work, learning and teaching, mobility, and internationalization.

The University Statute contains provisions aiming to protect against academic fraud and promote a system of ethical rules of an academic character (Articles 260 and 261). This area is regulated in more detail by:

- *Ethical Code of the University of Sarajevo* (No. 01-38-1696-1/12 of 27 June 2012);
- *Decision of the Senate of the University of Sarajevo on Amendments to the Ethical Code of the University* (No. 01-14-192/21 of 29 September 2021);
- *Rulebook on the Use of Plagiarism Detection Software at the University of Sarajevo* (No. 01-01-2785/18 of 28 March 2018).

The Faculty appoints an Ethics Commission and a Student Disciplinary Responsibility Commission every two years (see Decision on Appointing Commissions adopted at the 10th regular Council session held on October 12, 2022).

The University's plagiarism detection software is used to check for plagiarism in scientific/professional papers published by the Faculty's academic staff and teaching assistants in the journal *Proceedings of the Faculty of Islamic Studies*, as well as in doctoral dissertations. In addition, since 24 November 2023, the Faculty's academic staff have been able to use the plagiarism detection software to check final theses at the Second Cycle of Study. As regards the First Cycle Study Programmes, the preparation of final theses is not envisaged.

3.1.2.3. *The policy supports the development of a quality culture in which all internal participants contribute to the quality of study programs, and defines the manner of involving external participants therein.*

The University's Study Program Quality Policy expresses commitment to systematic monitoring of quality improvement indicators and continuous evaluation of the achieved level of quality of University study programs by all participants in the teaching process, employers, the social community, and study program accreditation institutions with the aim of ensuring full implementation of all goals and activities formally defined by University quality policies, and in the case of observed deficiencies, dedicated reassessment, adoption of measures for their elimination, and learning from such experience.

Pursuant to Article 8 of the Rulebook on the Quality Assurance and Management System at the University of Sarajevo, the University Quality Management Board includes representatives of all internal participants in higher education activities: University management (Rectorate), teaching and non-teaching staff, and students. Pursuant to Article 15 of this Rulebook, member institution quality assurance committees also include representatives of all internal participants: Faculty management, teaching and non-teaching staff, and students.

Pursuant to Article 6 of the Rulebook on Internal Organization and Job Systematization at the Faculty of Islamic Sciences of the University of Sarajevo, the Faculty Quality Assurance Committee has five members: one management representative (Vice-Dean for Quality), two teaching staff representatives, one non-teaching staff representative, and two student representatives (from the first and second study cycles).

Pursuant to Article 109 of the University Statute (2023), member institution councils include teachers, associate representatives, a professional non-teaching staff representative, the student vice-dean, and student representatives from all three study cycles. Pursuant to Article 26 of the Faculty Rules (2021) and the Decision on Constituting the Faculty Council for the 2024/25 Academic Year (No. 03-01-874/24 of October 1, 2023), the Faculty Council consists of: full-time teachers at the Faculty, full-time associate representatives at the Faculty, a professional non-teaching staff representative, the student vice-dean, and student representatives from all three study cycles.

Processes and structures for developing the Faculty's quality assurance policy also include external stakeholder groups whose roles are presented below:

a) The Islamic Community in Bosnia and Herzegovina (IC BiH), through the Administration for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina and the Faculty's Governing Board, exercises founding and governance rights over the Faculty. The manner of involvement of the IC BiH is regulated by the *Agreement on the Status of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (2016), Articles 72, 97, 103 and 170 of the *Law on Higher Education of Sarajevo Canton* (*Official Gazette of Sarajevo Canton*, No. 36/22), and the *Rules of the Faculty* (2021), as well as by the regulations of the IC BiH, namely the Constitution of the IC BiH (2014), the *Rules on Institutions of the IC BiH* (2014), the *Rulebook on the Organization and Work of the Riyasat* (2014), and other relevant regulations.

The Faculty is obliged to apply founder regulations in its work. At the same time, Faculty regulations, the launch and revision of study programs, curricula and syllabi, academic staff appointments, the appointment and dismissal of the dean, employment at the Faculty, the annual work plan, budget, work reports, and others must obtain the necessary approvals from the founder's bodies. Additionally, given that most Faculty graduates are employed as IC in BiH officials, the IC in BiH, in its capacity as an employer, is interested in the quality of study programs at the Faculty and the alignment of learning outcomes with its needs.

In an effort to enhance the involvement of the bodies of the Islamic Community of Bosnia and Herzegovina (IC BiH) in the quality assurance of study programmes, the Faculty Council, in June 2022, within the *Report on the Evaluation of Study Programmes in 2021/22*, adopted a recommendation of the Quality Assurance Committee to launch an initiative towards the Founder for the development of occupational standards and qualification standards within the IC BiH. The Faculty Council's conclusions and decisions of June 2022 In 2023, the Faculty Council subsequently adopted an initiative for the development of the Occupational Standard – Imam and proposed the participation of Faculty representatives in the work of the team responsible for developing this standard.

The Riyasat of the IC in BiH adopted the Decision on Appointing a Commission for Drafting Proposals of Occupation Standards and Qualification Standards in the IC in BiH (No. 02-03-2-1847-2/24 of April 25, 2024), which includes representatives of the Directorate for Education and Science, the Directorate for Religious Affairs, and the Directorate for Legal and Administrative Affairs of the Riyasat of the IC in BiH, the Council of Muftis of the IC in BiH, the Faculty of Islamic Sciences of the University of Sarajevo, the Islamic Pedagogical Faculty of the University of Zenica, the Islamic Pedagogical Faculty of the University of Bihać, and the IC in BiH Training and Personnel Center. In the period from April 10 to October 24, 2024, the Commission prepared draft standards for eleven occupations and draft standards for three qualifications acquired by completing the first cycle of study at IC in BiH higher education institutions. The Riyasat of the IC in BiH adopted the standards in draft form at its 30th regular session held on November 8, 2024, and in final version by Decision No. 02-03-2-2-2249-2/25 of May 15, 2025.

b) The wider social community encompasses Faculty alumni, the government sector, media, and the general public.

In this context, it is significant to mention that the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the IC in BiH, realized a scientific-research project resulting in the publication of the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (2022). The study, among other things, contains an analysis of the competencies of Faculty alumni to perform the occupations of imam, Islamic religious education teacher/professor, teacher of Islamic subjects in madrasas (*mudarris*), and educator in IC in BiH student dormitories, and was used as one of the sources when drafting occupation standards and qualification standards in the IC in BiH.

The government sector influences the implementation of quality assurance policy through the adoption of laws and bylaws governing higher education, framework higher education development strategies, granting approvals for the establishment of new higher education institutions and new member institutions/departments at existing institutions, determining student quotas at public higher education institutions, approving budgets, and participating in the management of public higher education institutions via representatives on steering boards. The involvement of the Sarajevo Canton Assembly and Government is prescribed by the Sarajevo Canton Law on Higher Education, including provisions contained in Articles 24, 32, 45, 50, and 58.

The Faculty strives to regularly and timely inform the general public about all aspects of its operation through its own and the Founder's and University's websites, by inviting media representatives to events at the Faculty, and through academic staff participation in media programs concerning current social topics.

The Guidelines on Ensuring Public Transparency of Work and Publication of Mandatory Content on Official Websites of Organizational Units of the University of Sarajevo (No. 01-12-116/21 of July 22, 2021) prescribe mandatory content that must be available on University member institution websites. In accordance with these Guidelines, a section titled "Public Transparency of Faculty Work" has been created on the Faculty website where the prescribed mandatory content is published.

3.2. DESIGN AND APROVAL OF STUDY PROGRAMS

3.2.2.1. *The higher education institution has established procedures for the creation and adoption of study programs that include students and all interested stakeholders.*

The procedure for initiating new and revising existing study programmes is regulated by the following acts: the *Law on Higher Education of the Sarajevo Canton* (Article 51), the *Statute of the University of Sarajevo* (Article 159), the *Agreement on the Status of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (Article 11), and the *Regulations on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo*.

The *Regulations on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo* of 2024 (hereinafter referred to as the *Rulebook*) prescribe the procedure and conditions for the adoption of new study programmes and the adoption of amendments and supplements to existing study programmes of the first, second and third cycles, integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional and specialist studies at the University of Sarajevo, as well as other non-cycle study programmes.

According to the Rulebook, the procedure for adopting new study programs at the University is initiated by the University Senate upon the initiative of the proposer, i.e., the organizational unit. The initiative to launch the procedure, along with a proposed list of reviewers, is submitted to the Senate via the Council of Groups. If it accepts the initiative, the Senate issues a decision accepting it, appoints reviewers to assess the proposed study program, and instructs the proposer to submit a proposal for the adoption of the new study program with the documentation prescribed by Article 7 of the Rulebook within 12 months. If the proposal is not submitted within the prescribed period, the proposer may re-submit the initiative.

The proposer submits the proposal for the adoption of a new study program to the Senate via the Council of Groups, following a positive opinion for the continuation of the procedure from the Teaching Service of the University of Sarajevo, the UNSA Quality Management Board, and the Teaching and Student Affairs Board. The Teaching Service, in cooperation with the University Tele-Informatics Center (UTIC), checks whether the documentation is complete, whether it contains all elements for implementing the new study program in the ISSS/eUNSA system, and whether it complies with the Rulebook on Acquiring and Using Academic Titles, Professional and Scientific Degrees at Higher Education Institutions in Sarajevo Canton. If the Teaching Service determines that the documentation is incomplete and improper, it returns it to the proposer for revision and/or supplementation. If complete and proper, the Teaching Service forwards the proposal to the Quality Management Board and the Teaching and Student Affairs Board. The Quality Management Board checks whether the content of the elaborative refers to the study program accreditation criteria defined in the Decision on Criteria for Accreditation of Higher Education Institutions in BiH and gives an opinion on continuing the procedure. The Teaching and Student Affairs Board checks whether the elaborative's content is harmonized with the Rulebook and whether positive reports from two reviewers have been submitted, and gives its opinion on continuing the procedure. The proposal, along with the opinions from paragraphs (5) and (6) of Article 4 of the Rulebook, is submitted to the Council of Groups for consideration. In the case of an interdisciplinary, multidisciplinary, or transdisciplinary study program, the proposal is forwarded to two or more corresponding Councils of Groups.

Based on the submitted proposal from Article 4 of the Rulebook, the Council of Groups submits a proposal to the Senate on adopting the new study program. Based on this proposal, the Senate adopts one of the following decisions: a) adopts the proposal for establishing and implementing the proposed new study program; b) rejects the proposal; c) conditionally accepts the proposal with the obligation of revision at the Senate's request. The Senate must make a decision no later than 60 days from the submission of a formally proper and complete proposal.

The Senate's decision is delivered to the proposer within eight days of adoption. If adopted, the organizational unit must submit the curriculum, syllabus, and info catalog in printed and electronic form (in Bosnian/Croatian/Serbian and English) to the University Teaching Service and UTIC within 30 days of the Senate decision. The info catalog and curriculum/syllabus are published in Bosnian/Croatian/Serbian and English on the member institution's website. If rejected, the proposer has the right to re-submit the proposal after 12 months from the Senate decision. The procedure for introducing a new study program must be completed at least six months before the start of the academic year in which the program will be implemented. The proposer must ensure an archive containing all documentation related to the study program and its amendments, and appoint a person to maintain an up-to-date registry of all study programs.

The study program subject to self-evaluation was launched prior to the enactment of this rulebook in accordance with previously valid regulations.

Adoption of Amendments to Study Programs

According to the Rulebook on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo, the initiative for adopting amendments to a study program is initiated by one or more sub-organizational units (departments) of the Faculty. The Council adopts a decision adopting or rejecting the initiative. By adopting the initiative, the Council also appoints a commission tasked with drafting the study program amendment proposal (hereinafter: the Commission). The Commission's proposal must include an opinion on whether the proposed amendments change the existing study program by more than 30%. If the change is 30% or less, the decision is made by the Faculty Council. If it exceeds 30%, the decision is made by the University Senate.

The amendment proposal decided upon by the Council is submitted by the Commission to the Faculty Secretary. The Secretary, in cooperation with Faculty services and UTIC, checks documentation completeness, system compatibility with eUNSA, and compliance with the title acquisition rulebook, providing an opinion on compliance. The Council then issues a decision (adopting, rejecting, or conditionally accepting with revisions). The member institution must inform UTIC by submitting the Council decision and documentation to make necessary corrections in the information system.

For amendments requiring Senate approval, the Faculty submits the proposal and documentation to the University Teaching Service. The Teaching Service, in cooperation with UTIC, verifies completeness, eUNSA compatibility, and title compliance. If proper, it forwards the proposal to the Council of Groups for submission to the Senate. Based on the proposal of the Council of Groups, the Senate adopts a decision (adopting, rejecting, or conditionally accepting). The member institution is obligated to inform UTIC by submitting the Senate decision and documentation to execute corrections in the information system.

In practice, the procedure for adopting and amending study programs at the Faculty can be initiated—besides sub-organizational units (departments)—by the UNSA Quality Management Board, the Faculty Quality Assurance Committee, the Founders of UNSA and the Faculty, and the Dean, based on proposals gathered from departments, teaching and study program evaluation reports, and founder suggestions. All interested stakeholders participate in creating and revising study programs: Faculty management, teaching staff, expert non-academic staff, and students (represented in the Quality Assurance Committee and the Faculty Council, which reviews and adopts the proposal). Following adoption, the proposal is forwarded to the Riyasat and the Council of Muftis of the IC in BiH for review and consent. In addition to being the Faculty's founder, the IC in BiH is the primary employer of Faculty graduates. A significant number of Faculty alumni are represented in the current composition of these highest bodies of the IC in BiH. Upon obtaining consents, the proposal is forwarded to the UNSA Quality Management Board, the Council of the Group of Humanities, and the University Senate.

The last significant amendments to the first-cycle Islamic Religious Education and Religious Pedagogy Study Program (IRERP) were made in 2019, 2022, and October 2024. The 2019 amendments were prompted by department requests and the Faculty's obligation to align

programs with *the Sarajevo Canton Law on Higher Education (2017), the University Statute (2018), Study Rules for the 1st and 2nd Cycles (2018), Standards and Norms (2019), Guidelines on the Representation of Teaching Content from Psycho-Pedagogical and Methodological-Didactic (PPMD) Subjects (2018 and 2019), and the Faculty's Professional Practice Rulebook (2018).*

To this end, the following changes were made to the IRERP program:

1. Rotated several courses across semesters for a more even distribution of practice;
2. Introduced two Religious Education Methodology practicums with a total of 10 ECTS credits of practice;
3. Moved the course *Theories of Education: Islamic Perspective* to elective courses;
4. Introduced the course *Inclusion of Persons with Special Needs and Religious Education* instead of an elective course, given the obligation to include inclusion-focused courses in teacher-training programs.

Since these changes were targeted and based on previously adopted documents and decisions regarding professional practice, no comparisons with similar programs were made at that time, nor was there a need for additional consultations with the founder-employer. However, the Riyasat's departments for religious affairs and education were involved in drafting the Faculty's Professional Practice Rulebook. Teaching staff were involved through revision preparations, syllabus drafting, and Council decisions. Students participated through the Quality Assurance Committee's opinions on aligning department requests with standards and norms, and Council voting. Non-academic staff, especially the Secretary, participated in drafting and obtaining approvals. The IC in BiH was involved through consents given by the Riyasat and the Council of Muftis. The wider academic community was involved through University Senate decisions.

Subsequent amendments in October 2024 were initiated by a University Senate decision (No. 01-8-75/24 of April 24, 2024) obligating faculties and academies to align their study program descriptions with the Rulebook on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo in preparation for study program accreditation.

The most important changes to the IRERP program were:

1. Revision of descriptions and learning outcomes considering self-evaluation results in the accreditation process and the drafting of occupation standards;
2. Creation of study program learning outcome coverage matrices verifying the connection between course-level learning outcomes and program outcomes;
3. Supplementing the study program with data on admission requirements and occupations for which graduates are trained;
4. Harmonizing academic titles and professional/scientific degrees with the Canton Sarajevo title acquisition rulebook;
5. Revision of learning outcomes, content, literature, teaching methods, and student assessment methods across all courses;
6. Integration of four study trips (Potočari, Herzegovina, Krajina, and the Balkans or other destinations per Council decision) as an integral part of the program;

7. Designating courses that can be offered in Arabic or English, as needed or based on expressed interest;
8. Inclusion of a brief overview of the labor market analysis for program graduates;
9. Incorporation of Sustainable Development Goals (SDGs) into all syllabi;
10. Merging *Social Pedagogy* and *Inclusion of Persons with Special Needs* into the course *Social Pedagogy and Inclusive Education*;
11. Introducing two new preschool education courses: *Designing a Preschool Creative Curriculum* and *Bosnian Language and Literature in Upbringing and Education*;
12. Introducing another course in the field of Islamic philosophy (*Religion and Society in Islamic Philosophy*);
13. Adding topics on Christianity and Judaism to the course *Introduction to the Study of Religion*, given that religious education in schools teaches these traditions;
14. Renaming several courses to better situate them within Islamic sciences or clearly define their content;
15. Revising and supplementing the analysis of program alignment with preschool, primary, and secondary school curricula.

Plan for Integrating Previously Acquired ECTS Credits

Since the proposed amendments did not significantly alter the study program structure, the equivalence of previously acquired ECTS credits is secure.

Labor Market Analysis

An analysis of labor market alignment was not conducted on this specific occasion because the Faculty adopted the *Report on the Employability of Graduates at the Faculty of Islamic Sciences of the University of Sarajevo in the Period 2019–2022* on September 6, 2023, along with accompanying Quality Assurance Committee recommendations from August 23, 2023.

The report covered graduating generations from the 2019/20, 2020/21, and 2021/22 academic years, including the IRERP study program, based on a questionnaire completed by 61 graduates.

The Committee noted that:

a) After graduating, 59% of respondents (36 out of 61) found employment, 36% are unemployed/registered at the employment bureau (22 out of 61), and 3.3% (2 out of 61) achieved self-employment/started a business;
b) Among unemployed graduates, the largest percentage are registered at the Sarajevo Canton Employment Bureau (54%), and the rest (32.6%) in Zenica-Doboj, Tuzla, Central Bosnia, and Una-Sana cantons;
c) Among the employed, 51.4% concluded open-ended employment contracts, and 48.6% fixed-term contracts;
d) The highest percentage of Faculty graduates found employment as imams—60.5% (23 out of 61). Furthermore, 20% (12 out of 61) found employment outside the IC in BiH (in other institutions, enterprises, etc.). A very small percentage found employment as Islamic religious education teachers/professors—3.3% (2 out of 61)—and other positions within the IC in BiH structure (outside jamaats) at 2.6% (1 out of 61);

e) Among the employed, 19.7% (12 out of 61) concluded employment contracts abroad within diaspora Bosniak Islamic communities belonging to the IC in BiH;
f) From graduation/master's completion to employment, 36% of respondents (22 out of 61) waited 1 year, 10% (6 out of 61) waited 2 years, and 7% (4 out of 61) waited 3 years. Nineteen students found employment before graduating.

The Committee issued several recommendations, highlighting:

a) That the Dean initiate discussions with the Faculty Founder regarding Islamic Community employment policies to improve graduate employment opportunities within Community institutions and organizational units;
b) That the Dean initiate discussions with IC in BiH muftis and potential donors to consider scholarship support for Faculty students with the obligation of employment within muftiate areas for a specified period, ensuring the dispersion of graduates from Sarajevo Canton to other parts of the country;
c) That the Dean initiate discussions with the Founder on employment opportunities for Bachelors of Islamic Religious Education and Religious Pedagogy and Masters of Islamic Studies (Religious Pedagogy field) at *medjlissis* (working with children and youth), as well as the need to revise regulations governing the employment of educators in madrasas (partially realized through drafting occupation standards);
d) That the enrollment quota for the IRERP study program be reduced and the possibility of revising it toward a double-major model explored to provide graduates with broader employment opportunities, while considering cooperation and joint programs with other University member units (enrollment quotas have been slightly reduced, with additional interventions expected following the higher education reform in the IC in BiH);
e) That student career counseling activities—modeled after career development and planning centers at University member units and other universities—be planned and implemented by professional practice associates and student mentoring associates.

Conversely, the *Analysis and Data Management on Islamic Community Personnel*, conducted by the Training and Personnel Center of the Riyasat of the IC in BiH (Council of Muftis and Riyasat session, July 3–4, 2024), shows that a mass retirement wave of Islamic religious education teachers and professors is expected starting in 2033, with enrollment quotas needing to be increased five years prior to prepare for filling these positions. The peak of this wave is expected in 2042, when 57 religious educators are projected to retire in a single year. To these numbers must be added replacement needs arising from career changes, transfers, disability retirement, death, etc.

3.2.2.2. *Study programs are harmonized with scientific and educational standards and achievements of a given scientific/artistic field, requirements of related scientific fields aiming to acquire multidisciplinary knowledge, labor market requirements, and international reform processes.*

The University Statute, Article 13, paragraph (2), items e) and m) and Article 25, cite international quality standards and European humanistic and democratic traditions, alongside alignment with the European higher education system, as core principles of University work.

The Rulebook on Proposing Study Programs (Art. 7) prescribes two reviews for launching new study programs, with at least one review originating outside Bosnia and Herzegovina.

The IRERP Study Programme is largely aligned with scientific and educational practices in this academic field. Unlike many other fields, it is not possible to refer to international scientific and educational standards in the field of Islamic studies. Therefore, it is important to note that the majority of the teaching staff have significant international experience and insight into trends in Islamic education in Europe and the Muslim world. The Faculty's curricula correspond to similar programmes in Germany (institutes of Islamic theology in Tübingen, Osnabrück, Münster, Berlin, Erlangen, etc.), Türkiye (Ilahiyat), Malaysia (IIUM), and elsewhere. The process of recognition of foreign higher education qualifications, which is carried out by the Faculty in the field of IRERP, enables the Faculty to maintain continuous insight into trends in the field of Islamic theology/Islamic studies worldwide. The most frequently identified advantage of the IRERP Study Programme at the Faculty, compared to similar programmes, is the representation of classical and contemporary Islamic theological disciplines, as well as its interdisciplinarity, which will be discussed in the following paragraphs. The significant presence of professional practice and the PPDM group of courses is an additional distinctive feature of this programme compared to some similar programmes in the Muslim world. This was achieved through the revisions carried out in 2018 and 2019.

The IRERP study program is significantly harmonized with the requirements of related scientific fields to acquire multidisciplinary knowledge and international reform processes, evidenced by the presence of non-theological, humanistic, social, and applied disciplines. Interdisciplinarity/multidisciplinarity is achieved both at the study program level and within individual courses.

Management and academic staff monitor the work of related institutions in Europe, the USA, and Muslim countries, applying these insights when drafting curricula, syllabi, and delivering classes.

The study program is largely harmonized with labor market requirements. Results of the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (El-Kalem and Faculty of Islamic Sciences, Sarajevo, 2022) demonstrate significant relevance of competencies acquired during studies to labor market needs. Identified deviations will be considered in future program revisions.

3.2.2.3. *The objectives of the study program and learning outcomes are clearly defined, consistent with the content of the study programs and the level of the study cycle, and in accordance with the institution's strategy.*

The Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina (*Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*) in paragraph 7.1.1.10 provides that "Study programmes of higher education institutions of the Islamic Community shall, like higher education institutions at public universities in Bosnia and Herzegovina, be based on clearly defined learning outcomes, which entails a shift from a concept based on what the teacher should convey to what the student should know."

No systematic monitoring of the implementation of the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024 was carried out. In such circumstances, the Faculty conducted its own analysis of the implementation of overarching higher education strategies in the area of quality assurance. In general, the objectives and learning outcomes of the IRERP study programme are aligned with the strategic orientation of the Islamic Community towards quality higher education for teachers of Islamic Religious Education (see Activity 7.1.2.3 within the strategic task "Quality Assurance and Control").

Given that the last major revision of the Faculty's study programmes was carried out in 2019, coinciding with the adoption of the *University of Sarajevo Development Strategy for the period 2019–2023*, it is not possible to analyse the alignment of the adopted objectives and learning outcomes of the study programmes with the strategic objectives set out in the aforementioned document.

When launching new study programmes and revising existing ones, the Faculty seeks to compare the objectives and learning outcomes of these programmes with the learning outcomes of similar programmes in the country and internationally, and to ensure the internal coherence and hierarchy of learning outcomes across study cycles.

Specifically, the Study Programme Curriculum (2020) provides that, upon completion of the IRERP study programme, the student will be able to:

1. Interpret various viewpoints on main themes from the fields of *Tafsir*, *Hadith*, *Aqaid* (dogmatics), *Fiqh*, study of religion, Islamic ethics, religious pedagogy, religious psychology, and Islamic civilization studies;
2. Effectively transmit theological content in religious educational work through psycho-pedagogical knowledge, competencies, and skills;
3. Analyze and interpret fundamental concepts of religious upbringing and Islamic pedagogy/psychology grounded in Islamic sources through classical and contemporary interpretations;
4. Understand, argue, and present fundamental contemporary challenges of pedagogical-religious theory and practice;
5. Apply general psycho-pedagogical knowledge and skills to observe and monitor socio-psychological and educational phenomena encountered in the family, school, and society;
6. Detect and solve educational-upbringing problems in work with children, youth, and adults through systematic religious pedagogical work, a holistic approach, and modern methods;
7. Interpret and apply knowledge about educational work in dormitory living conditions;
8. Interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
9. Apply basic psycho-pedagogical and didactic-methodological insights in planning, organizing, and executing creative contemporary religious instruction at various levels;
10. Write professional texts correctly in terms of language, content, and methodology;
11. Analyze personal religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;

12. Develop quality communication with others, work in teams, and accept others and those who are different;
13. Demonstrate responsibility in respecting individual abilities and the holistic development of every learner in the educational process;
14. Demonstrate understanding and communication skills in two foreign languages (Arabic and English) at a basic level;
15. Perform various cultural, educational, and social activities involving humanistic education.

The University of Sarajevo Senate, by Decision No. 01-8-75/24 of April 24, 2024, obligated faculties and academies to align their study program descriptions with the Rulebook on the Procedure for Adopting and Amending Study Programs in preparation for accreditation. To this end, the Faculty Council adopted the IRERP program revision proposal on October 23, 2024. The Founder gave consent, and the proposal will be forwarded to the Senate for adoption. This revision focused on vertical and horizontal synchronization of learning outcomes, including the creation of a learning outcome matrix and appropriate student achievement assessment methods. The revised learning outcomes of the study program are as follows:

Learning Outcomes of the IRERP Study Program (2024)

Upon completing the IRERP study program, a student will be able to:

1) Interpret various viewpoints on main topics from the fields of *Tafsir*, *Hadith*, *Aqaid*, *Fiqh*, study of religion, Islamic philosophy and ethics, religious pedagogy, religious psychology, and Islamic civilization studies;
2) Interpret *Tafsir* terminology, rules, fundamental ethical and educational teachings of the Qur'an, and its main themes;
3) Understand and use fundamental *Hadith* terminology, objectively perceive the unique personality of Prophet Muhammad (p.b.u.h.) and major events from his exemplary life, and understand, explain, and implement his principles, especially within pedagogical action;
4) Interpret and apply *Tajweed* rules of Qur'anic recitation while respecting *adab*, demonstrate memorization (*hifz*) of the Qur'an in the volume of 25 pages, and independently instruct others in correct recitation;
5) Present fundamental contents of Islamic belief (*credo*) in the educational and religious instruction process and contemplate problems of contemporary post-culture in a religious context;
6) Connect the development of Islamic jurisprudence and practice with historical and social changes, explain the role of primary sources (Qur'an and Sunnah) and *ijtihad* instruments in Islamic legal theory, adhere to Hanafi ritual norms in performing duties as an Islamic religious education teacher, and contextually interpret Islamic legal, ethical, and religious norms concerning marriage, family, inheritance, *waqf*, and selected contemporary *Fiqh* issues with regard to Islamic legal theory and the positive legal framework of Bosnia and Herzegovina;

7) Present the most significant events, institutions, and figures from Islamic history and the Muslim contribution to world civilization, and observe connections among different civilizations;
8) Critically valorize the wholeness, richness, and polyphony of Bosnian culture through history; describe and interpret significant historical events, issues, and periods of Bosnian cultural history from ancient times to the end of the aggression in 1995;
9) Analyze genocide themes related to human communities generally and specifically to BiH;
10) Interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
11) Critically view classical and contemporary educational theories, argue in favor of the moral sense and moral goals of education, and responsibly face similarities and differences in a plural contemporary world;
12) Analyze and interpret basic concepts of religious upbringing and Islamic pedagogy and psychology grounded in Islamic sources through classical and contemporary interpretations;
13) Argue and present fundamental contemporary challenges of pedagogical-religious theory and practice;
14) Apply general psycho-pedagogical knowledge and skills to observe and monitor various socio-psychological and educational phenomena encountered in the family, school, and society;
15) Detect and solve educational-upbringing problems in work with children, youth, and adults through systematic religious pedagogical work, a holistic approach, and modern methods;
16) Apply basic psycho-pedagogical and didactic-methodological insights in planning, organizing, and executing creative contemporary religious instruction at various levels of education;
17) Plan and realize religious educational work in preschool institutions;
18) Interpret and apply knowledge about educational work in dormitory living conditions;
19) Write professional texts correctly in terms of language, content, and methodology;
20) Analyze personal religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
21) Develop quality communication with others, work in teams, and accept others and those who are different;
22) Demonstrate responsibility in respecting individual abilities and the holistic development of every learner in the educational process;
23) Apply vocabulary based on Standard Arabic, Qur'anic, and *Hadith* lexica, and express themselves in written and spoken forms (ranging from basic/A to intermediate/B language levels);
24) Use various media and theological-pedagogical literature in English for research purposes, and present and discuss various Islamic topics using general and theological vocabulary (ranging from intermediate/B to advanced/C levels);
25) Perform various cultural, educational, and social activities involving humanistic education.

Comparability of the Faculty's study programs with related study programs in the EU and Muslim countries (e.g., Tübingen and Osnabrück institutes of Islamic theology in Germany; *İlahiyat* faculties in Turkey; International Islamic University Malaysia, etc.) is reflected in combining classical and contemporary approaches to various Islamic disciplines (Qur'anic studies and philology, prophetic tradition, Islamic dogmatics, Islamic jurisprudence, Islamic civilization, Islamic philosophy, Islamic religious pedagogy) with other humanities and social sciences (general philosophy, general pedagogy and psychology, Arabic and English languages, communicology, management, etc.).

Out of the total number of teachers engaged in realizing three first-cycle study programs over the past five years, seven (7) participated in teacher exchange programs, mainly through Erasmus. In the same period, two (2) students of the first-cycle IRERP program stayed at partner institutions (through Erasmus, in Germany, Qatar, Kuwait, and Turkey). Since 2019, the Faculty has been a (co-)organizer of seven international conferences and summer schools:

1) August 26–30, 2019, in cooperation with Perennia Verba from Rome (Italy), summer school „Ibn Arabi and His Interpreters“;
2) August 24–26, 2022, co-organized with ASTENE, international conference „Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond“;
3) September 15–16, 2022, co-organized with ResetDoC, conference „Getting to Reconciliation: A Comparative Perspective“;
4) September 18–23, 2022, in cooperation with the Center for Islamic Theology in Tübingen, „Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)“;
5) April 27–29, 2023, co-organized with the Institute for Art History at the University of Vienna, „Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe“;
6) October 7–9, 2023, co-organized with George Mason University, conference „Islamic Moral Theology“;
7) November 20–21, 2023, co-organized with ResetDoC, Georgetown University, Birmingham University, conference „Islam and Pluralism“.

3.2.2.4. *Learning outcomes are established and stated at every level of the study program, and are linked to qualification standards, the Qualifications Framework in BiH, and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).*

It should be noted that a fully elaborated BiH Qualifications Framework does not exist, and until the finalization of this report, qualification standards in the IC in BiH were not adopted in final form—external factors beyond the Faculty's control. Therefore, our analysis is limited to aligning IRERP learning outcomes with:

a) *Basics of the Qualifications Framework of Bosnia and Herzegovina* and *Framework of Qualifications for the European Higher Education Area*;

b) existing regulations of the Islamic Community of Bosnia and Herzegovina containing provisions on the required competencies for performing the duties of teachers/professors of

Islamic Religious Education and educators in madrasas (*Regulations on Religious Education Teachers* from 2011, *Rules of Madrasas*, *Curriculum of Madrasas*);

c) Curricula of madrasas and curricula of Islamic Religious Education in preschool institutions, primary and secondary schools.

Given that the qualification standards acquired upon completion of the first cycle of study at higher education institutions of the Islamic Community of Bosnia and Herzegovina have only recently been adopted in draft form, it was not possible to analyse the alignment of the learning outcomes of the IRERP Study Programme with the qualification standard. However, it is possible to establish the alignment of the learning outcomes of this study programme with the *Basics of the Qualifications Framework of Bosnia and Herzegovina* and the *Framework of Qualifications for the European Higher Education Area*.

As previously stated, learning outcomes are defined at the study programme level and subsequently at the level of each course. Learning outcomes include knowledge, skills and values, as well as subject-specific and generic competencies. Within the latest revision (October 2024), vertical and horizontal synchronisation of learning outcomes was carried out using the learning outcomes matrix.

It should be noted that approval of study programmes and the defined learning outcomes of these programmes is granted by the highest bodies of the Islamic Community of Bosnia and Herzegovina, the Founder and the main employer of the Faculty's graduates. Furthermore, the regulations of the Islamic Community of Bosnia and Herzegovina (*Regulations on Religious Education Teachers*, *Rules of Madrasas*, *Curriculum of Madrasas*) prescribe the required qualifications for establishing an employment relationship, as well as job descriptions. Thus, for example,
the Regulations on Religious Education Teachers, in Article 2, stipulate that a religious education teacher is a person who, in accordance with the provisions of the Regulations, provides instruction in Islamic Religious Education, i.e. performs educational work in preschool, primary and secondary educational institutions, regardless of their teaching, scientific or associate academic title or the type of contractual relationship with the educational institution.

During the revisions of the IRERP Study Programme, particular attention was paid to its alignment with the curricula of Islamic Religious Education in schools and the curricula of madrasas. As previously stated, the IRERP programme was, to a significant extent, already substantively aligned with the relevant components of the curricula of preschool, primary and, in particular, secondary education in the Sarajevo Canton. Evidence of alignment was presented through the relevant tabular overviews, which formed an integral part of the revision proposal adopted by the Faculty Council.

3.2.2.5. ***The curriculum and syllabus contain minimally: an overview of mandatory and elective courses, outline of course content (divided by weeks/teaching units per semester), student workload per course, ECTS credit value of each course, methods of checking and evaluating continuous student knowledge acquisition, ECTS value of final theses for 1st and 2nd cycles depending on institutional status, quality assurance methods, list of mandatory and supplementary literature, and mandatory/specific equipment required.***

The IRERP curriculum contains all necessary elements required by this sub-criterion. Quality assurance methods were incorporated during the October 2024 program revision. Additionally, the Faculty website features a dedicated "Quality Assurance" section with essential information and norms. Regarding equipment, it primarily consists of computers and projectors.

The Faculty leaves student workload estimation to subject teachers. Vice-deans for academic affairs and quality intervened only when students expressed workload concerns (e.g., two courses at the Department of Religious Pedagogy and Religious Psychology in the 1st cycle). Following verification with teachers and students, actual workload did not deviate from allocated ECTS credits. During the October 2024 revision, the Study Program Amendment Commission assessed and corrected workloads based on the formula that 1 ECTS credit equals 25–30 hours of student work.

The Faculty uses University-prescribed catalog and syllabus forms. Each syllabus contains: course code, ECTS credits, status (mandatory/elective), contact hours, year/semester, course leader, prerequisites, content, weekly thematic units, learning outcomes, teaching methods, assessment methods with grading structure, and mandatory/elective literature. Most syllabi are consistently filled out, especially following the October 2024 revision.

The October 2024 revision improved teaching and assessment methods in syllabi. According to new curricula, common teaching methods include: lectures, exercises, seminars, teamwork, pair work, practical work, textual method, visual-demonstrative methods, workshops, case studies, independent tasks, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutorial groups, discussion and dialogue methods, etc. Common assessment methods include: written exams, oral exams, combined written-oral models, colloquia, quizzes, case study analysis, practice journal analysis, research and other projects, etc.

3.2.2.6. ***The higher education institution ensures: interdisciplinarity/multidisciplinarity of the curriculum, internationalization of the curriculum, interaction with professional practice, realization of practical training, and active student participation in scientific/artistic research within the study program.***

The Faculty ensures significant interdisciplinarity and multidisciplinarity across 1st and 2nd cycle study programs, evidenced by courses from Islamic sciences alongside other humanities and social sciences (25–30%, depending on categorization). This includes foreign languages (Arabic and English) and PPMD subjects. Practically, most courses in Qur'anic philology, Islamic civilization, Islamic philosophy, religious pedagogy, and religious psychology are not strictly disciplinary/theological, correlating with other humanities and social sciences. Multidisciplinarity sometimes entails internationalization, as seen in non-theological learning outcomes like "demonstrating understanding and communication skills in two foreign languages (Arabic and English) at a basic level."

The Faculty does not ensure sufficient internationalization of curricula since no courses are taught entirely in English, and students are hesitant to study abroad. Conversely, the Faculty frequently hosts visiting teachers and lecturers ("internationalization at home"), regularly employing foreign language lectors (English from the USA, German from Austria) and occasional visiting lecturers from abroad (USA, Germany, Russia). Furthermore, consultative classes in English are available for international exchange students participating in the Erasmus program.

Regarding practical training, IRERP students complete 30 ECTS credits of practical training (within *Religious Education Methodology I and II*, *Religious Education Methodology Practicum I and II*, *Religious Education Pedagogy Methodology*, etc.). Students conduct methodological practice in preschools, *mektebs*, primary, and secondary schools, thoroughly prepared by teachers and associates in pedagogical-didactic-methodological subjects.

Students are partially (within certain departments) included in scientific-research projects. An example is student participation in research projects at the Department of Sharia Law (*Fiqh*): *Bibliography of Works in Fiqh; Main Trends in Interpreting Sharia through Responses to Posed Questions in BiH, 2000–2005*. If Qur'anic recitation is classified as artistic engagement, such inclusion is notable.

3.3. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

3.3.2.1. The teaching academic staff is previously prepared and motivated for this activity, and in preparing for it, takes into account the results of student evaluation surveys on the quality of learning and teaching.

Teaching evaluations have been conducted almost continuously since 2016. Starting from the summer semester of the 2019/20 academic year, they have been conducted in accordance with the provisions of the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Successful Implementation of Curricula and Syllabi, adopted on 19 December 2018*.

The results of the *first evaluation surveys*, in some cases, were concerningly poor. However, owing to the continuous efforts invested within the established internal quality assurance system, there has been a significant reduction in deficiencies in the implementation of teaching, although there is still room for improvement. The issue of the impact of student evaluations on the quality of teaching and the motivation of academic staff is addressed in greater detail under sub-criterion 9.2.

The Faculty rewards the highest-rated teaching staff and associates (based on the Decision of the Faculty Management Board No. 01-UO-2-232/23 of 23 February 2023), while the University rewards academic staff who publish papers in citation databases and with renowned international publishers.

The assessment of the professional competence of academic staff is ultimately given by the University Senate when promoting teachers and associates to higher academic titles. Since joining the University, the University Senate has not adopted the Faculty Council's proposals on academic promotions in only a few cases.

3.3.2.2. *Academic staff motivate and include students in taking an active role in the research, scientific-research, and educational process with appropriate guidance, consultations, and support.*

In an effort to ensure an even distribution of student research activities in the form of seminar papers across departments and semesters, the Faculty Council has determined a list of courses in the IRERP program where the obligation to write/defend a seminar paper is present.

Teachers and associates have transparently designated cabinet/online consultation hours with students, lasting at least five teaching hours per week, which provide an opportunity to encourage students to play an active role in the teaching and research process. Consultation hours are published on the Faculty's DL platform.

Part-time students are informed in a timely manner about their obligations and opportunities for class attendance. Consultative classes are specially organized for them at the Faculty according to an established schedule for each semester. Additionally, the Faculty's academic calendar specifies the teaching weeks in which part-time students can follow teaching realized in a hybrid format—i.e., in the classroom and online simultaneously—via the Faculty's DL platform.

The availability of academic staff to students for consultations, as well as the encouragement of students to take an active role in the teaching and research process, are evaluated and analyzed within semester teaching evaluation reports, which include corrective measures and other recommendations for improvement.

Certain Faculty departments include students in the realization of expert or scientific-research projects, with student engagement being valued within the overall grading structure of corresponding courses.

As examples of good practice in involving students in international professional projects, we will mention COIL (*Collaborative Online International Learning*) and international Arabic-language debating competitions. The COIL project was implemented within the cooperation between the University of Sarajevo – Faculty of Islamic Studies and the Shenandoah University's Jamal Barzinji Project in Winchester, Virginia, USA. The project was implemented during the 2021/22 academic year on the topic "Intercultural and Interreligious Values in Teacher Education Study Programs in Bosnia and Herzegovina and the USA". At the Sixth International Arabic Language Debate Competition in Istanbul, in which 92 teams from 50 countries participated, the Faculty's student team achieved outstanding results. At the European International Online Arabic Language Debate Competition, the Faculty's debaters won second place both in the team and individual categories. At the Seventh International Arabic Language Debate Competition in Doha, in which 100 teams from 50 countries participated, the Faculty's Arabic Language Debate Team also achieved notable results. Students and teaching staff were also involved in field research conducted for the purposes of preparing studies for the Council of Muftis of the Islamic Community in Bosnia and Herzegovina. As an example, we may mention the research on the attitudes of Muslims in Bosnia and Herzegovina towards paying zakat and the organization of zakat collection in Bosnia and Herzegovina, the results of which were partially presented in an article by two Faculty teaching staff members published in the journal *Novi Muallim*.

In accordance with the *Report on the Evaluation of Study Programs in the 2021/22 Academic Year* and the recommendations of the Faculty Quality Assurance Committee adopted by the Faculty Council, the Vice-Dean for Scientific Research sends calls to the departments to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects within compulsory or elective courses already at the first cycle of study. Students' participation in these projects may be assessed as part of the course grade.

In accordance with the *Report on the Evaluation of Study Programs in the 2021/22 Academic Year* and the recommendations of the Faculty Quality Assurance Committee adopted by the Faculty Council, the Faculty departments are continuously encouraged to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects within compulsory or elective courses. Students' participation in these projects may be assessed as part of the course grade (e.g. as points awarded for a seminar paper, etc.).

3.3.2.3. *Students are assessed through publicly available procedures for fair, transparent, and consistent grading, as well as through various forms of knowledge and skill verification in accordance with the specificities and set objectives of the study program.*

The Faculty seeks to ensure that students are assessed in accordance with the provisions of the *Statute of the University* (Articles 183–187) and the *Rules of Study for the First and Second Cycles of Study at the University* from 2023 (Articles 44–54). The Dean and the Vice-Deans for Teaching and Quality generally respond successfully to student complaints concerning non-compliance with the provisions of the Statute and the Rules. These Rules have not introduced any significant changes in the methods of assessing student achievement compared to the previous Rules. Teaching staff and students can become familiar with the assessment rules by consulting the *Rules of Study* available on the Faculty's website, as well as through explanations provided by the Vice-Deans for Teaching and Quality at Faculty Council meetings and during dedicated consultations.

The assessment methods are defined in the syllabi that form an integral part of the study programme curriculum (NPP) (IRERP). As indicated in the syllabi, continuous assessment is предусмотрено and implemented in all courses and usually comprises at least three components: a seminar paper or other assignments during the semester, a midterm examination, and a final examination. Examination schedules, results, and dates for reviewing examination papers are published on the Faculty's DL platform.

In practice, students occasionally complain about deviations from the published assessment methods, which are generally resolved through discussions between the Dean and the Vice-Deans for Teaching and Quality and the respective teacher or associate, or with the students concerned.

To date, no comprehensive and in-depth analysis has been conducted of the alignment between the prescribed assessment methods and the objectives and learning outcomes of the study programmes. However, with the aim of improving practice in this area, on 7 June 2024, a professional seminar for teaching staff was held at the Faculty on the topic *"Aligning the Assessment of Student Achievement with Learning Outcomes"*. The seminar included a theoretical component and an analysis of written examinations prepared by the Faculty's

teaching staff based on a selected sample, accompanied by examples of good practice and recommendations for improvement.

In recent years, the best-performing students have participated in the delivery of teaching as demonstrators. This practice has proved beneficial, as it has provided young colleagues with an opportunity to gain practical experience, enabled the Faculty to become better acquainted with their capacities, and provided support to teaching staff, particularly in cases where no teaching assistant is assigned to a course.

3.3.2.4. *Assessment procedures regulate: the organization of tests and exams, criteria and methods of grading by examiners and commissions, transparency of grading, and the possibility of student appeals against grading.*

Assessment procedures are regulated by Articles 44–55 of the University of Sarajevo Study Rules and are generally applied consistently with minor deviations (e.g., failing to publish the exam schedule in the first two weeks of the academic year, as foreseen by Article 68 of the Study Rules). The Faculty is integrated into the e-UNSA system, which has significantly facilitated the procedure for exam registration, grade recording, maintaining records of passed exams, and analyzing pass rates. Occasionally, there are student complaints about the inability to inspect grading methods by teachers, but these are rare cases.

3.3.2.5. *The higher education institution has a procedure defining the process of drafting, structure, and evaluation of the final thesis of students of a given study cycle, as well as the rights and obligations of the student and mentor and conditions for mentorship.*

The IRERP study program does not envisage the drafting of a final thesis.

3.3.2.6. *Student representatives are included in the work of higher education institution bodies whose competence is management and the adoption of certain decisions on study programs.*

Article 68, paragraph (4) of the Law on Higher Education stipulates: "Members of the member institution council are the student vice-dean and at least one student representative from all study cycles organized at the higher education institution, elected by the student council, i.e., the student association of the higher education institution." Article 109, paragraph (1), item e) and paragraphs (6) and (7) of the University Statute regulate the manner of election and term of office of student-council members. In practice, the student vice-dean and three student representatives (one student for each cycle) participate in the work of the Faculty Council, which at the beginning of the 2023/24 academic year accounted for 17% of the Council membership. Evidence of their participation is found in the minutes of Council sessions. Student-council members generally attend sessions and most frequently participate in discussions directly concerning studies and standards of student life.

3.3.2.7. *The higher education institution has established a mechanism and procedures for supporting students with career development counseling.*

The Rulebook on Internal Organization and Job Systematization at the Faculty provides for two executors in the position of Professional Associate for Mentoring and Educational Work with Students. This rulebook foresees that the Professional Associate for Mentoring and Educational Work with Students, among other things:

- Coordinates and partially realizes the academic orientation program for students enrolled in the first year of the first study cycle;
- Achieves 20 contact hours with students within a 40-hour work week;
- Continuously works on developing student motivation for learning, self-improvement, and acquiring new knowledge, skills, and competencies;
- Specifically motivates students to learn foreign languages and coordinates their inclusion in language learning programs.

Due to budgetary constraints, these positions have not yet been filled, but Faculty management is working on hiring for them. Currently at the Faculty, given the relatively small number of students, students frequently have individual consultations on these matters with teachers. Finally, a functional Student Support Office of the University Rectorate is available to students.

3.4. STUDENT ADMISSION AND PROGRESSION, RECOGNITION, AND CERTIFICATION

3.4.2.1. ***Student admission to a study program of any cycle is carried out based on legal provisions, clear and transparent criteria including checks of candidates' knowledge, inclinations, and abilities and success in previous schooling, in accordance with analyzed social needs and provided resources for program implementation. The admission competition is publicly announced on the institution's website and in the media.***

As a full member of the University, the Faculty conducts student admission and enrolment procedures in accordance with the applicable normative acts: the *Law on Higher Education of Sarajevo Canton* (2022), the *Statute of the University of Sarajevo* (2023), and the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

The enrolment procedure for each academic year begins with the Faculty Council determining a proposal for the number of students to be enrolled as full-time, full-time self-financing, part-time, or international students. The proposal must obtain the approval of the Faculty's founder – the Riyasat of the Islamic Community in Bosnia and Herzegovina – and is subsequently submitted, through the Senate, to the Government of Sarajevo Canton for approval. Following the approval of the Ministry of Education, Science and Youth of Sarajevo Canton, the text of the University's Public Call for Admission is adopted and, together with the Faculty's internal Public Call, which provides detailed information on student admission procedures, criteria and scoring methods, published on the Faculty's website (First Cycle, Second Cycle).

UNSA Competition I and II cycles 2024/25
FIN Competition I cycle 1st term
FIN Competition I cycle 2nd term

For admission to the First Cycle of Study, the Faculty conducts a campaign to present its study programmes, including the IRERP Study Programme, in schools founded by the Riyasat of the Islamic Community in Bosnia and Herzegovina (medresas), including the "Mehmed Fatih" Medresa in Podgorica, the First Bosniak Gymnasium in Sarajevo, and the "Dr. Ahmed Smajlović" Islamic Gymnasium in Zagreb. Both students and members of the Faculty's teaching staff are involved in this process.

Starting from the 2020/21 academic year, the candidate selection and admission process is carried out via the unified ISSS/e-UNSA information system (the Faculty has been using e-UNSA since June 2022). The Admission and Enrollment Commission verifies received applications, and the system ranks candidates according to adopted criteria. The unified ranking lists also include candidates from countries emerging from the dissolution of the former Socialist Federal Republic of Yugoslavia (SFRJ), thereby ensuring equal access and equal opportunities for all candidates who meet the Competition requirements. After ranking lists are published, candidates have the right to appeal to the Faculty Council, following which final ranking lists are established and admitted candidates are enrolled. Ranking lists are publicly published using a code assigned to candidates upon registration for online enrollment.

Ranking lists 2024/25 I cycle

The enrollment plan foresees the admission of a certain number of part-time students. To enable them to acquire knowledge, skills, and competencies in accordance with the study program learning outcomes, the Study Rules mandate that classroom teaching be organized for part-time students with at least one-third of the contact hours foreseen for regular students. The rest of the teaching is organized online, through various forms of consultations, and the like. Students who are employed may study exclusively in the status of part-time students.

Syllabi of all courses in study programs contain precise information on methods of grading knowledge and achievements, a list of obligations, and mandatory and recommended literature, which students are introduced to at the first lectures in the semester. All curricula and syllabi are published on the Faculty website.

Based on the University's academic calendar, the Faculty draws up its own academic calendar in accordance with practical student obligations related to the month of Ramadan, as well as other Faculty activities.

The teaching schedule is published on the Faculty's DL platform with all prescribed elements: title of the study program, academic year designation, course title, time and location of classes, and the names of teaching staff members involved in teaching. Electronic records of conducted classes are maintained via the Faculty's DL platform.

Student knowledge is assessed based on written, oral, and practical forms of knowledge verification in accordance with the curriculum and syllabus. The exam schedule with the time and location of holding is announced on the DL platform. Exam results are mandatorily published on e-courses on the DL platform, along with designated dates for entering grades into index booklets and inspecting papers. Student success—i.e., achieved grades—is entered into index booklets and the e-UNSA system, after which registration slips are printed and given to professors for signature. Following this, grades are entered into registry books whose forms are prescribed by the Rulebook on the Content and Appearance, Manner of Maintaining Registry Books, and Records on Issued Diplomas. Signed and verified registration slips are placed in student files and archived permanently.

At the end of each exam period, an analysis of student pass rates is conducted, and based on the results, necessary corrections are carried out in accordance with Article 51 of the Study Rules. At the end of each semester, a student evaluation of the teaching process is conducted, the results of which are analyzed and used as a corrective for the subsequent period. Student

throughput, as well as the rate and reasons for dropping out of studies, are regularly recorded and analyzed, along with recommendations for corrective measures.

Studies in the IRERP Study Program conclude with the passing of the final exam, without the obligation of drafting a final thesis.

Students with disabilities have the right to individualization in the realization of the teaching process and during exams (e.g., students with motor difficulties were approved to take exams in oral form). Faculty students with a GPA of 9.5 and higher in the previous year acquire the right to a scholarship from the Scholarship Fund for Particularly Gifted Students of the Directorate for Education and Science of the Riyasat of the IC in BiH. With the support of the "Bošnjaci" Fund, the "Gazi Husrev-beg" Fund from Germany, and the Ćurčić Waqf, 5 permanent, annual scholarships are provided. Additionally, the "Bejtul-mal" Fund of the Riyasat of the IC in BiH awards scholarships to students who achieve a sufficient number of points on their competition.

3.4.2.2. *Procedures for the recognition of higher education qualifications, periods of study, and prior learning—which also implies the recognition of non-formal and informal learning—are established. Recognition procedures comply with the Lisbon Recognition Convention.*

Procedures for the recognition of qualifications have been established pursuant to Articles 281 and 282 of the *Statute of the University of Sarajevo*. Thus, Article 281 stipulates: "(1) Recognition of a foreign higher education qualification is a procedure whereby the holder of a qualification is determined to have the right to access employment (professional recognition), or the right to continue education (academic recognition). (2) Recognition of a foreign higher education qualification shall be carried out in the manner and under the conditions established by law and the *Rulebook on the Recognition of Foreign Higher Education Qualifications*, adopted by the Senate of the University, with due regard to the autonomy of theological faculties with respect to the right to professionally recognize such qualifications. Based on the above provisions of the Statute of the University, the *Rulebook on the Recognition of Foreign Higher Education Qualifications* was adopted. The Faculty's founder adopted the *Rulebook on Specific Criteria for the Recognition of Foreign Higher Education Qualifications in the Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. The main specificity lies in the fact that the Faculty has the authority to carry out not only academic but also professional recognition of foreign qualifications. Namely, with a view to improving the recognition procedure, during the public consultation on the draft Statute of the University adopted in 2023, the Faculty suggested that its autonomy as a theological institution be recognized not only in the area of academic but also professional recognition. Based on this proposal, a provision was incorporated into Article 281 of the Statute recognizing the Faculty's autonomy in the area of professional recognition. Article 10 of the *Rulebook on the Recognition of Foreign Higher Education Qualifications* regulates the conduct of the professional recognition procedure "with due regard to the autonomy of theological faculties with respect to the right to professionally recognize such qualifications. The procedure is the same as that for academic recognition, regulated by Article 13 of the same Rulebook: "For the purpose of conducting the academic recognition procedure, the dean of the Faculty shall, by a decision, appoint a committee consisting of three to five members from the scientific field or disciplines represented in the study programme on the basis of which recognition of the foreign higher education qualification is sought."

The procedure for academic recognition of a foreign higher education qualification includes an administrative and professional verification and, where necessary, verification of the authenticity of the educational document. Administrative verification entails determining the formal and legal validity of the submitted application. Professional verification is carried out by the committee responsible for conducting the recognition procedure. Verification of authenticity is carried out where there are indications that the submitted document is not authentic. The Committee submits a report to the Faculty Council, together with a recommendation for adopting a decision on the submitted application for recognition of the foreign higher education qualification. Based on the Committee's report and recommendation, the Faculty Council is required to decide on the submitted application for academic recognition of a foreign higher education qualification within 30 days. The decision on the submitted application is signed by the Dean of the Faculty. The applicant has the right to appeal the decision to the Senate of the University.

During 2024, the archive of previously submitted requests for recognition of foreign higher education qualifications was organized and is now maintained electronically. According to applicable rulebooks in this field, a Register of Requests for Recognition of Foreign Higher Education Qualifications has been established. Additionally, a protocol on the conduct of all participants in the diploma recognition procedure was drawn up, and two separate Commissions for conducting procedures were formed, depending on whether it is professional or academic recognition. During 2024, two decisions for professional recognition and two decisions for academic recognition were issued. A total of six requests for professional recognition and nine requests for academic recognition of foreign higher education qualifications were received during 2024.

The Faculty, as a University member institution, acts in accordance with regulations governing the work of the University, including those regulating the recognition of foreign qualifications. Given that the University harmonized its regulations on the recognition of foreign qualifications with the principles of the Lisbon Recognition Convention, it is ensured that the procedures conducted by the Faculty in this field are indirectly harmonized with the Lisbon Recognition Convention.

In accordance with the provisions of Article 282 of the University Statute, the *Regulations on the Equivalence of Previously Obtained Academic Titles, Scientific and Professional Degrees* were adopted. Regulations on the Equivalence of Previously Obtained Academic Titles, Scientific and Professional Degrees govern the procedure and criteria for the equivalence of previously obtained academic titles, as well as scientific and professional degrees at the University. The Dean of the Faculty appoints a five-member committee to conduct the equivalence procedure upon the request of an interested party. Following an examination of the submitted documentation, the Committee submits a proposal regarding the corresponding academic title, scientific or professional degree that may be recognized for the applicant. Upon completion of the prescribed procedure, a certificate is issued on the prescribed form, which also contains the grade point average achieved during the previous study programme, which is transferred and taken into account for the purpose of exercising the relevant rights.

To date, the Faculty has issued one Certificate of Equivalence of a Previously Obtained Academic Title, Scientific or Professional Degree, based on the Decision of the Faculty Council adopted at its session held on 5 June 2024.

The equivalence of examinations passed at other higher education institutions, as well as the procedure for the equivalence of examinations passed by University students, is carried out in accordance with the general act adopted by the University Senate.

The procedure for the equivalence of examinations at the University, pursuant to Article 282 of the Statute, is regulated by the *Regulations on the Equivalence of Examinations Passed at the University of Sarajevo*. In practice, the Faculty conducts the equivalence procedure in the following cases:

- Transfer from one study program to another;
- Transfer from another related faculty;
- Transfer from pre-Bologna to Bologna studies;
- Recognition of exams from similar courses passed at another University member institution;
- Recognition of exams passed in a student exchange program.

Pursuant to Article 4, paragraph (3) of the *Regulations on the Equivalence of Examinations Passed at the University of Sarajevo*, a Committee was established to conduct the equivalence procedure (Decision on Amendments to the Decision on the Appointment of Faculty Committees).

After a student submits a request for equivalence on a prescribed form, along with necessary accompanying documentation, the Commission inspects the submitted documents and adopts a proposal on the equivalence of passed exams for the program the student is transferring to. Based on the proposal, the Faculty Dean issues a decision on equivalence, which the candidate has the right to appeal to the Faculty Council. The Council's decision is final. Upon completion of the procedure, grades recognized in the equivalence procedure are entered into the student file and e-UNSA. The Student Office maintains a register of equivalence decisions.

In recent academic years, students of the Faculty have increasingly started participating in the Erasmus mobility programme. The application and participation procedure is regulated by the *Regulations on Mobility at the University of Sarajevo*. The required documentation has been made available on the Faculty's website, facilitating the application process and the implementation of student exchanges. Upon completion of their exchange period, students are provided with recognition of the corresponding examinations. In the 2023/24 academic year, there was no outgoing or incoming student mobility at the Faculty. However, applications were submitted by eight candidates for the 2024/25 academic year.

3.4.2.3. Graduating students are awarded a document explaining the acquired qualification, including achieved learning outcomes, and the context, level, content, and status of the studies they attended and successfully completed.

A student who has passed all examinations prescribed by the enrolled study programme and fulfilled all other obligations stipulated by the regulations governing higher education shall acquire the corresponding academic title, scientific or professional degree in accordance with the *Regulations on the Acquisition and Use of Academic Titles, Scientific and Professional Degrees at Higher Education Institutions in the Sarajevo Canton*. Upon successful completion of the study programme and until the diploma is issued, the Faculty issues a certificate of

completed studies as a public document, the form and content of which are prescribed by the *Regulations on the Content of Public Documents*. Along with the certificate of completion of the respective cycle of study, a certificate of examinations passed, including grades and the number of ECTS credits, is also issued. Both documents are printed from the unified e-UNSA system and are temporarily valid until the diploma and Diploma Supplement are issued.

The diploma and diploma supplement are printed in the Bosnian language and, starting from the 2022/23 academic year, in the English language as well. Due to the specific appearance of these documents and the fact that they contain the signature of the Reis-ul-ulema of the IC in BiH, the Faculty printed them independently in previous years, unlike other University member units whose diplomas are printed from the system (ISSS/e-UNSA). However, in the 2023/24 academic year, the diploma supplements of Faculty graduates were printed from the aforementioned system, while the diplomas were prepared by the Faculty independently. The diploma contains the name of the Faculty, the academic title, and the degree acquired by the holder. The diploma supplement is mandatorily issued alongside the diploma to provide a detailed insight into the level, nature, content, system, and rules of study, as well as the results achieved during studies by the student to whom the diploma was issued. The Rulebook on the Content of Public Documents defines that the diploma supplement contains the following information: identification of the qualification holder, name of the qualification, name of the study program and study cycle level, results achieved during studies, mode of study, system and rules of study, academic and professional opportunities provided by the qualification, professional status of the qualification holder, possibility of admission to the next study level, additional information, and verification.

The certificate of completed studies is issued immediately after study completion, while first- and second-cycle diplomas are issued once a year at the ceremonial graduation promotion ceremony for university graduates and master's degree recipients. Third-cycle diplomas are issued twice a year at the ceremonial promotion ceremony for university doctors of science.

In the 2023/24 academic year, 12 students completed the first cycle of studies in the Islamic Religious Education and Religious Pedagogy Study Program. The graduation promotion ceremony for graduates and master's recipients was held on February 1, 2025, pursuant to a University Senate decision.

3.5. HUMAN RESOURCES

3.5.2.1. *The number of competent academic (teachers and associates) and non-academic staff for the quality realization of the study program is in accordance with the relevant act of the competent educational authority prescribing licensing criteria.*

The Faculty operates in accordance with the Standards and Norms for Performing Higher Education Activities in Sarajevo Canton. Teaching plans are adopted before the beginning of the academic year. The workload of teachers and associates on the IRERP Study Program is within the framework set by these standards. Occasionally, due to teachers retiring or associates being promoted into teaching titles, workloads slightly exceed the standard norm, but these overloads generally do not go beyond the limits prescribed by the Standards and Norms.

In the realization of teaching on the IRERP Study Program in the summer semester of 2023/24, there were 26 teachers engaged (13 full professors, 9 associate professors, and 4 assistant professors), 7 associates (4 senior assistants and 3 assistants), and 2 lectors, of whom 6 teachers and 2 lectors were external associates (from the University of Zenica and the University of Tuzla). Given that 71 students were enrolled in the IRERP Study Program in 2023/24, the teacher-to-student ratio was 1:3, and the associate-to-student ratio was 1:10. There are no foreign teachers engaged on a continuous basis; however, foreign teachers are occasionally engaged as lecturers for certain classes.

Teachers and associates on the IRERP Study Program are regularly reminded to be available for five teaching hours per week for student consultations, which is generally observed. The schedule of cabinet consultations is published on the DL platform under the "Consultations" section. The availability of teachers and associates is not a frequent topic of complaints in student evaluations and reports.

The Vice-Dean for Academic Affairs monitors teaching coverage on the IRERP Study Program when drafting the teaching plan for each academic year. With the recruitment of three new assistants and a professional associate for methodological practice in March 2024, coverage was brought within the framework of Sarajevo Canton standards, which is also evident from the number of engaged external associates. The Faculty Secretary regularly analyzes the number and structure of academic staff according to criteria of gender, length of service, academic title, and promotion. Finally, the Vice-Dean for Quality and the Quality Assurance Committee conduct surveys, analyze student teaching evaluations on the IRERP Study Program, and propose measures for improvement whose realization leads to better conditions. More information on engaged staff is available on the Faculty's website.

According to the job systematization, the Faculty still lacks a Professional Associate for Mentoring and Educational Work with Students.

The Quality Assurance Committee regularly implements and reports on semester teaching evaluations on the IRERP Study Program and monitors the realization of adopted recommendations. There has not yet been a situation where the teaching work of any teacher or associate on the IRERP Study Program employed at the Faculty was overall rated with a low grade (less than 2.5) that would require the Dean to adopt a corrective measure pursuant to the Rulebook on Student Evaluation of Academic Staff Work. However, there were grades on individual questionnaire questions and comments that required the adoption and implementation of corrective measures.

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

Although the University, i.e., the Faculty, has not adopted a single document defining a human resources management policy across all segments covered by the above criterion (employment of academic staff, duties and workload, criteria for professional development, promotion and professional training, and performance monitoring mechanisms with improvement measures),

these segments are regulated by various regulations of the Sarajevo Canton Government, the University, and the Faculty.

The Sarajevo Canton Law on Higher Education (2022) regulates the acquisition of academic titles (Articles 111–120), elections to titles (Articles 121–131), employment and the general labor-legal status of academic staff (Articles 132–138), and other issues related to academic staff (Articles 139–142). The Law also contains general provisions on employment, rights protection, and coordinated action of non-academic staff employed in expert services of member institutions and joint services of the University (Articles 143–145).

The University of Sarajevo Statute also contains provisions on conditions for elections to academic titles (Articles 224–232), the election procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243), as well as general provisions on employment, rights protection, and the engagement of expert, administrative, and technical staff (Articles 262–265).

The Rules of the Faculty of Islamic Sciences of the University of Sarajevo regulate various aspects of human resources management at the Faculty, including conditions for election to academic titles (Articles 139–146), the election procedure (Articles 147–160), academic staff engagement (Articles 161–165), non-academic staff (Article 169), and rules of conduct, rights, and obligations of academic staff (Articles 170–178).

Criteria for Election, i.e., Employment of Staff

Article 112 of the Law and Article 226 of the University Statute prescribe that conditions for election to academic titles at higher education institutions are defined through four areas: scientific achievements and contribution, teaching abilities and contribution, contribution to internationalization, and social contribution, in accordance with the Guidelines for Election to Academic Titles at Higher Education Institutions. Article 112 of the Law prescribes minimum conditions for election to the titles of assistant, senior assistant, docent, associate professor, and full professor. Pursuant to Article 111, item f) of the University Statute, the Faculty Council adopted *the Proposal of Guidelines for Election to Academic Titles at the University of Sarajevo – Faculty of Islamic Sciences* at its 4th regular session on April 5, 2023, and forwarded them to the competent University Rectorate service. However, Guidelines for Election to Academic Titles at the University level have not yet been adopted pursuant to Article 116 of the Law and Article 227 of the University Statute, which should contain closer criteria for the election and promotion of academic staff.

Pursuant to Article 224 of the University Statute, a member of the academic staff is elected, as a rule, to a single scientific branch within a scientific field. However, an academic staff member may be elected to multiple related scientific branches within a scientific field. It is also prescribed that the University Senate, upon the proposal of the member institution's council, will determine the classification of teaching subjects within fields, subfields, and branches. Until this classification is adopted, the University applies the Decision on Determining Parent Fields and Parent Subjects of Higher Education Institutions of the University of Sarajevo (2008).

Pursuant to Article 233 of the University Statute, the member institution's council is obliged, before the beginning of the academic year, to draw up and submit to the University Senate and Steering Board a dynamic plan of needs for announcing public competitions for the election of

academic staff to the same or a higher title. The procedure for electing an academic staff member in accordance with the adopted dynamic plan of needs is initiated by the member institution with the prior consent of the Senate. The election procedure is conducted based on a public competition. The member institution's council determines the proposal for announcing the competition and submits the decision to the University Senate. The Senate considers the proposal and adopts a decision on announcing the competition, which is published in at least one daily newspaper and on the websites of the University and the member institution: a) no later than four months before the expiration of the electoral period of the existing academic staff member, or b) no earlier than six months (which is not considered an early election). Exceptionally, when launching new study programs, teaching needs are fulfilled by announcing competitions for all titles. Pursuant to Article 9, paragraph (3) of the Agreement on the Status and Operation of the Faculty of Islamic Sciences in Sarajevo within the University of Sarajevo, in the procedure of electing an academic staff member, the Faculty is obliged to obtain an authorization (*murasela*) from the Reis-ul-ulema of the IC in BiH for the candidate proposed for election. More precise provisions on obtaining the authorization (*murasela*) are contained in Article 154, paragraphs (4–6) of the Faculty Rules.

According to Article 236 of the Statute of the University, for the purpose of preparing a proposal for election to an academic rank, the Faculty Council appoints a Commission for Preparing the Proposal for Election. The Commission consists of at least three teachers, the majority of whom must be from the narrower field for which the candidate is being elected, and they must hold the same or a higher academic rank than the rank to which the candidate is being elected. In cases where, for justified reasons, it is not possible to meet the requirement that the majority of the members of the Commission for Preparing the Proposal for Election be from the narrower scientific field for which the candidate is being elected, the Council of the organizational unit shall, with an explanation, determine an appropriate scientific field and may propose the appointment of a Commission for Preparing the Proposal for Election in accordance with this criterion. If a member of the Commission for Preparing the Proposal for Election is from another organizational unit or another higher education institution, the Council of the organizational unit initiating the election shall, when appointing the members of the Commission, determine the appropriateness of the scientific field of such member of the Commission with the narrower or related scientific field relevant to the election. The Commission is required to submit a written report with a proposal to the Faculty Council within 30 days from the date of its appointment, taking into account the fulfilment of all prescribed requirements for election to the relevant academic rank. The Commission is obliged to comply with the deadlines for the preparation, drafting and submission of the report, and any exceeding of the deadlines for preparing the report shall be considered a serious breach of work obligations.

According to Article 237 of the Statute of the University, the decision on election to an academic rank is adopted in the manner and according to the procedure prescribed by the Law and the Statute. The Law prescribes the deadlines in the procedure for election to an academic rank (Article 122), the composition of the Commission (Article 123), the deadline for preparing and submitting the Commission's report (Article 124), the adoption of the proposed decision on election by the Council of the organizational unit, i.e. the adoption of the decision on election by the Senate of the higher education institution (Article 125), and the obligations of the Dean in the election procedure (Article 126). The decision of the Senate of the higher education institution is final, and an action may be initiated against it before the competent court in Sarajevo within 30 days from the date of receipt of the decision (Article 125, paragraph

4). The *Regulations on Labour at the University of Sarajevo* (2019) regulate the establishment of employment relationships with academic and non-academic staff (Articles 14–16).

Duties, Workload, and Responsibilities of Staff

Duties, workload, and responsibilities of teachers, associates, and professional associates in the teaching process are regulated in more detail by the Standards and Norms for Performing Higher Education Activities in Sarajevo Canton from 2019 (Articles 17–22).

Pursuant to Article 218 of the University Statute (2023), academic staff have the obligation in their teaching-scientific and teaching-artistic work to:

> a) prepare and hold lectures, exercises, and other forms of teaching according to the established schedule;
> b) fully realize the established curriculum and syllabus for the assigned course through personal presence and engagement;
> c) ensure the smooth execution of all teaching forms;
> d) help students master teaching-scientific content and knowledge checks by organizing and holding regular and, if necessary or requested, additional consultations;
> e) encourage independent student work and include them in expert, scientific-research, and artistic work;
> f) inform students about the objectives, content, required literature, and teaching realization methods of the assigned course, as well as methods and criteria for monitoring their work, knowledge checks, and grading.

In accordance with the teaching implementation plan, teachers conduct lectures, practical classes and other forms of teaching, while teaching assistants conduct practical classes and, exceptionally, in coordination with the responsible teacher, parts of lectures and seminars. The *Statute of the University of Sarajevo* also regulates the requirements for election to academic ranks (Articles 224–232), the procedure for the election of academic staff (Articles 233–238), the engagement of academic staff (Articles 239–243), as well as professional, administrative and technical staff (Articles 262–267).

The *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2021) defines the requirements for the employment of teaching and non-teaching staff, as well as their job descriptions and responsibilities. The *Regulations on Labour at the University of Sarajevo* (2019) regulate the rights, obligations and responsibilities arising from and related to the employment of teaching and non-teaching staff at the University. The rights, obligations and responsibilities of the Faculty's employees are additionally regulated by the *Rulebook on Employment Relations at the Riyasat of the Islamic Community in Bosnia and Herzegovina and its Institutions in Sarajevo* (2003, 2015).

Criteria for Professional Training of Staff

Pursuant to Article 140 of the Higher Education Law, the higher education institution is obliged to analyze evaluations of teaching and research work as part of the continuous improvement process. Based on this analysis, a quality improvement plan—i.e., a professional training plan for all employees, especially in ethics, pedagogical-methodological, and digital competencies—is determined. Pursuant to Article 146, the institution ensures professional training, education, international exchange, and evaluation of non-academic staff.

For the purpose of regularly carrying out its activities and improving and increasing the level of knowledge required for the performance of tasks within the scope of its activities, the University/member institution provides professional development, training and international exchange opportunities. The forms and manner of exercising the right to professional development and training of non-teaching staff are regulated in greater detail by the *Regulations on Labour* and other general acts of the University (Article 266 of the *Statute of the University*). The *Regulations on Labour at the University of Sarajevo* contain more detailed provisions on the right and obligation of employees to receive education, training and professional development for work, the forms of education, training and professional development, and the manner of exercising the aforementioned right (Articles 41–46).

Pursuant to Article 4 of the *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*, one of the objectives of employee performance evaluation is to create conditions for making appropriate decisions regarding employee rewards and professional development. Article 22 of this Rulebook provides for the mandatory participation of employees in appropriate professional development programmes based on a recommendation made as part of the performance evaluation.

Professional training programmes for teaching and non-teaching staff are implemented at the University and the Faculty. Thus, since September 2013, the University has been implementing the TRAIN programme (*Training & Research for Academic Newcomers*). The objectives of the programme are related to improving the knowledge and skills of academic staff within three thematic areas: the educational process (curriculum design and teaching effectiveness), research (research methodology and information literacy), and the development of communication skills (networking, teamwork, etc.). Three teaching assistants and two professional associates from the Faculty attended the second cycle of this programme in the 2023/24 academic year.

The Faculty organizes annual professional seminars and other training sessions for its staff. Thus, on 6 June 2023, a professional seminar was held for teaching staff on the topic "Application of Innovative Methods in University Teaching" and for non-teaching staff on the topic "Support Processes at the Faculty – Identifying Problems and Ways of Addressing Them". On 7 June 2024, a professional seminar was held for teaching staff on the topic "Aligning the Assessment of Student Achievement with Learning Outcomes".

International staff exchange at the Faculty is facilitated through the Fulbright, Erasmus and other mobility programmes, which will be discussed in greater detail under Criterion 10, "Mobility of Academic Staff and Students".

The Faculty conducts regular semester-based evaluations of the performance of academic staff involved in teaching and adopts reports containing corrective measures. The evaluation procedures, as well as the adoption and implementation of corrective measures, will be discussed in greater detail under Sub-criterion 9.2.

Transparency of Application of the Above Criteria

The criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. Dynamic employment plans are adopted at meetings of the Faculty Council, i.e. the University Senate, and the public may be informed about them through the minutes of meetings of these bodies, which are available on

the websites of the Faculty and the University, respectively. For example, at the 8th regular meeting of the Faculty Council held on 6 September 2023, the *Proposal for the Adoption of a Decision on the Adoption of the Dynamic Plan of Needs for Announcing Calls for Election to Academic Ranks for the 2023/2024 Academic Year* was adopted. Calls for applications for election to academic ranks, as well as calls for the employment of non-teaching staff, are published in at least one daily newspaper and on the websites of the University and the Faculty. An example is the published public call for the employment of a professional associate for methodological practice and practicum in religious pedagogy and religious psychology. Commission reports, containing proposals for election to academic ranks, are published on the Faculty's website seven days before their adoption at meetings of the Faculty Council. Furthermore, the proposals adopted by the Faculty Council for election to academic ranks and the University Senate's decisions on election are publicly available on the websites of the Faculty and the University, respectively. For example, at the 10th regular meeting of the Faculty Council held on 1 November 2023, the *Commission's Report with a Proposal for Election to the Academic Rank of Senior Teaching Assistant in the Scientific Field of Qur'anic Philology* was adopted.

The criteria and guidelines for implementing mobility, as well as reports, documents and publications of University/Faculty staff, are available on the University's website. Various mechanisms are applied to monitor the performance of the Faculty's academic staff:

a) recording the delivery of teaching in accordance with the teaching plan and the Faculty's academic calendar, and submitting monthly reports to the University Senate on the implementation of teaching;
b) semester-based evaluation of the teaching process, i.e. the performance of academic staff involved in teaching;
c) assessment by the Commission for Preparing the Report with a Proposal for Election to an Academic Rank, i.e. assessment by the Faculty Council of the fulfilment of the requirements for election to academic ranks, which includes demonstrated teaching skills and experience acquired in the teaching process, as evidenced by positive student evaluations, supervision of students' final theses at the Second and Third Cycles of Study, implementation of projects, and the results achieved in scientific research;
d) submission of an annual work report by members of the academic staff to the Dean, i.e. the Faculty Council.

3.5.2.3. *Academic staff are dedicated to research, i.e., scientific-research and artistic work, particularly through international scientific-research projects, and joint activities of mentors and students in finding grants or scholarships.*

Since the establishment of the Faculty in 1977, its mission has been twofold: (a) scientific – the development of a contemporary interpretation of Islam; and (b) educational – the education of highly qualified personnel to meet the needs of the Islamic Community in Bosnia and Herzegovina (IC BiH) and the wider society. The scientific research activities of the Faculty, as a higher education institution of the Islamic Community in Bosnia and Herzegovina and a member institution of the University, are carried out on the basis of state and cantonal laws, regulations of the Islamic Community in Bosnia and Herzegovina, general acts of the University and the Faculty, and adopted strategic documents. These regulations and documents include: the *Framework Law on Higher Education in Bosnia and Herzegovina* (*Official Gazette of Bosnia and Herzegovina*, No. 58/07) (Articles 1, 2, 3, 4 and 5); the *Law on Higher*

Education of the Sarajevo Canton (*Official Gazette of the Sarajevo Canton*, No. 33/17) (Articles 3, 7, 9, 24, 28, 34 and 39); the *Law on Scientific Research Activities of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 26/16) (Articles 2–8); the *Statute of the University of Sarajevo* (Part VI, Articles 190–220); the *Rulebook on Awards and Recognitions of the University of Sarajevo*; the *Rules of the Faculty of Islamic Studies of the University of Sarajevo* (Articles 16, 17, 121, 122 and 124); the *Strategy for the Development of Scientific Research/Artistic Research at the University of Sarajevo* (2017); and the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* (Sarajevo: El-Kalem – Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, 2016).

The results of the Faculty's scientific-research activity are scientific books and papers published worldwide in journals covering Islamic studies, social, religious, cultural, and civilizational topics. Faculty teachers' papers have been published in Bosnian, English, Arabic, German, French, Spanish, Albanian, Persian, Turkish, and Slovenian.

The Faculty maintains records of published chapters in books and conference proceedings. Additional efforts are made to increase the number of published books, textbooks, and papers in reference journals.

Type of work	**2019.**	**2020.**	**2021.**	**2022.**	**2023.**	**2024.**
Books and textbooks	7	4	12	13	2	8
Articles published in peer-reviewed journals	6	3	2	1	4	3
Articles published in other scientific and professional journals	47	40	59	29	14	20
Conference Papers	9	4	6	1	4	18
Artistic Research; (concerts, performances, exhibitions, etc..)	1	/	/	2	2	_

Table 9. *Number of Published Papers by Faculty Teachers and Associates from 2019 to 2024*

As an example of the international visibility of the Faculty's teaching staff in scientific research, we highlight the scientific monograph by Prof. Dr Nedim Begović, *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house *Routledge – Taylor & Francis Group* in London and New York in 2022; the collection of legal documents with accompanying commentaries by Prof. Dr Nedžad Grabus, *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publishing house *Brill*; and the long-standing engagement of Prof. Dr Ahmet Alibašić as co-editor of Brill's *Yearbook of Muslims in Europe*.

Research profiles on Google Scholar, ORCID, COBISS, and Scopus provide insight into the reception of research results. In accordance with the University's Rulebook on Rewarding Academic and Scientific-Research Staff, Faculty professors have continuously received annual

awards for scientific work from 2020 to 2023. Professor Emeritus Academician Enes Karić was awarded the Federal Science Award in 2023.

In accordance with the *Rulebook on Awards for Academic and Scientific Research Staff of the University of Sarajevo* and the decisions of the University Senate, Prof. Dr Nedim Begović ranked 23rd on the list of recipients of awards for scientific work at the University in 2020; Prof. Dr Nedžad Grabus and Prof. Dr Nedim Begović ranked 2nd and 5th, respectively, in 2021; while Prof. Dr Dina Sijamhodžić-Nadarević ranked 26th in 2022 and 2023. From 2020 to 2023, the aforementioned Faculty professors published scientific books and/or papers with renowned international publishing houses and, on this basis, received annual awards for scientific work. Academician Enes Karić, Professor Emeritus, was awarded the Federal Award for Science in 2023.

The number and quality of research and project activities of teachers and teaching assistants are often limited by their workload in the teaching process and additional administrative responsibilities, which could be reduced by employing an adequate number of non-teaching staff, in accordance with the adopted job classification.

The Vice-Dean for Scientific Research regularly encourages academic staff to plan scientific research activities within the Faculty, including the registration and approval of projects and the possibility of using budget funds allocated for this purpose within annual work plans.

The Faculty, in cooperation with the Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, "El-Kalem", publishes new books by the Faculty's teachers and teaching assistants every year.

The Faculty's scientific research and professional activities are enhanced through cooperation with other institutions of the Islamic Community in Bosnia and Herzegovina, as well as with other higher education institutions worldwide, within scientific research or professional projects, including:

- RESILIENCE (*REligious Studies Infrastructure: tooLs, Experts, conNections and CEnters*) is a project implemented within the EU Horizon 2020 research and innovation programme, in whose application the Faculty successfully participated, with Prof. Dr Ahmet Alibašić serving as one of the three project directors. The project was active until 2025. Its current focus is on the transnational mobility of researchers (*Transnational Access – TNA*) and the adoption of a database for research in the field of religious studies (*ReReSearch*);
- Since 2019, Prof. Dr Senad Ćeman has participated in the international research project "IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750)". The project was implemented from 2019 to 2023, with Prof. Dr Ćeman participating as a researcher in Working Group 3 – *Beyond Borders*. The purpose of the research was to provide a transnational and interdisciplinary approach capable of overcoming the segmentation that currently characterizes the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean;
- On 15 February 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society (SZIG/CSIS) in Fribourg for the implementation of the scientific research project *"Professionalising Spiritual Care in Plural Societies – Switzerland and BiH"* (*Professionalization of Spiritual Care in Plural Societies: Switzerland and Bosnia and*

Herzegovina). The project is being implemented from 1 September 2024 to 12 February 2026. The principal investigator is Prof. Dr Aid Smajić, while Prof. Dr Ahmet Alibašić is the Faculty team leader;
- "Bibliography of Works on the Islamic Community" is being implemented in cooperation with the Institute for the Islamic Tradition of Bosniaks (IITB), Gazi Husrev-bey Library (GHB), the Bosniak Institute and BZK Preporod (since September 2019); Prof. Dr Zehra Alispahić participated in the project.

Among the professional projects, the following may be highlighted:

- TRAIN Project of the University of Sarajevo – a professional development programme for the University's academic staff (Prof. Dr Dina Sijamhodžić-Nadarević is a lecturer in the modules *Didactics of Higher Education* and *Curriculum Planning in Higher Education*);
- *"Monitoring of Educational Work in Madrasas"* – a project implemented in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. The following Faculty professors participated in the programme: Prof. Dr Dina Sijamhodžić-Nadarević, Prof. Dr hfz. Kenan Musić, Prof. Dr Almir Fatić and Prof. Dr Senad Ćeman;
- Prof. Dr Nedžad Grabus was a member of the project team of the scientific research project *"Under the Sky of a Clear Faith"*, organized by the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, while Prof. Dr Zehra Alispahić worked on the promotion of the project and the production of 60 accompanying dialogue programmes.

The Faculty is frequently the organiser or co-organiser of major international conferences and scholarly gatherings bringing together researchers from different parts of the world. Notable events include:

- Conference: *Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond* (Sarajevo, 24–26 August 2022);
- International Conference: *Getting to Reconciliation: A Comparative Perspective* (Sarajevo, 15–16 September 2022);
- International Conference: *Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges and Perspectives* (Sarajevo, 17–18 November 2022);
- International Conference: *Konak and Villa: Convergences and Transmutations of the Representative Residence in Nineteenth-Century Southeast Europe*, organised in cooperation with the Institute of Art History of the University of Vienna, the Austrian Cultural Forum, and the European Research Council (Sarajevo, 27–29 April 2023);
- Conference: *Trends in Higher Education and Strengthening Teaching and Research Cooperation between the University of Sarajevo, the Faculty of Islamic Studies, and Shenandoah University (USA)* (Sarajevo, 12–13 June 2023);
- In cooperation with the Oslo Coalition on Freedom of Religion or Belief, the Faculty organised a seminar and book promotion for *Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws*, edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen, and Christian Moe. The Bosnian translation was prepared by Prof. Nedim Begović, PhD, and Nizama Ahmed, MA. Presentations were delivered by Prof. Ahmet Alibašić, PhD, and Prof. Nedim Begović, PhD,

while the event was moderated by Prof. Asim Zubčević, PhD (Sarajevo, 20 September 2023);
- Conference: *Islamic Moral Theology and the Future*, organised under the auspices of the Abu Sulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation, in cooperation with the Faculty (Sarajevo, 7–10 October 2023);
- Conference: *Islam and the Challenge of Pluralism in a Globalised World*, organised by the Faculty, the Gazi Husrev-beg Library, the international initiative ResetDOC, and the Moulay Hicham Foundation (Sarajevo, 18–19 November 2023). A public forum under the same title, presenting the outcomes of the conference and the work of the project working group, was subsequently held at the Gazi Husrev-beg Library (Sarajevo, 20 November 2023);
- In cooperation with the Agency for Halal Quality Certification, the Faculty organised the 2nd European Halal Congress (28–29 May 2024);
- In cooperation with the Directorate for Education and Science of the Islamic Community in Bosnia and Herzegovina, the Faculty organised the first gathering of professors from Islamic faculties across the Balkans under the title *Higher Islamic Education in the Balkans: Perspectives for Development and Cooperation* (26–27 September 2024);
- In cooperation with the Center for Islam in the Contemporary World (CICW) at Shenandoah University and the Centre for Advanced Studies, the Faculty organised the international conference *Islam and Contemporary Challenges* (5–6 October 2024).

Faculty academic staff participate extensively in scientific conferences in Bosnia and Herzegovina and abroad. In addition to publishing research articles in scientific journals and other periodicals, they produce translations of scholarly works from English and Arabic, review research projects, books, and journal articles, edit translations of academic publications, and serve as editors of co-authored books, conference proceedings, and scholarly journals, both nationally and internationally.

Students enrolled in the Islamic Religious Education and Religious Pedagogy Study Programme have access to modern teaching facilities, a reading room, and the Faculty Library, which houses more than 25,000 library holdings. The research activities of the Faculty's academic staff are further supported through access to international scholarly databases subscribed to by the University.

The Faculty has procedures and resources in place to support scientific research and the research activities of academic staff. Mechanisms are in place to support academic staff and students through the allocation of grants and scholarships. In accordance with the *Law on Scientific Research Activities of the Sarajevo Canton* (Article 8: "Ensuring Financial Resources for Scientific Research Activities"), the University provides funding on an annual basis to support scientific research activities, which is allocated to the University's member institutions through a public call issued by the Ministry of Education, Science and Youth of the Sarajevo Canton. The Ministry for Science, Higher Education and Youth of the Sarajevo Canton informs the public about the publication of the *Public Call for Co-Financing Scientific Research/Artistic Research and Research and Development Projects from the Budget of the Sarajevo Canton*. In accordance with the prescribed forms of co-financing, from 2022 to 2024, the Faculty's teachers and teaching assistants were entitled to use funding under the following programmes:

- B.1c: Co-financing of the technical preparation and defence of doctoral dissertations at the University of Sarajevo;
- B.2: Capacity Building for Internationalisation;
- B.2.3: Introduction of programmes, modules, and cycle and non-cycle study programmes in foreign languages, as well as the development of digital portals and innovative materials promoting the achievements of Bosnia and Herzegovina in science and the arts (paperless internationalisation and greening);
- B.3: Co-financing of conference organisation, participation in scientific events, and publication of scientific articles;
- B.2.3: Introduction of programmes, modules, and cycle and non-cycle study programmes in foreign languages. Funding under this programme was used to develop the English-language lifelong learning programme *Introduction to the Study of Islam*.

Based on the individual research plans prepared by the Faculty's departments, an annual Faculty Research Plan is developed, involving academic staff from the Islamic Religious Education and Religious Pedagogy Study Programme. These research activities are additionally supported through funding provided from the Faculty's own annual budget.

The Faculty has also implemented a number of strategic and ongoing research projects, including the publication of the *Monograph of the Faculty of Islamic Studies of the University of Sarajevo, 1977–2017*; the publication *The Role of Waqf in the Development of the Faculty of Islamic Studies in Sarajevo*; the research study *Occupational Stress among Imams in Bosnia and Herzegovina: Current Situation, Causes, and Coping Strategies*; and a series of regular professional workshops and seminars organised in cooperation with the Konrad Adenauer Foundation and two other theological faculties in Bosnia and Herzegovina under the title *Strengthening the Rhetorical Competences of Young Religious Leaders*, among other initiatives.

3.5.2.4. *Administrative and support staff are enabled to improve through participation in training sessions, particularly regarding IT systems and management systems.*

Within its annual work plan and academic calendar, the Faculty provides for at least one professional seminar for Faculty employees, involving both teaching and non-teaching staff. Thus, on 29 November 2019, a seminar for teaching and non-teaching staff on establishing a quality assurance system at the Faculty was held at Hotel "Han", Bjelašnica. Subsequently, on 6 June 2023, a seminar was held at Hotel "Tarčin Forest Resort & Spa" for non-teaching staff on the topic "Support Processes at the Faculty of Islamic Studies: Identifying Problems and Possible Solutions", and for teaching staff on the topic "Application of Innovative Methods in University Teaching".

During the COVID-19 pandemic, several training sessions on the use of digital technologies in the teaching process and specific applications supporting administrative work were organized within the Study Programme IRERP. Namely, starting in 2019, the Faculty introduced its own online learning platform, which is regularly improved in accordance with needs, with the involvement of professional and administrative staff. The same applies to the Information System of the University of Sarajevo (eUNSA), which the Faculty joined in 2022.

Article 22, paragraphs (4) and (5) of the *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty* provides that, in the event that an "employee is assessed as

‘unsatisfactory performance’, the immediate supervisor shall be required to: (a) prepare a Performance Improvement Plan; (b) propose that the employee be referred to a professional development programme if, given the nature of the duties of the relevant position, such professional development may contribute to improving the employee’s work performance.” Paragraph (5) further provides that “the Dean shall decide on the type of professional development programme referred to in paragraph (4) of this Article, in consultation with the immediate supervisor and the Quality Assurance Committee.”

In addition to the aforementioned case, pursuant to Article 22, paragraph (3), the Dean has the right to “adopt a decision to refer an employee to a professional development programme recommended as part of the performance evaluation, regardless of the performance rating assigned to the employee, with the aim of further professional development of the employee and improving their work performance.”

In accordance with identified needs, individual members of the non-teaching staff have attended additional training sessions (e.g. training in the use of information technology programmes and other areas), with financial support provided by the Faculty.

3.6. RESOURCES AND FINANCING

3.6.2.1. ***Resources for the implementation of the study program—which, in accordance with Agency Recommendations on licensing criteria and relevant acts of the competent educational authority, are sufficient and available to students.***

The Faculty ensures all necessary resources for the smooth running of the teaching-scientific process of the IRERP Study Program, in accordance with Agency Recommendations and Sarajevo Canton regulations. These include a sufficient number of full-time academic staff, administrative-technical staff, adequate spatial capacities (1.5 square meters per student), material-technical, and IT resources, with minor deviations regarding the number of available computers. However, access to all necessary platforms and content, as well as all other elements necessary in terms of resources for the implementation of the Study Programme in Islamic Religious Education and Religious Pedagogy, is provided through the wireless network.

3.6.2.2. ***Mandatory and specific required equipment for the implementation of the study program/courses according to the requirements of the scientific field is available. The higher education institution ensures mandatory and supplementary literature supporting course realization.***

A library operates within the Faculty with the aim of supporting the teaching process within the Study Programme in Islamic Religious Education and Religious Pedagogy and the Faculty’s scientific research activities. The library acquires, professionally processes, preserves and makes available books, journals, newspapers and electronic resources (*Library | FIN*).

The library enriches its collection through purchases, exchanges, donations and the legal deposit copy. The librarian is responsible for the acquisition policy, in consultation with the Library Commission, departments, the Vice-Deans for Teaching and Scientific Research, and teaching staff, as well as in accordance with users’ requests, all in line with the needs of scientific research, teaching and professional activities. Library materials are professionally

processed and catalogued using a unified processing system based on international standards. The library collection has been entered into an electronic database and can be searched by all relevant parameters (author, title, publisher, keywords, etc.) via the Faculty's DL platform. The Faculty budget provides funding for the regular annual renewal of the library collection.

Users of the library collection include students of the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), academic staff, professional and external associates, and other Faculty employees.

All required literature, both compulsory and supplementary, is available in sufficient numbers, with no fewer than three copies, in the Faculty's reading room, while most of the literature, particularly compulsory literature, is also available in electronic form.

The library collection comprises approximately 25,000 volumes (11,500 titles) of monographic and periodical publications. In addition to Bosnian, the collection includes books and journals in Arabic and English, as well as Turkish, German, Albanian and other languages.

The most extensively represented scientific fields in the library are religion in general, particularly Islam and all its disciplines; philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, as well as architecture and art.

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

The Faculty's IT resources are fully utilized to support the teaching and scientific research processes. A sufficient number of computers is available in the reading room, and given that students have their own devices, including mobile phones, tablets and laptops, the entire building, as well as the Faculty's ancillary facilities, is covered by high-speed wireless Internet, providing access to all relevant platforms, particularly the library platform for search and retrieval purposes. The Faculty has access to the following databases: EBSCOhost, CEEOL, and others. One of the most recent activities aimed at establishing a unified library and information system is the Faculty's integration into the COBISS membership system.

3.6.2.4. ***The higher education institution monitors the realization of the investment plan in physical resources and equipment for scientific-research work and educational activities.***

Within the budgetary funds provided by the Riyasat of the Islamic Community in Bosnia and Herzegovina, continuous allocations are provided for the maintenance, renewal and improvement of physical resources and equipment necessary for the Study Programme in Islamic Religious Education and Religious Pedagogy, both for scientific research and for the core teaching and educational activities. At present, the material and technical requirements are fully met, including equipment necessary for the delivery of teaching, the work of employees and other essential resources, while the equipment is modernized annually, with newer and more appropriate equipment being procured in accordance with identified needs. All classrooms are equipped with computers and projectors, the premises are covered by wireless Internet, and the reading room is equipped with computers used for information retrieval. The Faculty's library is integrated into all relevant processes at the University and

within the Riyasat of the Islamic Community in Bosnia and Herzegovina, particularly in terms of access to databases and literature.

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

Through the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty has access to all institutions founded by the Riyasat. Of particular importance as research resources are the Gazi Husrev-bey Library in Sarajevo, the Institute for the Islamic Tradition of Bosniaks in Sarajevo, and the Institute for Religious and Social Research in Tuzla. Given that the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic Pedagogical Faculty of the University of Zenica, the Faculty has the opportunity to use, on the basis of inter-institutional cooperation, all the resources of these higher education institutions.

The Faculty has also signed cooperation agreements with numerous institutions outside Bosnia and Herzegovina, among which the following are particularly noteworthy: Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. One of the most recent agreements is the Memorandum of Understanding signed with the Institute for Islamic Thought in Ankara.

3.7. INFORMATION MANAGEMENT REGARDING STUDY PROGRAMS

3.7.2.1. ***A system of regular collection and processing of information on all aspects of study programs (student success rates, dropout rates, student satisfaction, graduate employability, etc.) is established and used for quality improvement.***

The Faculty has established a system for the regular collection and analysis of data on the key aspects of the Study Programme in Islamic Religious Education and Religious Pedagogy**.** This system includes analyses of examination attendance and pass rates, student progression and academic success, student attrition, student satisfaction with teaching and the study programme, and the employability of graduates. These data serve as an important source of information for the continuous enhancement of the quality of the study programme.

The management of information related to the Study Programme in Islamic Religious Education and Religious Pedagogy is carried out through three key stages, as illustrated in the figure below. In the first stage, data are collected on all relevant aspects of the study programme. Following the analysis of the collected data, the Quality Assurance Committee prepares reports containing recommendations, which are considered and adopted by the Faculty Council. In the final stage, the Faculty implements the adopted recommendations, monitors their impact, and, based on the insights gained, continuously improves the quality of the study programme.

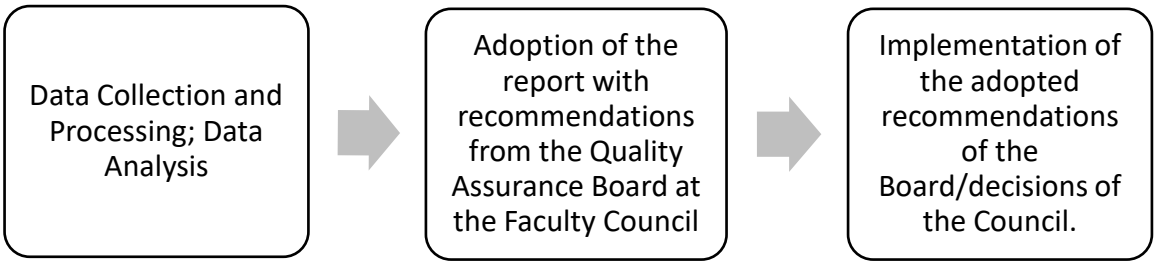


Figure 23. *Phases of information management for the Islamic Religious Education and Religious Pedagogy Study Programme at the Faculty.*

3.7.2.1.1. *Exam Pass Rates*

As previously noted, the Faculty has established a system for the regular collection, processing, and analysis of data on student examination attendance and pass rates, as well as for the adoption and implementation of recommendations issued by the Quality Assurance Committee and conclusions adopted by the Faculty Council.

I. *Reports*

As already stated, the Faculty has established a system for the regular collection, processing and analysis of data on student attendance and pass rates in examinations, as well as for the adoption of recommendations of the Quality Assurance Committee/Conclusions of the Faculty Council and their implementation.

During the 2022/23 academic year, the following reports were adopted:

a) Reports on Examination Attendance and Pass Rates by Examination Session:January–February examination session for the 2022/2023 academic year: Student attendance and pass rates in examinations in the winter semester of the 2022/2023 academic year, 4th regular meeting of the Faculty Council, No. 03-03-4. Regular Meeting – 369/23, held on 5 April 2023. (*Report on Student Pass Rates in the January–February Examination Session 2022/23 with a Proposed Conclusion for the Faculty Council*);

b) Reports on Examination Attendance and Pass Rates by Academic Year:
Report on the Pass Rates of UNSA-FIN Students in Examinations in the 2022/23 Academic Year by Year of Study, Study Year and Course: adopted at the 11th regular

meeting of the Faculty Council (No. 03-03-11. Regular Meeting – 1254/23), held on 6 December 2023, under item 2, Quality;
Report on the Examination Attendance and Pass Rates of UNSA-FIN Students in the 2023/24 Academic Year: adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Regular Meeting – 1220/24), held on 4 December 2024, under item 3(a), Quality Assurance.

For the 2022/23 academic year, reports were prepared by semester and for the academic year as a whole, while subsequent reporting shifted to annual reporting, enabling a more comprehensive analysis and improved comparability of data.

II. Quality Assurance Committee Recommendations / Faculty Council Conclusions

Based on the analysis of student examination attendance and pass rates, the following recommendations and improvement measures were adopted:

1. Measures in Cases of an Observed Low Pass Rate (less than 30% in a Course):

- Organizing additional classes or consultations; (*Report on Student Pass Rates in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme, Year of Study and Course*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

2. Measures in Cases of an Observed Exceptionally High Pass Rate in Courses that Significantly Deviates from the Average Pass Rate for the Study Programme:

- Analysis of the course catalogue and course syllabi, as well as analysis of written examinations (*Report on Student Pass Rates in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme, Year of Study and Course*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

III. Results of the Implementation of Recommendations

The implementation of the adopted recommendations has resulted in the following measures:

a) The organisation of additional classes and consultation sessions for students;
b) The completion of an analysis of written examinations during the 2022/23 academic year, followed by the organisation of a professional training seminar for academic staff in June 2024, focusing on aligning assessment methods with intended learning outcomes.

3.7.2.1.2. Student Throughput and Study Success

I. *Reports*

The Faculty continuously monitors the student progression rate and their study success within the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP). The adopted reports for the relevant academic years are presented below.

- 2021/22 academic year – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Regular Meeting – 820/23), held on 6 September 2023, under item 4, Quality (Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations).
- 2022/23 academic year – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Regular Meeting – 1254/23), held on 6 December 2023, under item 2, Quality (Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme and Year of Study).
- 2023/24 academic year – Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies, adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Regular Meeting – 1220/24), held on 4 December 2024, under item 3(b), Quality Assurance (3rd regular meeting – 4 December 2024).

By way of illustration, a more detailed presentation of the Report on Student Progression and Study Success for the 2021/22 academic year is provided below. The reports for this academic year were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Regular Meeting – 820/23), held on 6 September 2023, under item 4, Quality (Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations).

The data overview for the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP) is as follows (the percentages in parentheses indicate student progression between years of study):

- First year: 32 students enrolled; 13 students met the requirements for progression to the second year (40.63%).
- Second year: 29 students enrolled; 10 students met the requirements for progression to the third year (34.48%).
- Third year: 26 students enrolled; 14 students met the requirements for progression to the fourth year (53.85%).
- Fourth year: 12 students enrolled; 6 students graduated (50%).
- Overall graduation rate within the prescribed duration of study: 23%.
- Graduates from previous cohorts: 4.

II. Quality Assurance Committee Recommendations / Faculty Council Conclusions

The recommendations adopted by the Quality Assurance Committee, and subsequently endorsed by the Faculty Council, on the basis of the analysis of student progression and

graduation data for the 2021/22 and 2022/23 academic years, applied to all study programmes offered by the Faculty. However, no programme-specific recommendations were adopted for the Islamic Religious Education and Religious Pedagogy Study Programme in this area.

3.7.2.1.3. Dropout Rates and Reasons

The Faculty continuously monitors the student attrition rate and the reasons for withdrawal from the Islamic Religious Education and Religious Pedagogy Study Programme (IRE&RP). The reports adopted for the relevant academic years are presented below.

For the 2021/2022 academic year, the student dropout rate and the reasons for discontinuation of studies were analysed within the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), and the data were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Regular Meeting – 820/23), held on 6 September 2023, under item 4, Quality (Proposal of the Report on the Student Dropout Rate and Reasons for Discontinuation of Studies at the Faculty of Islamic Studies of the University of Sarajevo in the 2021/22 Academic Year).

The data for the IRERP Study Programme indicate the following:

- IRERP Study Programme – Of the 32 students enrolled in the first year, two students (6.25%) withdrew from the programme. In the second year, two additional students (6.9%) out of 29 enrolled discontinued their studies. In total, four students withdrew from the programme. The recorded reasons for withdrawal were: enrolment at another faculty, return to a foreign country, and family-related reasons.

These findings indicate that the most common reasons for student withdrawal are transfer to another higher education institution, financial and personal reasons, as well as employment and family obligations.

For the 2022/2023 academic year, reports on the dropout rate and reasons for student withdrawal were adopted, covering data for the IRE&RP Study Programme by year of study and providing an overview of the factors affecting student progression. Given the low dropout rate and the fact that the identified reasons for withdrawal were predominantly of a personal nature, the Quality Assurance Committee and the Faculty Council did not consider it necessary to adopt specific recommendations related to this report. The report was adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under agenda item 2. Quality *(Report on the Dropout Rate and Reasons for Student Withdrawal at the University of Sarajevo – Faculty of Islamic Studies for the 2022/23 Academic Year).*

For the 2023/2024 academic year, reports on the dropout rate and reasons for student withdrawal were likewise adopted, reaching the same conclusion as in the previous academic year. Consequently, the Faculty Council did not consider it necessary to introduce additional improvement measures. The report was adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. red. sjed. - 1220/24), held on 4 December 2024, under agenda item 3. Quality Assurance *(3rd Regular Session – 4 December 2024).*

3.7.2.1.4. Student Satisfaction

The Faculty continuously monitors student satisfaction with the Islamic Religious Education and Religious Pedagogy (IRERP) Study Programme. The reports adopted for the relevant academic years are presented below.

- academic year 2021/22 – Student satisfaction was assessed as part of a comprehensive evaluation of the study programmes at the Faculty. The reports were adopted at the 7th regular electronic session of the Faculty Council (No. 03-03-7. sjed.-695/22), held on 30 June 2022, under item 3, Quality Assurance (Report on the Evaluation of Study Programmes in the 2021/22 Academic Year with Recommendations).
- academic year 2022/23 – Student satisfaction with their studies is regularly assessed through the evaluation of the performance of academic staff. The report was adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (Report on the Evaluation of the Performance of Academic Staff in the Summer Semester of the 2022/23 Academic Year at the Faculty of Islamic Studies, University of Sarajevo, with Recommendations).
- academic year 2023/24 – The Report on the Evaluation of Teaching was adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. red. sjed. - 1220/24), held on 4 December 2024, under item 2, Quality Assurance (Report/Decisions of the 3rd Regular Session of the Faculty Council).

A more detailed presentation of the teaching evaluation and the evaluation of the study programmes is provided in Section 3.9.

3.7.2.1.5. Graduate Employability

I. Reports

The Faculty continuously monitors the employability of graduates of the Islamic Religious Education and Religious Pedagogy (IRE&RP) Study Programme. The reports adopted for the relevant academic years are presented below.

The Report on the Employability of Graduates of the Faculty of Islamic Studies for the Period 2019–2022, with Recommendations, covering graduates of the IRE&RP Study Programme included in the self-evaluation process, was adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under agenda item 4. Quality (Report on the Employability of Graduates of the University of Sarajevo – Faculty of Islamic Studies for the Period 2019–2022, with Recommendations).

For the 2022/23 and 2023/24 academic years, reports on graduate employability were not adopted due to the low response rate of alumni to the survey. Consequently, their preparation was postponed until the 2025/26 academic year. In addition to the Faculty's activities, the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina also conducts labour market analyses to provide a broader overview of employment opportunities for graduates of the IRE&RP Study Programme.

Detailed data on the employability of graduates of the IRE&RP Study Programme have already been presented in Section 3.2.1.

II. Recommendations of the Quality Assurance Committee / Conclusions of the Faculty Council

The recommendations adopted by the Quality Assurance Committee and the conclusions of the Faculty Council, based on the analysis of graduate employability data for the 2019–2022 period, include the following:

a) Submitting an initiative to the Founder for the development of occupational standards and qualification standards for the relevant study programmes, with the aim of achieving better alignment between learning outcomes and the competencies required by the labour market (*Report on the Employability of Graduates of the University of Sarajevo – Faculty of Islamic Studies for the Period 2019–2022, with Recommendations*);
b) Submitting an initiative to the Founder to regulate the possibility of employing graduates of the IRE&RP Study Programme as educators in Islamic Community secondary school and student dormitories, thereby expanding the professional opportunities available to graduates of this programme (Report on the Employability of Graduates of the University of Sarajevo – Faculty of Islamic Studies for the Period 2019–2022, with Recommendations);
c) Reducing the enrolment quota for the IRE&RP Study Programme (Report on the Employability of Graduates of the University of Sarajevo – Faculty of Islamic Studies for the Period 2019–2022, with Recommendations).

These recommendations are discussed in greater detail in Section 3.2.1, *Labour Market Analysis*, which presents employability data for graduates of all study programmes.

III. Results of the Implementation of the Recommendations

The implementation of these recommendations is reflected in a number of concrete measures undertaken following their adoption, including:

a) The Faculty submitted an initiative to the Founder for the development of occupational standards. As a result, within the higher education reform process of the Islamic Community in Bosnia and Herzegovina, launched in January 2024, draft occupational standards for eleven professions and qualification standards for three first-cycle qualifications awarded upon completion of the Faculty's study programmes were prepared and adopted. These documents clearly establish the link between the qualifications obtained upon completion of the Faculty's first-cycle study programmes and the corresponding occupations. Further information on this process is provided in Section 4.2.

   In addition, the revised first- and second-cycle study programmes, adopted by the Faculty Council in October 2024, clearly specify the occupations for which graduates of these programmes are educated.

b) The Draft Occupational Standard for Educators in Islamic Community Secondary School and Student Dormitories provides for the employment of graduates of the IRERP Study Programme in this profession, thereby broadening the employment opportunities available to graduates of the programme.
c) The enrolment quota for the IRERP Study Programme was slightly reduced for the admission of first-year students in the 2024/25 academic year.

3.7.2.2. *The Higher Education Institution Regularly Collects and Analyses Data on the Number and Age Structure of Academic Staff, Gender, the Student-to-Staff Ratio, the Ratio of Permanent and Visiting Academic Staff, and Student Evaluations of Academic Staff*

Article 3, paragraph (2), item (i) of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo stipulates that the adequacy and currency of the information system, as well as the methods of collecting, processing, and using information, constitute one of the areas of quality evaluation at the level of the organisational unit. The Faculty currently uses two information systems through which it collects and analyses data relating to the Islamic Religious Education and Religious Pedagogy (IRE&RP) Study Programme, including data on the number and age structure of academic staff, gender, the student-to-staff ratio, the ratio of permanent and visiting academic staff, and the results of student evaluations of academic staff.

1) *e-UNSA*

In June 2022, the Faculty discontinued the use of the University's former information system (ISSS) and migrated to the new integrated University information system, e-UNSA. All data concerning the academic staff and students of the IRERP Study Programme were transferred from ISSS to e-UNSA.

The system enables continuous monitoring of data relating to students, employees, externally engaged staff, and the teaching process within the IRERP Study Programme, while also providing the possibility of generating a wide range of reports and statistical analyses. One of its principal functions is the digitalisation and automation of all administrative and academic processes related to the study programme, including data on the number and structure of students, employees, and visiting academic staff.

Through the implementation of e-UNSA, the exchange of information between students, academic staff, the Faculty Student Affairs Office, and the University Rectorate has become faster and more efficient. The system also allows the translation of data into foreign languages, facilitating its use by international students and visiting lecturers.

The implementation of the integrated information system is an ongoing process involving continuous development and enhancement with the objective of improving educational processes and institutional activities across the Faculty and the University. Access to the system is available to all enrolled students, academic staff, teaching assistants, and employees of the Faculty Student Affairs Office, with different levels of authorisation depending on the type of information. The e-UNSA system is maintained by the University Tele-Information Centre (UTIC), with certain authorizations granted to the Faculty’s Student Affairs Office. More information about this system is available on the website.

2) Faculty Distance Learning (DL) Platform

The Faculty Distance Learning (DL) Platform represents the second information system used for collecting and analysing data relating to the IRE&RP Study Programme. Its primary purpose is to provide an online environment for learning, teaching, and assessment, while facilitating communication and information exchange between students, academic staff, and the Faculty Student Affairs Office. In addition, the platform serves as a system for collecting and analysing data on the work of academic staff, external associates, and students.

Through this platform, the Faculty distributes various types of information to students enrolled in the IRERP Study Programme, conducts numerous administrative procedures and analyses, and administers questionnaires used to collect and evaluate data. The DL Platform is designed and maintained by SmartLab, the company engaged by the Faculty for its development and technical support.

Using these two information systems, together with additional administrative procedures, the Faculty regularly collects data on the number, gender, and age structure of academic staff, the ratio of permanent and visiting academic staff, the student-to-staff ratio, and the results of student evaluations of academic staff within the IRE&RP Study Programme.

Article 17(d) of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo defines, among the responsibilities of the Faculty Quality Assurance Office, the updating of the University's information system and application databases, including staff-related data.

An integral component of the e-UNSA system is the Human Resources (HR) database, which contains comprehensive information on the academic and externally engaged staff involved in the IRE&RP Study Programme. The following information is recorded and regularly updated for each staff member:

- personal information;
- personal identification number;
- gender;
- date of birth;
- nationality;
- father's full name;
- mother's full name;
- permanent address;
- temporary address;
- telephone number;
- e-mail address;
- records of academic appointments;
- employment contract information;
- pension and social insurance records;
- information on appointments at other organisational units; and
- workload data.

The HR database enables the generation of reports based on all of the above information. To ensure the protection of personal data, access to the database is restricted, and information may only be accessed through the user accounts of authorised personnel, such as employees of the Faculty Student Affairs Office.

The aforementioned data on the number, gender and age structure of the Faculty's employees are regularly updated in the employees' personnel files, as well as in the *Employee Calendar*, which are maintained by the Faculty Secretary, who keeps comprehensive statistics on the Faculty's academic and non-teaching staff, pursuant to Article 46 of the *Rulebook on the Internal Organization and Job Classification of the Faculty*, in accordance with the *Standards and Norms for the Provision of Higher Education Activities in the Sarajevo Canton*. Each year, the Faculty Secretary submits a Statistical Report to the *Federal Institute for Statistics*,

containing data on the academic staff. The collected data are analysed at meetings of the Faculty Council, as necessary, based on which further measures are adopted to improve the Faculty's operations, such as updating the Faculty's Dynamic Plan, preparing teaching plans, developing the Academic Calendar, as well as other documents that will be presented in greater detail below in the report.

At the 40th regular session of the Faculty Council (No. 03-03-40-36/20), held on 15 January 2020, the document Faculty Employees was adopted and analysed. The document presents, in tabular form, statistical data on Faculty employees as of 2020.

FACULTY EMPLOYEES					
FULL PROFESSORS			ASSOCIATE PROFESSORS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	2	8	8	3	11
ASSISTANT PROFESSORS			SENIOR ASSISTANTS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	3	9	6	-	6
ASSISTANTS			ADMINISTRATIVE STAFF		
Professionally	Part-time	Total	Professionally	Part-time	Total
3	-	3	7	-	7
SERVICE STAFF			TOTAL EMPLOYEES		
Professionally	Part-time	Total	Professionally	Part-time	Total
10	-	10	46	8	54

Table 10. *Faculty Employees (2020)*

Only the number of employees is presented, classified into eight categories and further divided into full-time employees (permanently employed) and external associates (part-time/contractually engaged). The table shows that, in 2020, the Faculty's staffing structure comprised 29 members of academic staff and eight externally engaged academic associates. Based on these data, the Faculty Dynamic Plan and the Teaching Plan were prepared.

However, the table did not include information on the gender or age structure of employees. These data were available in the personnel files, the Faculty Employee Register, and the HR database within the e-UNSA information system. The table therefore required updating to enable the systematic collection and presentation of data on the gender and age structure of Faculty employees, which was subsequently completed in 2023.

At the 10th regular session of the Faculty Council (No. 03-03-10. Redovna sjed. - 1059/23), held on 1 November 2023, under agenda item 3 – Information on the Faculty of Islamic Studies data contained in the questionnaires for collecting data from University members for the preparation of the Internal Evaluation Report for the Re-accreditation of the University of Sarajevo, the Faculty Council analysed a document presenting staff data through Tables E-1 and E-2. Table E-1 presents the age and gender structure of the academic staff and teaching assistants employed by the Faculty, as of 2023.

Teachers and staff in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	10	10	-	-	-	8	1	1
Associate Professors	8	4	4	-	5	1	2	-
Assistant Professors	3	3	-	-	2	1	-	-
Senior Assistants	4	2	2	1	3	-	-	-
Assistants	1	1	-	1	-	-	-	-
TOTAL	26	20	6	2	10	10	3	1

Table 11 *(E-1). Age and Gender Structure of Academic Staff and Teaching Assistants Employed by the Faculty, 2023*

Table E-2**,** presented below, shows the individual and total number of academic staff and teaching assistants employed by the Faculty**,** distinguishing between full-time academic staff and externally engaged academic staff (part-time/contractual appointments**)**, as of 2023**.** For the purposes of this Report, the data were subsequently updated to include the 2023/24 academic year**.**

Academic year	Full Professors		Associate Professors		Assistant Professors		Total number of teachers	Senior Assistants		Assistants		Total number of associates	Total number of teachers and associates
	Employment relationship	External associate	Employment relationship	External associate	Employment relationship	External associate		Employment relationship	External associate	Employment relationship	External associate		
2018/19	6	1	8	4	6	2	27	6	-	3	-	9	36
2019/20	6	2	8	4	6	3	29	6	-	3	-	9	38

2020/21	6	1	10	3	6	3	29	6	-	2	-	8	37
2021/22	2	4	11	2	6	3	28	4	-	2	-	6	34
2022/23	10	3	8	4	3	1	29	4	-	1	-	5	34
2023/24	9	4	9	4	4	-	30	5	-	3	-	8	38

Table 12 *(E-2). Number of Academic Staff and Teaching Assistants Employed on a Full-Time and Part-Time Basis at the Faculty*

Table 13**,** presented below, provides the updated age and gender structure of the academic staff and teaching assistants employed by the Faculty**,** as of 2024**.**

Teachers and associates in employment	Total	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	9	9	0	0	0	4	4	1
Associate Professors	9	5	4	0	0	7	2	0
Assistant Professors	4	4	0	0	3	1	0	0
Senior Assistants	5	3	2	3	2	0	0	0
Assistants	3	1	2	3	0	0	0	0
TOTAL	30	22	8	6	5	12	6	1

Table 13. *Age and Gender Structure of Teaching Staff and Associates Employed at the Faculty, 2024*

Based on the collected data and identified needs, the Faculty regularly adopts, and periodically amends and supplements, the Faculty Dynamic Plan. Drawing on data concerning the number, gender and age structure of academic staff, as well as the ratio of permanent and visiting staff, the Faculty prepares and submits the Dynamic Plan for adoption by the Faculty Council.

- The Dynamic Plan for the 2020/2021 academic year was adopted at the 46th regular meeting of the Faculty Council (No. 03-03-46-1069/20), held on 21 September 2020 (Decision No. 03-03-46-/20);
- The Dynamic Plan for the 2021/2022 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. Electronic Meeting – 454/21), held on 11 May 2021 (Decision No. 03-03-45-1084/20);
- The Dynamic Plan for the 2022/2023 academic year was adopted at the 9th regular electronic meeting of the Faculty Council (No. 03-03-9. Regular Electronic Meeting – 913/22), held on 7 September 2022;
- The Dynamic Plan for the 2023/2024 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Regular Meeting – 820/23), held on 6 September 2023 (Decision No. 03-03-8. Regular Meeting – 830/23);
- The Dynamic Plan for the 2024/2025 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-2.8. Regular Meeting – 685/24), held on 4 September 2024.

Based on the above-mentioned data concerning the number, gender and age structure of academic staff, as well as the ratio of permanent and visiting staff, the Faculty Council discusses the need for engaging academic staff, updates the Dynamic Plan, and proposes the initiation of procedures for recruitment, promotion to higher academic ranks, or retirement of academic staff. One such example is the proposal adopted at the 1st regular session of the Faculty Council (No. 03-03-1st regular session-16/23), held on 11 January 2023 (Item 2, paragraph d): *Proposal to initiate the procedure for the early promotion of academic staff to the academic rank of Associate Professor in the scientific field of Aqidah (Dogmatics), Tasawwuf and Comparative Religion – one full-time position.*

In addition to data on the number, gender and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data on all students enrolled in the Islamic Religious Education and Religious Pedagogy Study Programme, together with information on their studies and grades for individual courses. Access to these data is granted to students, the Faculty Student Affairs Office, and course instructors and teaching associates. The data may be accessed through the user accounts of authorised persons. The e-UNSA information system currently provides various possibilities for analysing individual and aggregated data on student enrolment, the student-to-teacher ratio, and the ratio of permanent and visiting staff by generating different reports, which serve as the basis for implementing appropriate improvement measures within the Islamic Religious Education and Religious Pedagogy Study Programme.

At the 10th regular session of the Faculty Council (No. 03-03-10th regular session-1059/23), held on 1 November 2023, under Agenda Item 3 (*Information on the Faculty of Islamic Studies data contained in questionnaires for collecting data from constituent units required for the preparation of the internal evaluation report for the reaccreditation of the University of Sarajevo*), the Council analysed a document presenting data on the number of students enrolled in the Islamic Religious Education and Religious Pedagogy Study Programme from the 2018/2019 to the 2022/2023 academic year through two D-2 tables. The tables present the total number of Faculty students by study cycle, year of study and student category. For the purposes of this Report, the data were subsequently updated to include the 2023/2024 academic year. To improve the readability of the Report, these tables are presented separately as Appendix 6 to the Self-Evaluation Report.

The collected data on the number of students enrolled in the Islamic Religious Education and Religious Pedagogy Study Programme are periodically analysed at Faculty Council meetings, as needed, and form the basis for further measures aimed at improving the Faculty's operations, including determining student enrolment quotas, ensuring adequate facilities for the delivery of teaching activities, analysing the workload norms of teaching staff and associates, and engaging additional academic staff.

Based on the collected data and identified needs, before the beginning of each academic year the Faculty prepares an overview of the Teaching Plan, which includes the teaching workload of instructors and associates according to the number of teaching hours and students, as well as an overview of permanent and visiting staff. The Teaching Plan is analysed and adopted by the Faculty Council and subsequently approved by the University Senate.

- The Teaching Plan for the 2020/2021 academic year was adopted at the 2nd electronic meeting of the Faculty Council (No. 03-03-2. Electronic Meeting – 892/20), held on 17 July 2020;

- The Teaching Plan for the 2021/2022 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. Electronic Meeting – 454/21), held on 11 May 2021;
- The Teaching Plan for the 2022/2023 academic year was adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Regular Meeting – 1134/22), held on 9 November 2022 (Conclusion No. 01-16-116/22);
- The Teaching Plan for the 2023/2024 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-7. Regular Meeting – 636/23), held on 5 July 2023 (Decision No. 03-03-7. Regular Meeting – 661/23);
- The Teaching Plan for the 2024/2025 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-2. Regular Meeting – 555/24), held on 3 July 2024.

Pursuant to Article 14(e) of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo, one of the responsibilities of the Quality Assurance Committee is the *"organisation, coordination, implementation of the process, and analysis of data obtained through the student evaluation of academic staff and the successful implementation of curricula."* In accordance with this responsibility, the Faculty regularly collects and analyses data obtained through student evaluations of teaching staff and associates engaged in the Islamic Religious Education and Religious Pedagogy Study Programme. Student evaluations are conducted at the end of each semester. The collected data are analysed, after which a report on student evaluations containing recommendations for improving teaching is prepared. This report is analysed and adopted by the Faculty Council (see Chapter 3.9).

In addition to the regular student evaluation of academic staff, the Faculty initiated the self-evaluation process of the Islamic Religious Education and Religious Pedagogy Study Programme at the 8th regular electronic session of the Faculty Council (No. 03-03-8th regular electronic session-776/22), held on 8 July 2022. The self-evaluation process included survey questionnaires through which students evaluated the Islamic Religious Education and Religious Pedagogy Study Programme, as well as the Faculty's academic and administrative staff.

Following the completion of the survey process, the Faculty Council, at its 7th regular electronic session (No. 03-03-7th regular electronic session-709/22), held on 30 June 2022, adopted the Report of the Quality Assurance Committee containing recommendations for the further enhancement of the Islamic Religious Education and Religious Pedagogy Study Programme.

3.8. PUBLIC INFORMATION ABOUT STUDY PROGRAMS

3.8.2.1. The higher education institution objectively and timely informs the public with updated information on all aspects of approved (licensed) and/or accredited study programs it offers, with a special focus on defined study program objectives and learning outcomes. Data on the academic careers of employed and engaged staff are publicly published. A minimum of 50% of the total information is in English.

In accordance with Article 49, paragraph (4) of the Sarajevo Canton Law on Higher Education from 2022 (Official Gazette of Sarajevo Canton, year XXVII, no. 36): "Higher education institutions are obliged to publish and continuously update information on their website regarding the number and profile of all study programs realized at the higher education institution."

The Faculty timely informs the public with updated information on various aspects of the IRERP Study Program, with a special focus on the defined objectives of this study program and learning outcomes. On its website, the Faculty publishes current, clear, accurate, objective, unbiased, easily accessible, and verifiable information regarding the IRERP Study Program. Information about this study program is available within the menu for "First Cycle" studies.

The transparency of the update dynamics of the curricula and syllabi (NPP) of the IRERP Study Program is reflected in the fact that not only the latest curricula and syllabi of this program are available to the public, but also those from previous years, to meet the needs of all active students:

- The folder/section for the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP) contains curricula and study programme syllabi from 2013 to 2020, enabling all active students to find information relevant to the curriculum applicable to their studies (2013, 2016, 2018, 2019, and 2020);

In addition to curricula and syllabi, the same folders contain the current Guide for Future Students of the Faculty, which serves as an information package useful for prospective students of the first-cycle IRERP Study Program and contains all relevant data about the program, including curricula and syllabi, as well as the title acquired upon completion, all in accordance with Article 143, paragraph (3) of the University of Sarajevo Statute (2018): "The University/organizational unit is obligated to publish on its website an information package/student guide containing information on all student rights, including mobility programs, in accordance with the law and this statute."

Other useful documents are also available in the first-cycle study folder on the website, such as:

- Faculty Academic Calendar for the 2024/25 academic year;
- Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo (2023);
- Rulebook on Professional Practice of Students of the Faculty of Islamic Studies of the University of Sarajevo (2018);
- Rulebook on the Preparation and Defence of Seminar Papers (2017);
- Forms for the recognition of examinations and foreign higher education qualifications:
- Recognition of examinations completed at the Islamic Pedagogical Faculty in Bihać;

- Recognition of examinations upon transfer from the previous curriculum to the new curriculum;
- Recognition of examinations completed at the Islamic Pedagogical Faculty in Zenica;
- Application for recognition of a foreign higher education qualification;
- Rules of the Faculty of Islamic Studies in Sarajevo;
- Rulebook on the Disciplinary and Material Liability of Students of the Faculty of Islamic Studies in Sarajevo;
- House Rules of the Faculty of Islamic Studies in Sarajevo;
- Examination Registration Form;
- User Guide for Students on the Use of the e-UNSA System;
- Office consultation hours are available through the DL platform, an internal Faculty webpage accessible exclusively to students and teaching staff. Each professor personally updates their consultation hours within the folder for their respective courses. The platform is accessed using personal codes and provides all internal information related to the teaching content of individual courses, e-classrooms, e-examinations, e-consultations, the Notice Board containing information from the Student Affairs Office, and other relevant information.

Complete and updated information from the Faculty regarding the exact title of the IRERP Study Program is available via the aforementioned first-cycle link, along with other information such as:

- Information on the intended learning outcomes, which are defined on page 2 of the document for the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), as well as in tabular form for each course individually;
- Information on the qualification and academic title awarded upon completion of this study programme, as defined on page 7 of the *Guide for First- and Second-Cycle Students* (2022), and on pages 5 and 19 of the updated *Guide for Prospective Students (2025)*;
- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*;
- Information on the assessment of student knowledge and student assessment is available at the same links for the First Cycle in the curriculum for the IRERP Study Programme, where it is presented in tabular form under the heading "Methods of Knowledge Assessment and Grading Structure" for each course separately.

For the First-Cycle Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), opportunities for further professional development are defined in the *Guide for First- and Second-Cycle Students* (2022), in the section relating to the Second Cycle of Study, on pages 20–23. Information on employment opportunities for graduates of this programme is provided in summary form on page 9 of the same Guide.

Neither the curriculum nor the 2022 Guide defined criteria for student admission and enrollment into the IRERP Study Program. However, the updated Guide for Future Students (2025) contains concise information on admission requirements for this study program (page 26) and employment perspectives for program graduates (page 28). Revised curricula and syllabi adopted by the Faculty Council in October 2024 encompassed more precise information on: a) admission criteria to this study program, and b) occupations in which graduates may find employment, as already presented in subsection 1.6 of the Self-Evaluation Report.

Profiles of teachers and associates teaching on the IRERP Study Program are available on the Faculty's website. Profiles of the complete teaching staff with fully updated and harmonized bio-bibliographies (100%) are available here. Currently, 92% of teaching staff bio-bibliographies are available in English, with the goal of achieving full availability of bio-bibliographies in English as well.

The Faculty continuously works on improving the means and methods of communication with the public. Communication takes place in several ways:

Through the website: The Faculty informs the target group of the IRERP Study Program and the wider public about current events and activities at the Faculty, such as master's and doctoral defenses, scientific and expert gatherings co-organized by the Faculty, graduation promotions, book promotions, study visits, guest professor lectures, open competitions at the Faculty, commission reports, etc. The first-cycle study program folder also contains a special "Notice Board" through which first-cycle students are informed about various study aspects and news of interest. Generally, the Faculty communicates with the public primarily through the "Current Events" folder with subfolders: "Latest," "Recommendations," and "Notifications."

The Faculty uses *different forms of communication* with each of its target groups, as well as with the general public. Faculty representatives participate in employment fairs, present its Study Programmes to secondary school graduates, primarily at madrasas, organize graduation days and graduation ceremonies (2019/20, 2021/22), and promote the Faculty and its programmes through television (FTV, Hayat, BIR TV), radio, electronic and print media.

Promotion of the Faculty to prospective students of the IRERP Study Programme is very well organized and involves teaching staff and students, with the support of the Student Affairs Office. Faculty professors and students make planned visits to madrasas throughout Bosnia and Herzegovina in order to speak with students and provide answers to their questions about the IRERP Study Programme at the Faculty. Open Days are organized, during which guides for first-year students and information packages containing relevant information about the IRERP Study Programme, as well as other promotional materials, are distributed.

Relevant information on the mission, vision and strategy, organizational structure and management (Dean's Office, Management Board, Faculty Council), academic staff, Study Programmes (including the IRERP Study Programme) and academic titles, research activities, as well as events and current activities of the higher education institution, can be found on the Faculty's website, which is regularly updated in Bosnian and English. The Faculty monitors and supports the scientific research activities of its academic staff and publishes information on the results on its website (completed projects, ongoing projects, documentation).

Through the Faculty's DL platform, communication is also conducted. This platform is exclusively internal, and its users include students of the IRERP Study Programme and Faculty staff. It is used to provide information and communicate about all important aspects of the aforementioned study programme, as well as for teaching, teaching materials, consultation hours and consultations through the e-classroom, the preparation of quizzes and e-examinations, and all other information related to the teaching process, such as the publication of examination results and notices to students from teachers and the Student Affairs Office.

Through the Faculty's Facebook page, the social network is used as a platform for rapidly informing the general public about all relevant and interesting events at the Faculty.

Direct communication with the Faculty takes place *via email* at sekretar@fin.unsa.ba, as well as *via fax* or *by telephone*.

The website also contains an alumni section through which alumni of the IRERP Study Programme can register themselves. It also contains an alumni database for the IRERP Study Programme, which enables alumni searches. This alumni database is continuously being populated. The Faculty communicates with its alumni in various ways, as demonstrated by the following television appearance by the Dean, Prof. Dr Mustafa Hasani, as well as the address to alumni by the former Dean, Prof. Dr Zuhdija Hasanović.

Certain procedures and communication strategies with target groups (potential/future IRERP students, current students, graduates, etc.) exist in practice, but are not formalized through a specific act that would serve as a basis for communication analysis and the adoption of improvement measures. The Faculty has a standing Public Relations and Website Maintenance Commission responsible for this area. The procedure for publishing information on the website involves multiple steps: the person responsible for drafting/submitting information, the web editor associate, and the business entity whose employees perform the technical publishing, updating, maintenance, and redesign. Currently, there are no special mechanisms for tracking and analyzing user satisfaction with website quality and information provided. However, within Faculty study program evaluations, first-cycle students have the opportunity to evaluate the quality of the website and DL platform and provide suggestions for improvement.

3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION, AND REVISION OF STUDY PROGRAMS

3.9.2.1. ***Procedures for periodic evaluation, improvement, and restructuring of existing study programs are established. Procedures include the opinions of students and other internal and external stakeholders.***

The internal evaluation procedure of a study program, pursuant to the Sarajevo Canton Law on Higher Education (Official Gazette of Sarajevo Canton, No. 36/22), "is carried out continuously and at least once upon the expiration of the duration of the study cycle in which the study program is realized" (Article 80, paragraph (3) and Article 93, paragraph (6)). The authority competent for conducting evaluations of study programs across all study cycles is the council of the University member institution (Article 69, paragraph (1), item c). This body analyzes the success of teaching and conducted exams in courses during the semester and study year and determines measures for their improvement; it analyzes the success of teaching within study programs and determines proposals for preventive and corrective measures to improve teaching (Article 69, paragraph (1), items s–u).

When conducting evaluations, the opinions of students are taken into account, as the Law guarantees them the right to "evaluate the work of academic staff" (Article 108, paragraph (3), item k of the Law). It is the duty of the higher education institution to analyze the results of academic staff work as part of the continuous improvement process. Based on this analysis, a quality improvement plan is determined—i.e., a plan and program for the professional training of all employees, especially in ethics, pedagogical-didactic, and digital competencies—with the aim of ensuring the quality of all business processes (Article 140, paragraph (1)). In addition to scientific research results, the evaluation subject also includes the work performance of non-academic staff, which the higher education institution/member institution is obligated to conduct at the end of each calendar year. Based on this evaluation, a capacity-building plan for

non-academic staff is determined to ensure the targeted level of quality and build a quality culture (Article 146).

According to Article 140 of the University of Sarajevo Statute (No. 01-1093-3-/18 of November 28, 2018), the implementation of the study program is monitored by the member institution's council and the Senate, which submit proposals for amendments, taking into account the demands of service users and the labor market. Study programs are subject to evaluation and possible amendments at least once upon the expiration of the duration of the study cycle.

The procedure for the evaluation of the performance of teaching staff and the procedure for evaluating the effectiveness of the implementation of curricula and study programmes are regulated in greater detail by the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes at the University of Sarajevo* (No. 01-1101-99/18 of 19 December 2018).

The *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the University of Sarajevo – Faculty of Islamic Studies* regulates the criteria and procedure for evaluation, the obligations of participants in the evaluation process, as well as the content of standard forms for evaluating the performance of employees from among the Faculty's non-teaching staff, i.e. professional, administrative and technical support staff.

The procedure for the revision of existing study programmes was regulated in greater detail by the *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Study Programmes and Amendments to Existing Study Programmes and Curricula at the University of Sarajevo – Consolidated Text* (No. 01-01-2238/21 of 27 January 2021).

Regular updating of courses related to improving teaching methods, monitoring recent literature and student success, and aligning content with modern insights is not considered a significant change, but rather part of quality assurance. Changes in the curriculum and syllabus concerning regular course updates are adopted by the member institution's council (Article 14). With the request for changes, the council is obliged to submit: a) proposed changes, b) reasons for changes, and c) the opinion of the member institution's quality assurance committee on compliance with standards and norms and compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (Article 15). Based on the obtained opinion, the Senate may issue a decision on: a) adopting the request, b) rejecting the request, or c) conditionally accepting the request with the obligation of revision at the Senate's request (Article 17).

Starting from the 2024/25 academic year, a new University regulation governing this subject area began to apply, namely the Rulebook on the Procedure for Adopting and Amending Study Programs at the University.

Amendments and additions to the curricula of the Faculty's Study Programmes are adopted by the Senate upon the proposal of the Faculty Council, with the prior approval of the Riyasat of the Islamic Community in Bosnia and Herzegovina as the competent body of the Faculty's founder, in accordance with Article 170 of the Law on Higher Education and Article 11 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as a Member Institution of the University of Sarajevo*. The University Senate adopts the curriculum

for religious courses within the Faculty's curriculum, without having the authority to amend or abolish them.

The regulations of the University and the Faculty provide for the participation of all stakeholders in the process of revising the Study Programme (Articles 63 and 109 of the *Statute of the University*, Article 15 of the *Rulebook on the Quality Assurance and Management System at the University*, and Article 6 of the *Rulebook on the Internal Organization and Job Classification of the Faculty*). In accordance with the provisions contained in the aforementioned articles of the University and Faculty regulations, the competent bodies, the Quality Assurance Committee and the Faculty Council, have been established.

Teaching and non-academic staff and students participate personally or via representatives in decision-making bodies relevant to the revision process (Quality Assurance Committee, Faculty Council, University Senate), while the IC in BiH as Founder and main employer is included through issuing consents to revisions (Article 27 of Faculty Rules).

Decisions made in the revision process and revised curricula and syllabi are published on the websites of the Faculty and the University:

- Curriculum and Syllabus of IRERP (2019);
- Curriculum and Syllabus of IRERP (2020).

The IRERP Study Program was subject to revision on three occasions since the last institutional reaccreditation of the University: 2019, 2020, and 2024. For illustration, as part of the 2019 revision, the curriculum was harmonized with the Sarajevo Canton Ministry of Education, Science, and Youth guidelines regarding psycho-pedagogical and didactic-methodological groups of subjects, practical training, inclusive education, and alignment with preschool, primary, and secondary education curricula in Sarajevo Canton.

The quality of the teaching process on the IRERP Study Program is regularly monitored and valued within semester teaching evaluations, corrective measures are adopted, and work is done on their implementation. Minutes of Faculty Council sessions where teaching evaluation reports were adopted include:

- in the summer semester of the 2023/24 academic year (3rd regular meeting of the Faculty Council held on 4 December 2024);
- in the winter semester of the 2023/2024 academic year (6th regular meeting of the Faculty Council held on 5 June 2024);
- in the summer semester of the 2022/23 academic year (8th regular meeting of the Faculty Council held on 8 September 2023);
- in the winter semester of the 2022/23 academic year (4th regular meeting of the Faculty Council held on 5 April 2023);
- in the summer semester of the 2021/22 academic year (9th regular electronic meeting of the Faculty Council held on 7 September 2022);
- in the winter semester of the 2021/22 academic year (4th regular electronic meeting of the Faculty Council held on 30 March 2022);
- in the summer semester of the 2020/21 academic year;
- in the winter semester of the 2020/21 academic year (1st thematic electronic meeting of the Faculty Council held on 26 March 2021);
- in the summer semester of the 2019/20 academic year (44th meeting of the Faculty Council held on 1 July 2020);

- in the winter semester of the 2019/20 academic year (43rd regular meeting of the Faculty Council held on 10 June 2020);

In the 2021/22 academic year, an Evaluation of the Faculty's Study Programs was conducted, which encompassed the IRERP Study Program. General quality indicators measured were:

a) Operation of services and general study conditions at the Faculty;
b) Study program (content and quality of mandatory and elective courses, alignment with learning outcomes and competency profile, etc.);
c) Conduct of teaching and exams;
d) Attitude towards students and study support;
e) General assessment of study outcomes.

Each of the aforementioned general indicators includes a number of specific quality indicators contained in the Questionnaire for the Evaluation of the Faculty's Study Programmes.

The results of the Evaluation of the Faculty's Study Programmes for the 2021/22 academic year were considered at a meeting of the Quality Assurance Committee, attended by members of the Faculty's Dean's Office (the Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of 47 recommendations for improving the Study Programmes. Subsequently, the Report was considered and adopted at the 7th regular meeting of the Faculty Council held on 30 June 2022.

The implementation of evaluations aimed at improving the quality of the Study Programme is discussed in greater detail in relation to Criterion 3.9.

3.9.2.2. *The higher education institution periodically evaluates the curriculum and syllabus, the teaching process, the degree of realization of learning outcomes, and their relevance to the labor market through surveys of students, academic, and administrative staff, and uses feedback for innovation and improvement.*

The teaching process is systematically monitored and assessed through regular semester teaching evaluations. Teaching evaluation reports are reviewed and adopted by the Quality Assurance Committee and then by the Council, starting from the summer semester of 2018/19. Academic and administrative staff members participate in discussions and the adoption of teaching evaluation reports with accompanying corrective measures and recommendations for improving the teaching process.

In the 2021/22 academic year, the first comprehensive evaluation of the curriculum and syllabus, the degree of realization of learning outcomes, and their relevance to the labor market was conducted through student surveys as part of the Faculty Study Program Evaluation, which included the IRERP Study Program.

Between 31 October and 6 November 2023, the Quality Assurance Office of the University Rectorate conducted a survey of the University's academic staff on the quality, currency and availability of resources related to Study Programmes, including the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), in the 2022/23 academic year, in which members of the Faculty's academic staff participated. According to the results of this survey, the Faculty of Islamic Studies ranked second among the University's organisational

units in terms of the satisfaction of its academic staff with various aspects of the institution's work. At its 3rd meeting held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the *Report on the Results of the Survey of Academic Staff*, together with recommendations, which was subsequently considered and adopted at the 6th regular meeting of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's activities, particularly in the area of scientific research.

The results of semester teaching evaluations are regularly analyzed by the Quality Assurance Committee and presented through reports containing data on respondent numbers and structures, average grades of academic staff work, proposals for awards, summary quality indicators by criteria, Committee observations, examples of good practices, observed shortcomings, and proposed corrective measures prescribed by the Rulebook on Student Teaching Evaluations. These reports are reviewed and adopted by the Faculty Council. Implementation of corrective measures is initiated by the Dean and Vice-Deans in cooperation with department heads.

Improvements in the teaching process from the winter semester 2020/21 report to the summer semester 2022/23 report are evident:

a) Summary indicators by evaluation questionnaire criteria show a continuity of quality improvement;
b) The occurrence of unsatisfactory average grades (less than 2) on individual evaluation questions has been reduced to 0%;
c) The presence of teaching shortcomings requiring corrective measures has been significantly reduced.

Supporting claim a), the trend of summary grades for adopted teaching quality indicators is shown graphically below. Specifically, the charts show the percentage of students who rated quality indicators with the highest grade of 5. For the majority of indicators (16 out of 17), an upward rating trend is present.

It should be noted that the evaluation of teaching in the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), as well as in the other four First- and Second-Cycle Study Programmes, is conducted using a unified questionnaire; therefore, the analyses and indicators presented relate collectively to all five Study Programmes.

The percentage growth of the highest grade in the indicated period according to teaching quality indicators was:

- Stimulates students to independent research and learning (24%);
- Applies various work forms and methods (23.4%);
- Involves students in discussion and encourages active participation (19.6%);
- Creates various resources enabled by the DL platform (18.4%);
- Sticks to the subject matter during classes (12.5%);
- Provides students with appropriate feedback and grading on their assignments (12.2%);
- Enables student consultations via the DL platform or email communication (10.3%);

- Timely and clearly defines course objectives, student obligations, literature, and grading methods (10%);
- General rating of teachers' and assistants' work (9.3%);
- Motivated for work and conscientiously executes obligations (8.1%);
- Explains teaching content clearly and comprehensibly (8%);
- Various e-learning resources are adequately organized (2.6%);
- Treats students correctly and respectfully (1.9%);
- Approaches teaching prepared (1.3%);
- Available e-learning materials were useful in mastering course material (0.4%);
- Made e-learning materials available to students in electronic form (0.1%).

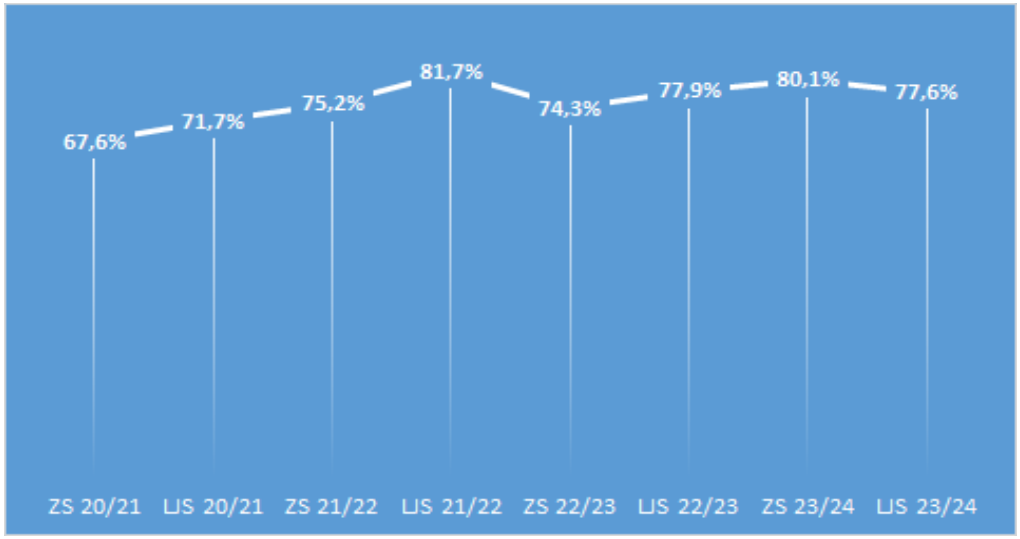


Chart 24. *Timely and clearly defines course objectives, student obligations, literature, and grading methods*

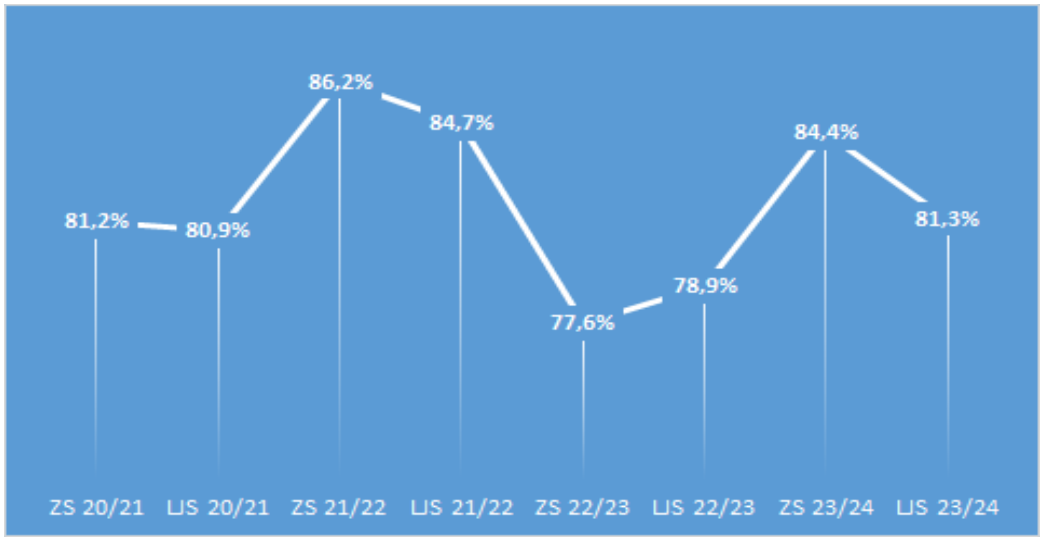


Chart 25. *Made e-learning materials available to students in electronic form*

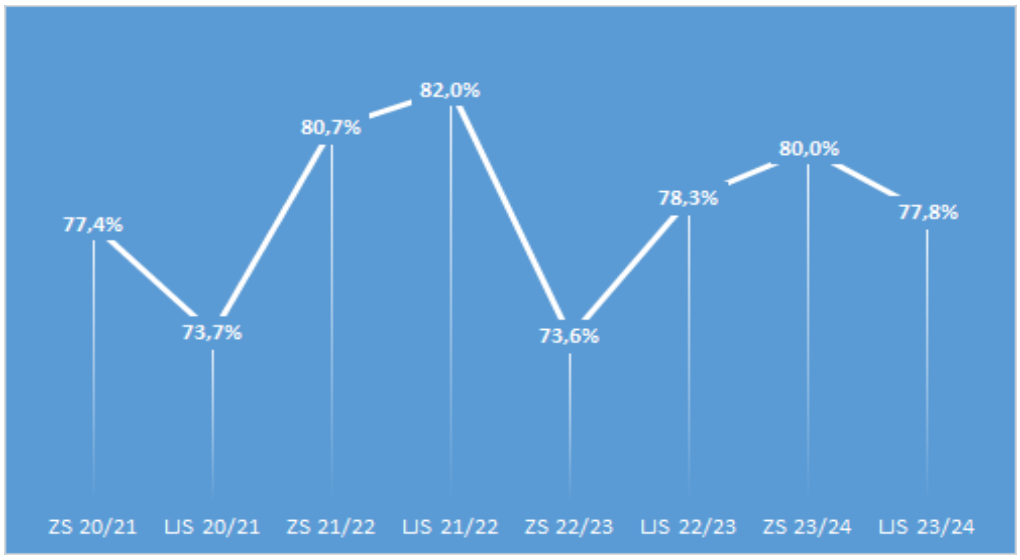


Chart 26. *Available e-learning materials were useful in mastering course material*

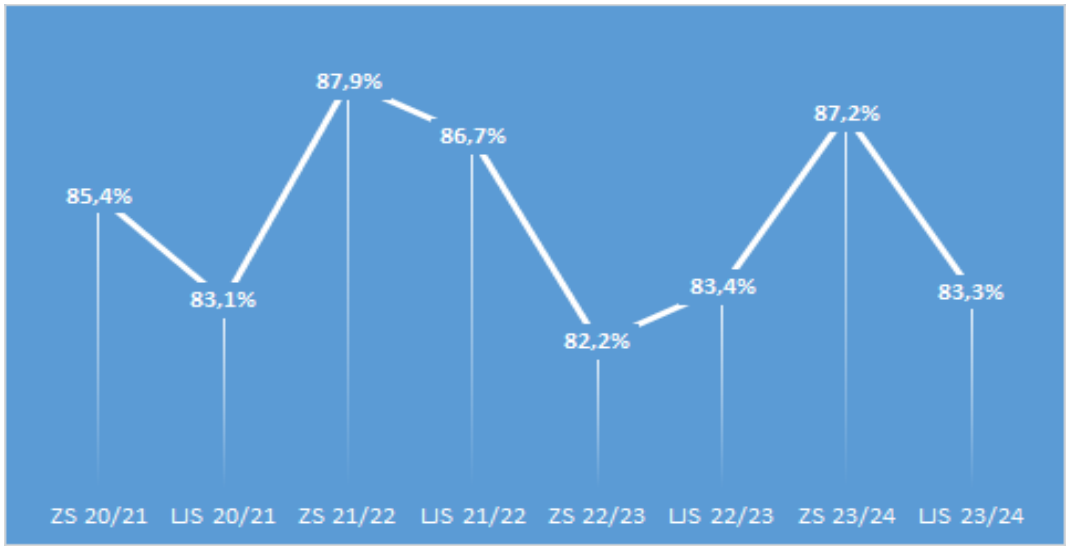


Chart 27**.** *Conducts classes regularly and on time*

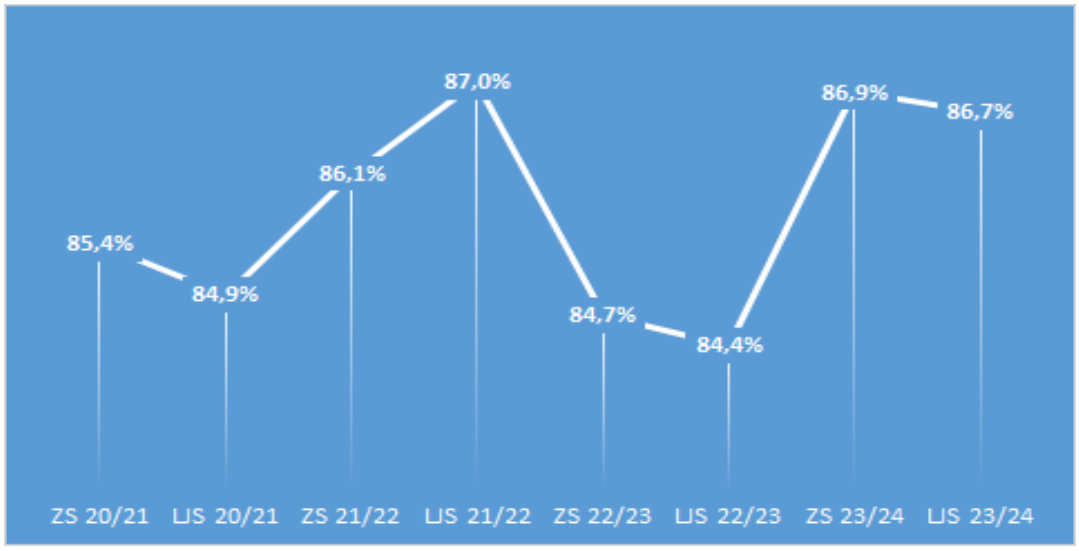


Chart 28. *Approaches teaching prepared*

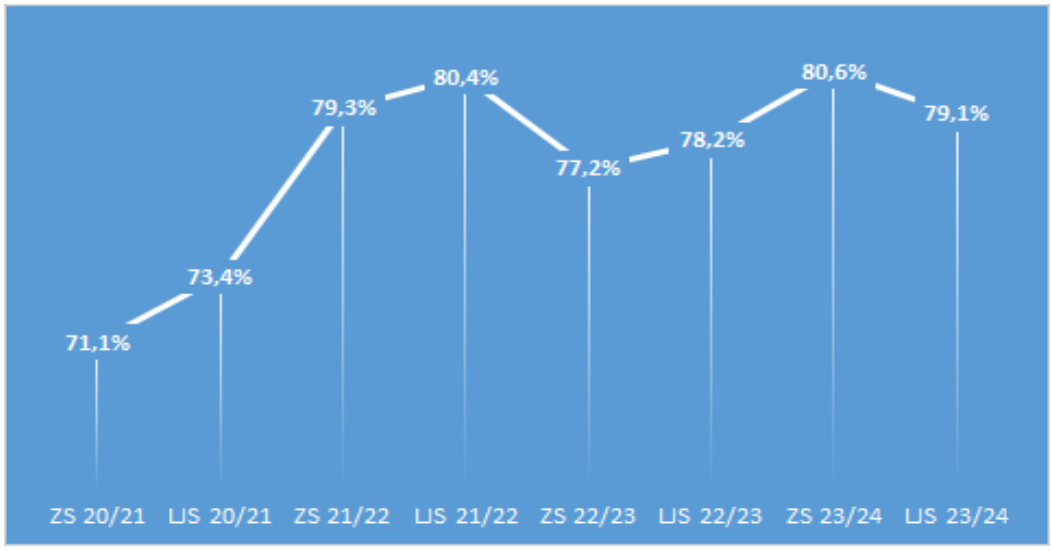


Chart 29. *Explains teaching content clearly and comprehensibly*

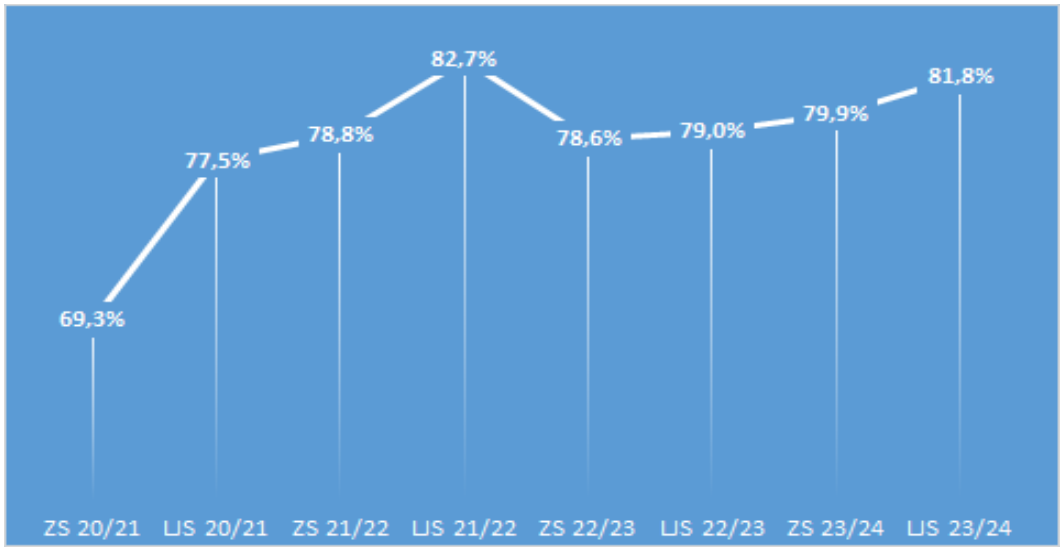


Chart 30. *Sticks to the subject matter during classes*

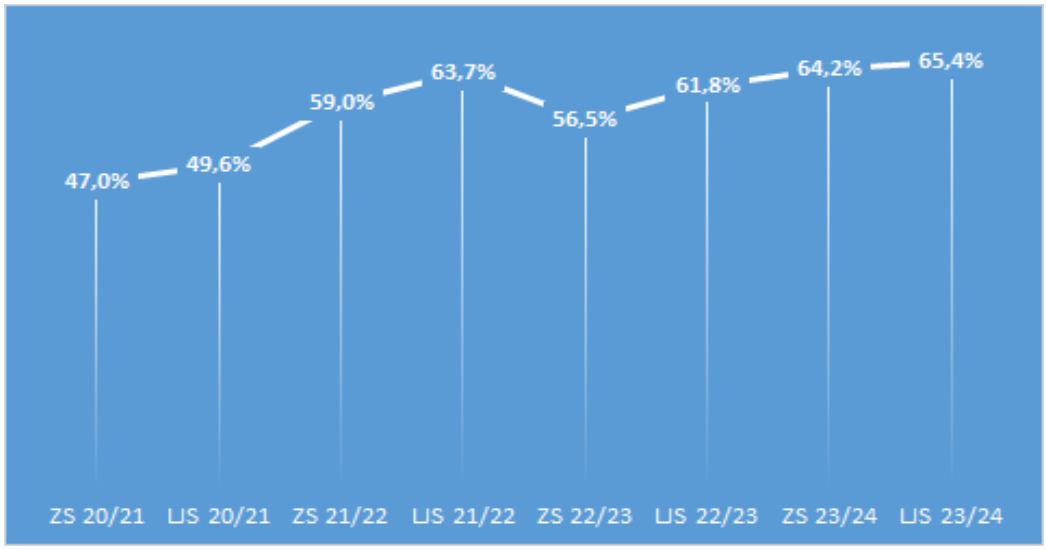


Chart 31**.** *Creates various resources enabled by the DL platform*

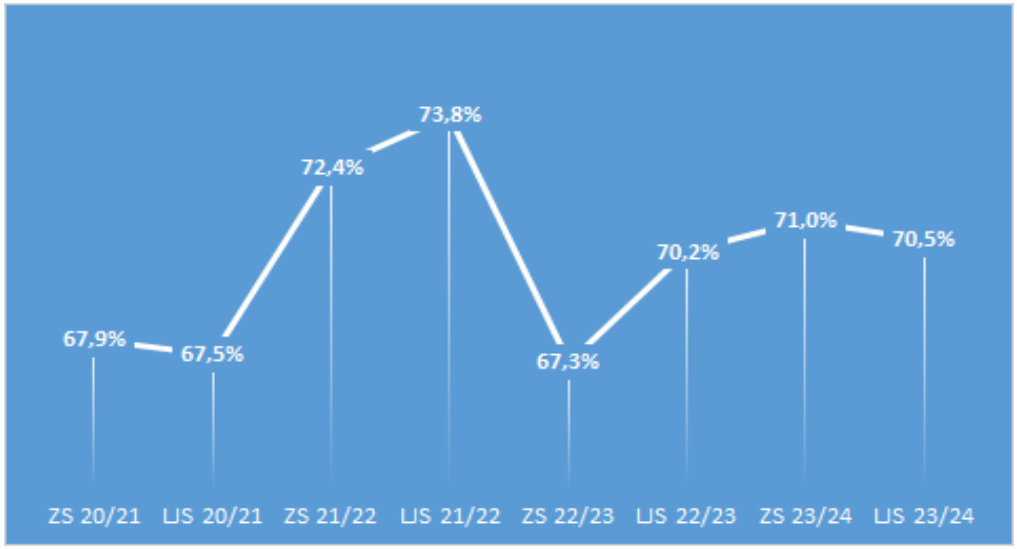


Chart 32**.** *Various e-learning resources are adequately organized*

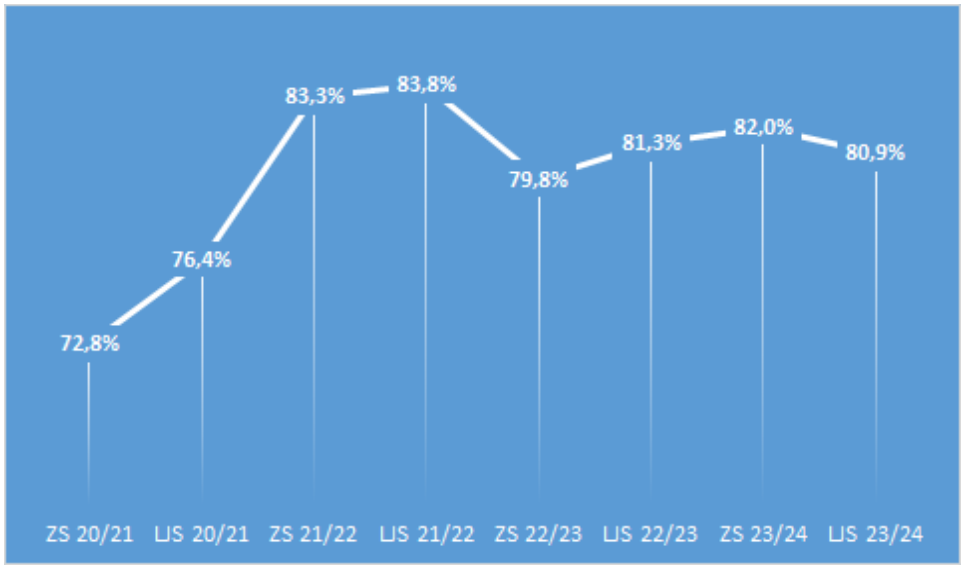


Chart 33. *Motivated for work and conscientiously executes obligations*

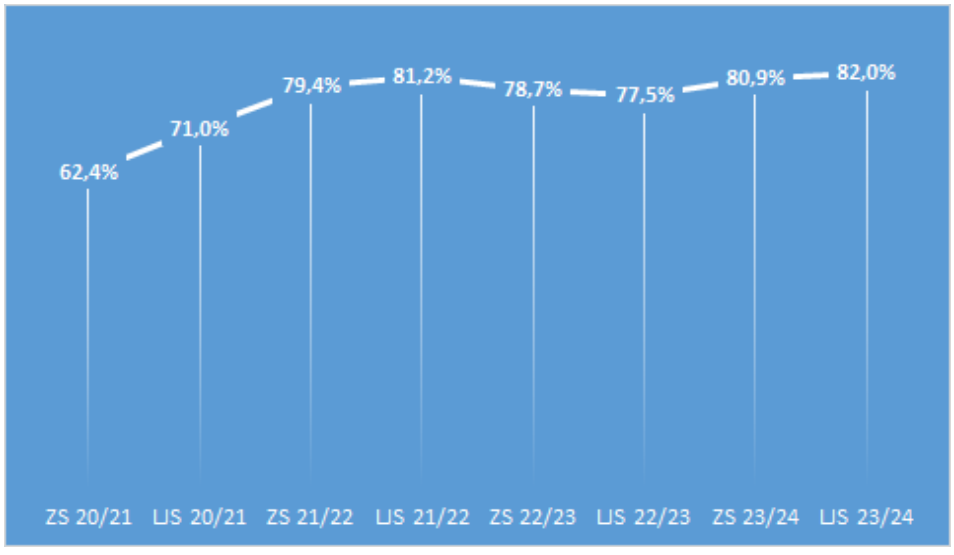


Chart 34. *Involves students in discussion and encourages active participation in processing teaching content*

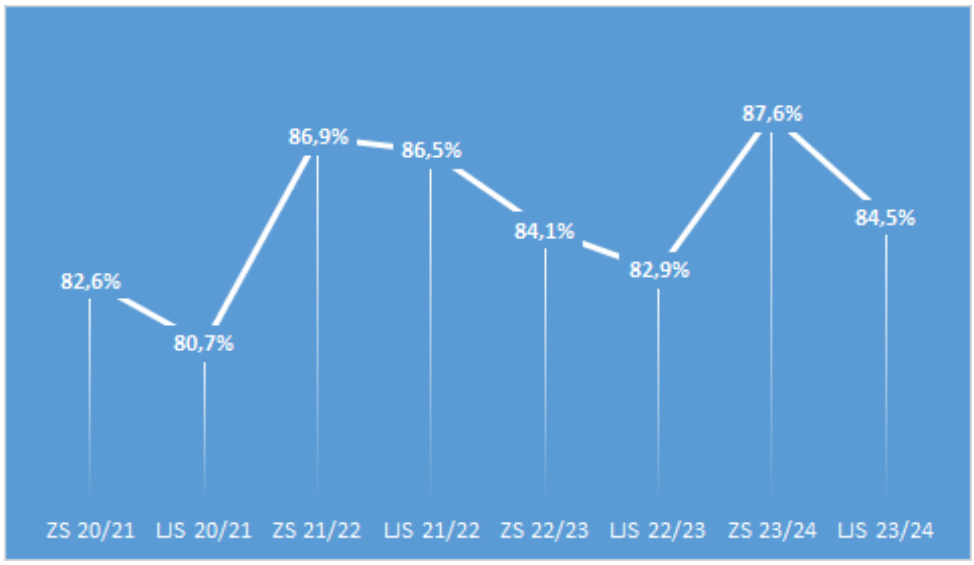


Chart 35. *Treats students correctly and respectfully*

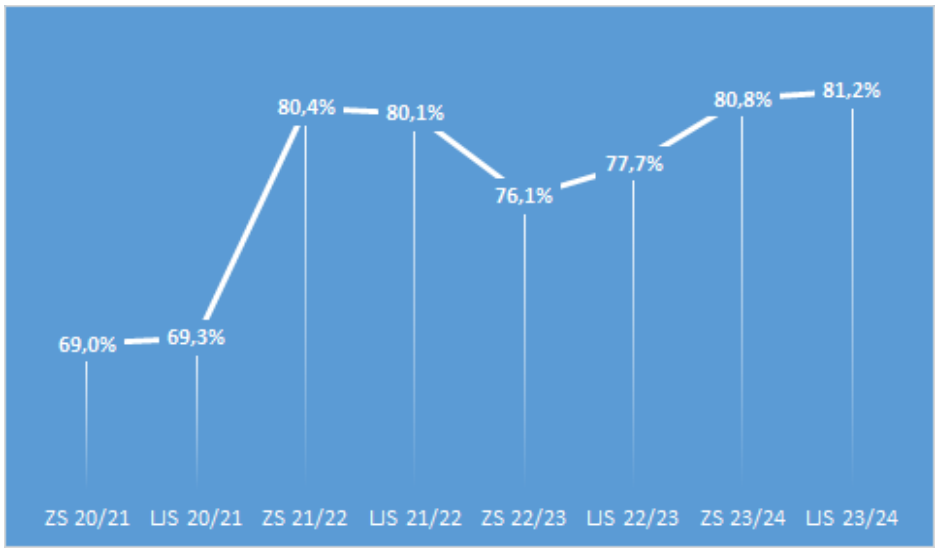


Chart 36. *Provides students with appropriate feedback and grading on their assignments*

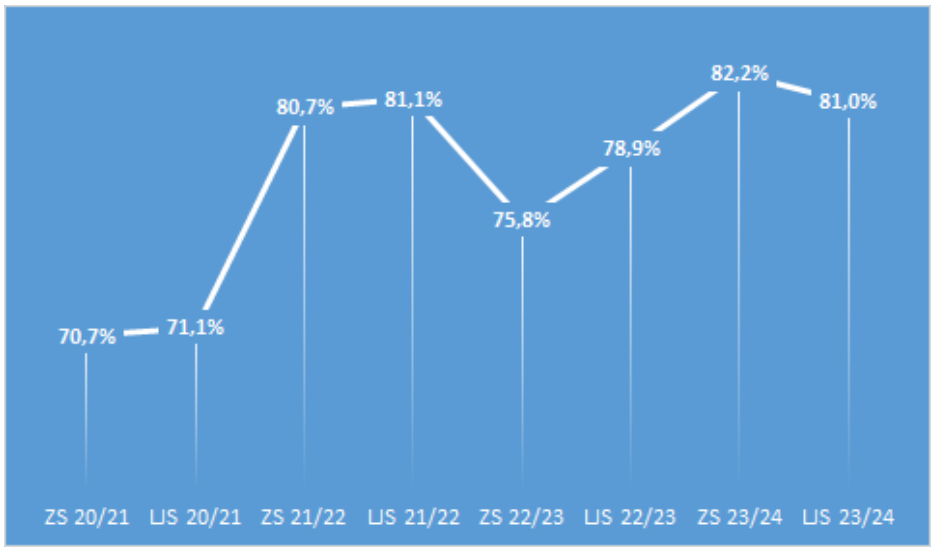


Chart 37. *Enables student consultations via the DL platform or email communication*

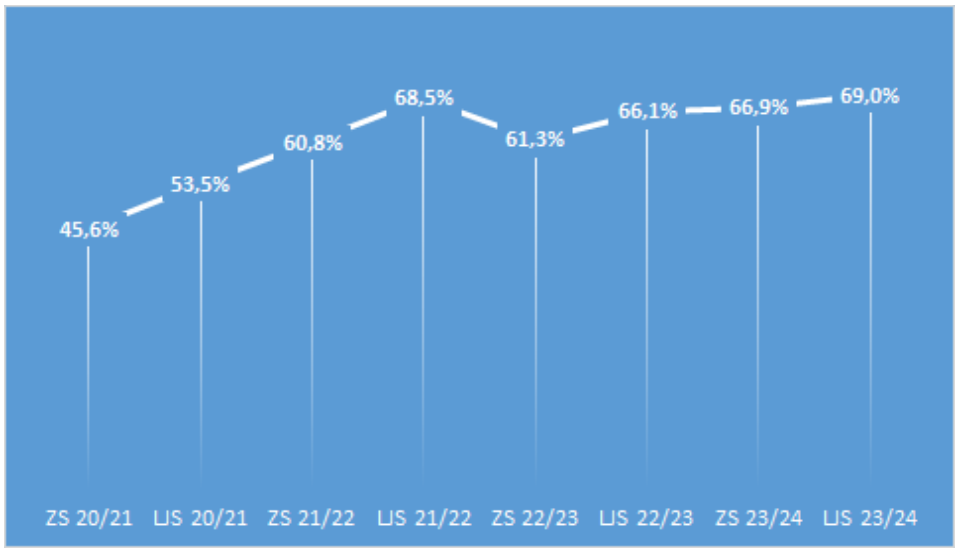


Chart 38. *Applies various work forms and methods*

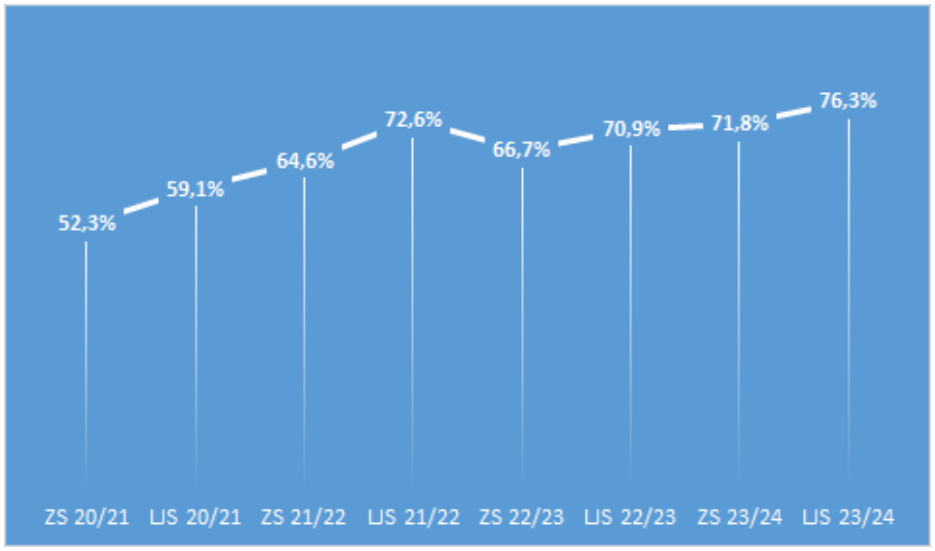


Chart 39. *Stimulates students to independent research and learning*

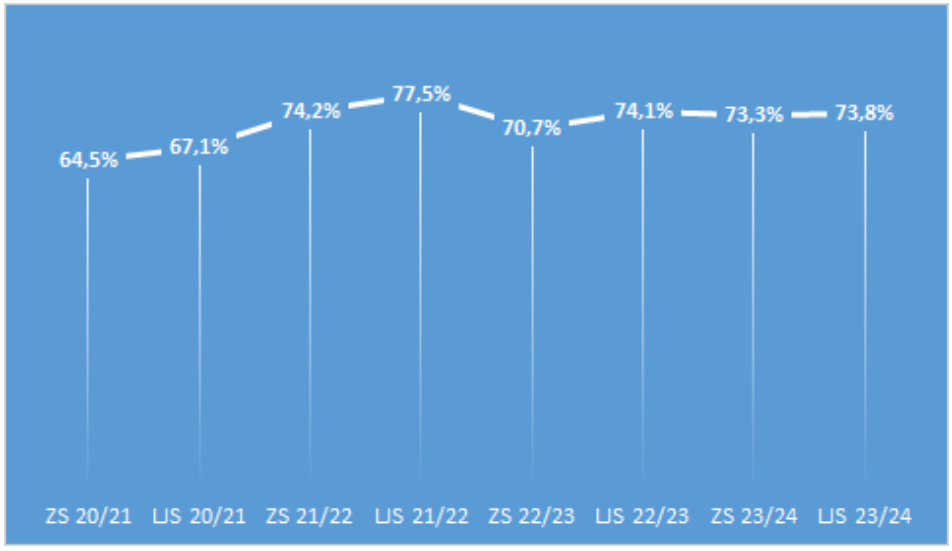


Chart 40. *General rating of teachers' and assistants' work*

Supporting claims b) and c), the table below presents the presence of unsatisfactory average grades (less than 2) on individual evaluation questions, teaching shortcomings based on open-ended questions, and the number of adopted corrective measures and additional recommendations by semester:

Semester	Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire?	Have any deficiencies in teaching been identified (based on the responses to open-ended questions)?	Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance?	Number of additional recommendations adopted for improving the teaching process
Summer semester 2018/19.	No	Yes	4	10
Winter semester 2019/20.	Yes	Yes	6	6
Summer semester 2019/20.	The questionnaire was adapted for online teaching	Yes	1	4
Winter semester 2020/21.	Yes	Yes	6	6
Summer semester 2020/21.	No	No	0	3
Winter semester 2021/22.	No	No	0	4
Summer semester 2021/22.	No	No	0	5
Winter semester 2022/23.	Yes	Yes	6	5
Summer semester 2022/23.	No	Yes	5	5
Winter semester 2023/24.	Yes	Yes	3	5
Summer semester 2023/24.	No	Yes	1	5

Table 14. *Presence of Unsatisfactory Average Grades on Individual Questions, Teaching Shortcomings, Adopted Corrective Measures, and Other Recommendations for Teaching Improvement*

The results of the 2021/22 Faculty Study Program Evaluation, including the IRERP Study Program, were reviewed by the Quality Assurance Committee with the Dean's Office present. The Committee adopted the Report with a total of 50 recommendations, which was subsequently adopted by the Faculty Council.

Of the 47 adopted recommendations, 20 (42.5%) had been implemented by 29 October 2023, when the Faculty submitted the completed forms to the University Rectorate for the purposes of the University's internal institutional evaluation as part of the re-accreditation procedure (see the *Information on the Data of the Faculty of Islamic Studies Provided in the Questionnaires for Collecting Data from Member Institutions Required for the Preparation of*

the Report on the Internal Evaluation for the Purpose of the Re-accreditation of the University of Sarajevo, adopted at the 10th regular meeting of the Faculty Council held on 1 November 2023). By the time the Self-Evaluation Report was finalized, a further four adopted recommendations had been implemented, bringing the total to 24 (51%).

It is important to note that the implementation of a significant number of the adopted recommendations depends on the actions, approval or support of external factors, primarily the Islamic Community in Bosnia and Herzegovina (IC BiH) as the Faculty's founder and the Government of the Sarajevo Canton (e.g. the development of occupational/qualification standards, amendments to curricula; financing the employment of additional staff, etc.).

From 2018 to 2020, the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, implemented a scientific research project on the competencies of the staff of the Islamic Community in Bosnia and Herzegovina, the results of which were presented in the *Study on the Competencies of the Staff of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: "El-Kalem" Publishing Centre and the Faculty of Islamic Studies, 2022). The results of this research provide feedback from alumni of the Faculty of Islamic Studies and other faculties of the Islamic Community in Bosnia and Herzegovina, as well as from employees of the Islamic Community in Bosnia and Herzegovina who graduated from other faculties, which is relevant to the process of revising and innovating Study Programmes and systematically planning further education and training of staff. The study sought to identify areas for improving the competencies and qualification structure of employees of the Islamic Community in Bosnia and Herzegovina, in order to project future development needs and adapt the knowledge, skills and abilities of staff to new conditions, social changes, the structure of the population with whom they work, and technological advancement, thereby increasing overall work efficiency. Among other things, the study included research into the competencies of teachers/professors of Islamic Religious Education and educators in student dormitories of the Islamic Community in Bosnia and Herzegovina, occupations that, in accordance with the regulations of the Islamic Community in Bosnia and Herzegovina, may be performed by graduates of the IRERP Study Programme. The results of the aforementioned study, which, among other things, links the competencies of Faculty graduates with labour market needs, will be used in the next revision of the Study Programmes.

As part of the revision of the 2019 IRERP Study Programme, the curriculum was aligned with the *Instruction of the Ministry of Education, Science and Youth of the Sarajevo Canton on the Representation of the Pedagogical-Psychological and Didactic-Methodological Groups of Courses, Practical Training, Instruction on Inclusive Education, and Alignment with the Curricula of Preschool, Primary and Secondary Education in the Sarajevo Canton*. The relevance of the learning outcomes of the IRERP Study Programme to the labour market was also assessed by the competent bodies of the Faculty's founder – the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina – by granting their approval for the revisions of the programme in 2019 and 2020. It should be noted that, pursuant to the *Law on Freedom of Religion and the Legal Status of Churches and Religious Communities in Bosnia and Herzegovina*, the Islamic Community in Bosnia and Herzegovina is authorized to certify teachers and professors of Islamic Religious Education in schools. The *Rulebook on Religious Education Teachers of the Islamic Community in Bosnia and Herzegovina* defines the educational qualifications required for employment in the position of teacher of Islamic Religious Education.

Based on the conclusion of the Riyasat of the Islamic Community in Bosnia and Herzegovina, No. 02-03-2-2150-2/20 of 11 June 2020, the Centre for Training and Human Resources implemented a research project analysing the age and educational structure of the staff of the Islamic Community in Bosnia and Herzegovina, in accordance with the *Rulebook on the Collection, Processing, Use and Protection of Personal Data in the Islamic Community*. In implementing this project, the Centre cooperated with the Directorate for Education and Science, the Directorate for Religious Affairs, organizational units and institutions of the Islamic Community in Bosnia and Herzegovina, including the Faculty.

3.9.2.3. *The higher education institution monitors and evaluates the realization of: the internationalization action plan, benefits from signed international cooperation agreements, percentage of foreign students and professors; number and progress of its students in professional training abroad; employment of graduates, etc.*

The Faculty does not have an adopted internal internationalization action plan and, consequently, does not have procedures for monitoring and evaluating its implementation. However, the University has adopted the *International Cooperation Development Strategy* (2018/2019–2022/2023), which defines one strategic objective, three operational objectives, and activities through which these objectives are to be implemented. It also provides brief descriptions of activities, deadlines, the budget, activity coordinators, sources of funding, and indicators for monitoring the implementation of the Strategy, within the framework of the action plan (Chapter A.4).

This Strategy was incorporated as an integral part of the *Development Strategy of the University of Sarajevo for the Period 2019–2023*, which defines as Strategic Objective M1 the institutionalization of the internationalization process at the University, together with the development of strong conditions for strengthening "internationalization at home", with the aim of creating an attractive, stimulating, creative and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

The *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* identifies "Student and Teacher Mobility" as one of the strategic tasks under 7.1.5.

There are no adopted procedures at the Faculty level for monitoring the benefits arising from signed international cooperation agreements and the progress of students undertaking professional development abroad. There is also no evidence that analyses of the benefits of such cooperation/professional development are conducted at the Faculty level, accompanied by recommendations for improvement measures. However, the University Rectorate's International Relations Office prepares annual reports on the University's international cooperation with the aim of monitoring the number of signed international agreements and the benefits arising from them, international outgoing and incoming mobility of students, teaching and non-teaching staff, as well as international projects.

At its 7th meeting held on 30 August 2023, the Quality Assurance Committee, followed by the Faculty Council at its 8th regular meeting held on 6 September 2023, adopted the *Report on the Employability of Faculty Graduates in the Period 2019–2022*, which also covered graduates of the Study Programme in Islamic Religious Education and Religious Pedagogy

(IRERP), together with recommendations concerning activities aimed at: a) increasing the employability of graduates in the institutions of the Faculty's Founder; b) strengthening the alignment of qualifications acquired at the Faculty with labour market needs through the development of occupational and qualification standards and the alignment of learning outcomes with these standards; and c) revising Study Programmes in the future in order to align them with labour market needs. This demonstrates that the results of the employability analysis are taken into consideration and that improvement measures are planned in cooperation with the Faculty's Founder. Moreover, during the self-evaluation process, some of the adopted recommendations have already been implemented (see Chapter 3.7).

3.9.2.4. *The quality, contemporaneity, and availability of resources are evaluated through surveys of academic staff and students.*

The Rulebook on Student Evaluation of the Work of Academic Staff and the Effectiveness of the Implementation of Teaching Plans and Programmes at the University of Sarajevo (2018) stipulates that comprehensive evaluations of study programmes shall be conducted, which, in addition to other indicators, include the assessment of the quality, modernity, and availability of resources related to study programmes.

As previously mentioned, the Faculty conducted the Evaluation of Study Programmes in the academic year 2021/22, which also included the IRERP Study Programme. Students in the final semester of their studies had the opportunity, within this evaluation, to assess, among other quality indicators of the study programme, the quality, modernity, and availability of resources related to the study programme. The results of the Evaluation of the Faculty's Study Programmes in 2021/22 were considered by the Quality Assurance Committee, with the participation of members of the Faculty Management (Dean, Vice Deans, and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of fifty recommendations for improving the study programmes. Subsequently, the Report was considered and adopted at the 7th regular session of the Faculty Council held on 30 June 2022.

The Quality Assurance Committee, followed by the Faculty Council, adopted a number of recommendations accompanying the Report on the Evaluation of Study Programmes in 2021/22, which, among other objectives, aimed at improving the quality, accessibility, and modernity of resources related to study programmes (see the Information on the data of the Faculty of Islamic Studies provided in questionnaires for collecting data from organisational units required for the preparation of the Internal Evaluation Report for the purpose of the reaccreditation of the University of Sarajevo, adopted at the 10th regular session of the Faculty Council held on 1 November 2023). The majority of these recommendations have been implemented.

Examples of adopted recommendations	**Implemented recommendations**
The library should play an important role in improving the overall learning experience for students by: a) providing physical and digital access to library resources; b) offering physical space for learning, research, and team project work; c) conducting training/tutorials for students; and	a) – g)

d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning).

Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services:

a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program;
b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research;
c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met;
d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars)
e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources;
f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities;
g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library resources important for students' and teaching staff's research projects via the Faculty's website;
h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks (such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly

encouraging them to read, and assessing this type of student activity as part of their final grade.	
The Committee recommends: a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization; b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary; c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October.	a) – c)

Table 15. *Examples of adopted and implemented recommendations of the Faculty Quality Assurance Committee accompanying the Report on the Evaluation of the Faculty's Study Programmes in the academic year 2021/2022.*

As previously mentioned, the Faculty's academic staff participated in the University staff survey aimed at evaluating the quality, modernity, and availability of resources for study programmes in the academic year 2022/23, which also included the IRERP Study Programme. The survey was completed by 23 out of a total of 27 members of the Faculty's academic staff (85.19%), in accordance with the report submitted by the University Quality Assurance Office via email to the presidents of the quality assurance committees of the University's organisational units on 24 November 2023.

At its 3rd session held on 30 May 2024, the Faculty Quality Assurance Committee adopted the Report on the Results of the Survey with Academic Staff of the Faculty with recommendations, which was subsequently considered and adopted at the 6th regular session of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the work of the Faculty, particularly in the field of the Faculty's scientific research activities.

The Report showed:

a) that members of the academic staff evaluated the following criteria with a score of 4.00 or higher:

- sense of belonging to the institution (4.78),
- sense of personal safety in the working environment (4.65),
- institutional reputation (4.64),
- satisfaction with the workplace (4.57),
- availability of office equipment/materials (4.55),
- cleanliness/maintenance of the working environment (4.52),
- working conditions in the office/workplace (4.50),
- the institution appropriately addresses students' needs (4.50),
- technical equipment and support (4.45),
- communication between academic and administrative staff (4.45),
- the institution appropriately encourages, monitors, and evaluates the quality of the teaching process (4.45),
- the institution provides academic staff members with the opportunity to express suggestions and comments regarding the work of the Faculty (4.45),

- possibility of complaints and objections without fear of retaliation (4.43),
- feeling that the work of academic staff members is valued and appreciated (4.41),
- material and technical working conditions at the Faculty (4.41),
- availability of library resources (4.41),
- quick and efficient access to information (4.30),
- the institution encourages open communication and teamwork among employees (4.27),
- informal recognition of the contribution of academic staff members (4.18),
- the institution appropriately encourages, monitors, and evaluates international cooperation and mobility of academic staff, other employees, and students (4.09),
- the institution provides opportunities for professional development in the field of teaching (4.09),
- the institution provides opportunities for professional development in the field of research (4.05);

b) that members of the academic staff evaluated the following criteria with a score of 3.99 or lower:

- formal recognition of contributions (3.95),
- the institution appropriately encourages, monitors, and evaluates scientific research activities (3.95),
- institutional capacity for scientific research activities (3.95),
- number of administrative staff members available for achieving work goals and tasks (3.95),
- availability of relevant journal databases (3.73),
- number of academic staff members available for achieving work goals and tasks (3.77), and
- workload arising from obligations not directly related to teaching (3.27).

The Faculty Council adopted the recommendations of the Quality Assurance Committee for improvement in relation to the criteria listed under item b). These include, among others, introducing the practice of awarding recognitions and awards to the most successful researchers among academic staff members, as well as for social/institutional contributions; paying due attention to updating academic staff research profiles (Google Scholar, ORCID, and COBISS), as well as implementing the decision of the Faculty Dean on recording scientific research activities and international cooperation activities through the prescribed form; preparing an annual analysis of the scientific output of academic staff; initiating an interdisciplinary scientific research project of importance to the Islamic Community or of broader social significance, through cooperation among a larger number of Faculty departments, as well as cooperation with departments of other faculties of the Islamic Community; involving third-cycle students in scientific conferences organised or co-organised by the Faculty; organising doctoral days at the Faculty with the aim of presenting and discussing the progress of third-cycle students in the field of research work, as well as coordinating mentors' and doctoral students' participation in scientific conferences and the publication of joint papers in journals; ensuring that the Faculty Library subscribes to digital editions of the most significant international journals in the field of Islamic studies; and defining specific weekly time slots during which Faculty bodies should, as a rule, hold working meetings, as well as limiting the duration of meetings in order to reduce the administrative workload of academic staff.

3.10. ACADEMIC STAFF AND STUDENT MOBILITY

3.10.2.1. *The mobility of academic staff and students on the study program is promoted and enhanced through joint applications and participation in projects with other higher education institutions from the country and abroad.*

Activities aimed at promoting the mobility of students and academic staff through joint applications and participation in projects with other higher education institutions from the country and abroad are regulated and undertaken in accordance with the regulations under which the University operates, and which the Faculty respects as its member institution, including:

a) *Law on Higher Education of the Sarajevo Canton* of 2022 (Articles 108 and 109, paragraphs (1) and (2));
b) *Statute of the University of Sarajevo* of 2023;
c) Decision of the Senate on the Signing of Inter-Institutional Agreements;
d) *Rulebook on Mobility at the University of Sarajevo* of 2018.

The existing formal and legal regulations of the University provide a sufficient framework and a quality platform for initiating project initiatives for student and teaching staff exchange. This is especially true for the Erasmus student and staff exchange program, which is currently the main, most useful, and most frequently used mobility program by the Faculty's teachers and students, including its Islamic Religious Education and Religious Pedagogy (IRERP) study program.

A special advantage of the current normative acts in this regard is their flexibility, which allows University member institutions to independently initiate and apply for KA171 and similar Erasmus exchange programs and implement them independently in cooperation with partner institutions, in circumstances where the number of signatory faculties from the University and participants in KA171 projects is less than three (3). In addition to dynamizing the process of initiating and signing agreements, this provides a sense of trust among members, as well as responsibility. It should also be pointed out that the University's International Cooperation Service performs its job quite correctly and professionally and provides maximum support to the Faculty's Vice-Dean for International Cooperation by timely delivery of information needed to initiate and manage exchange projects and through constant support in unforeseen situations.

An easing circumstance is also the relatively great interest of partner faculties in cooperating with the Faculty through student and staff exchange, especially in certain European Union countries, which at one point raises the question of the "optimal number" of such inter-faculty agreements.

On the other hand, it is noticeable that the procedure for signing and implementing Erasmus mobility agreements sometimes differs from one program country to another (e.g., Germany and Belgium differ significantly from Turkey and Slovenia), so it would be good for the University's central international cooperation service to timely point out and clarify any potential differences. Furthermore, national education agencies, as the instances that ultimately decide whether or not to approve the applications of partner institutions to launch KA171 and similar mobility projects, in certain countries (e.g., Turkey) mainly focus on student exchange,

which can be an aggravating circumstance and a challenge for the "sustainability of agreements," especially in situations where "incoming students" do not possess sufficient knowledge of the Bosnian language.

In accordance with applicable normative acts, the Faculty has successfully applied for and subsequently directly concluded Erasmus agreements with four (4) universities in Germany (Tübingen, Erlangen, Osnabrück, and Paderborn), one (1) university in the Netherlands (Radboud University), Belgium (Leuven University), Slovenia (University of Ljubljana), and Macedonia (Faculty of Islamic Sciences), as well as four (4) universities in Turkey (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University, Ibn Haldun University). Given that universities from "program countries," as holders of the right to access EU funds, propose how to use the allocated funds, only certain Erasmus agreements included the exchange of both teaching staff and students (Tübingen, Erlangen, Osnabrück, Leuven), while others exclusively involved teaching/administrative staff (Paderborn, Radboud, Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University). Among the latter, the allocated funds were mostly of a limited character and mainly intended for the needs of "mutual visits" of administrative staff for international cooperation with the aim of planning, initiating, and deepening further cooperation. Also, due to the COVID-19 pandemic, certain funds for the 2019/20 academic year were not used (Radboud University). From 2019 to the present, a total of ten (10) of our teachers have participated in the Erasmus teaching staff exchange program, and nine (9) representatives from the teaching staff of our partner universities have visited the Faculty. Regarding student exchange, a total of ten (10) Faculty students have utilized the opportunity to participate in the Erasmus student exchange program, of whom two (2) are students of the Islamic Religious Education and Religious Pedagogy Study Program. On the other hand, within the framework of Erasmus from 2019 to the present, a total of three (3) students from partner universities have visited the Faculty.

In addition to the Erasmus exchange program, in cooperation with the University's International Cooperation Service, one (1) Faculty student spends two (2) semesters each year at Qatar University to improve their Arabic language skills. This activity has been successfully implemented for the past six (6) years, meaning a total of nine (9) students have stayed at Qatar University under this program so far. In accordance with the principle of "rotation," two (2) students from the IRERP Study Program have utilized this opportunity so far.

3.10.2.2. *Mechanisms for realizing bilateral and multilateral student exchanges with foreign higher education institutions through various programs and student exchange networks, alongside the recognition of time, grades, and ECTS credits earned during the exchange, have been established.*

Mechanisms for realizing bilateral and multilateral student exchanges with foreign higher education institutions through various programs and student exchange networks alongside the recognition of time, grades, and ECTS credits earned during the exchange (e.g., Erasmus exchange programs) have been established and function in accordance with the regulations under which the University operates, and which the Faculty respects as its member institution, including:

1) *Law on Higher Education* of 2022 (Articles 108 and 109, paragraphs (1) and (2)), concerning student mobility;

2) *Statute of the University of Sarajevo* of 2023 (Articles 193, 194, 195 and 196);
3) *Rulebook on Mobility at the University of Sarajevo* of 2018.

Mechanisms for the realization and implementation of bilateral and multilateral student/teaching staff exchange primarily concern activities undertaken with the aim of promoting, animating, and encouraging students/teaching staff to participate in exchanges, monitoring their implementation, and subsequently recognizing earned ECTS credits and grades. In this sense, participation in mobility programs is promoted in cooperation with the University's International Cooperation Service by downloading relevant information about Erasmus exchanges, international scholarships, and events of an international character and posting them on the Faculty's website. Secondly, the Faculty independently promotes mobility through additional presentations on available exchanges for students, discussions with representatives of the Faculty's Student Association, and competitions for exchange programs with partner universities with which we have directly concluded Erasmus agreements. Likewise, information on directly concluded Erasmus agreements is published on the website, along with competitions for the participation of Faculty students in active Erasmus programs.

The recognition of earned ECTS credits is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the Learning Agreement, without conducting a special additional recognition procedure (Article 10 of the Mobility Rulebook), while respecting the principle of "maximum flexibility" (Article 11 of the Mobility Rulebook). In this regard, we have not encountered difficulties so far when recognizing earned ECTS credits for our outgoing students. In circumstances where students are eventually contested the right to earned ECTS credits and passed courses, the dispute is resolved with the support of the Vice-Dean for Academic Affairs.

However, it is noticeable that there is limited interest among our students in participating in Erasmus programs, and teaching staff have only recently become more intensively involved in exchange programs, justifying this mainly by excessive teaching and other obligations at the home institution.

3.10.2.3. ***The higher education institution strengthens the personnel and financial capacities of international cooperation services and two-way mobility of academic staff and students. This service monitors and evaluates mobility, and submits an annual Report on the Mobility of Academic Staff and Students to the Senate, with a proposal of measures for improvement.***

The University's International Cooperation Service is responsible for promoting and implementing international cooperation and exchange projects and programs for students and teaching staff, monitoring the University's participation in international networks and memberships, organizing the international staff training week (Staff Week), the scholarship fair, and organizing the "Exhibition+" exhibition and similar activities in promoting the University's international cooperation. The Service consists of the Vice-Rector for International Cooperation, the head of the service, and senior professional associates, who, in cooperation with the member institutions' vice-deans for international cooperation, plan and implement the University's international activities.

Unlike the University, within the Faculty as its sub-organizational unit, there is no international cooperation service; therefore, jobs and activities within the international cooperation portfolio are performed by the Vice-Dean for International Cooperation with the support of student-

volunteers. The practice of engaging "student volunteers," i.e., associates for international cooperation, dates back to the 2021/22 academic year, which further dynamized activities in the field of international cooperation, considering that their volume and number exceed the capabilities of the Vice-Dean. However, this also revealed the weaknesses of the "temporary" engagement of student volunteers in such jobs. Bearing in mind that this is a recent practice, work is still ongoing on precisely defining the obligations and rights of "student volunteers," as well as finding a better solution for the jobs of international cooperation associates, because student engagement is usually voluntary and of a temporary character, ending with the end of the academic year, which makes it difficult to develop continuity in the international cooperation team in the long run. The Vice-Dean, with the support of "student associates," usually monitors and evaluates the success of implemented mobilities, occasionally conducting surveys among students, although standardized procedures for evaluating mobility do not yet exist.

C. STUDY PROGRAM FOR IMAMS, KHATIBS, AND MUALLIMS

3.1. QUALITY ASSURANCE POLICY OF STUDY PROGRAMS

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

As a full-fledged member of the University, the Faculty refers to the quality assurance policy adopted at the University level. At its 43rd regular meeting held on 30 November 2017, the University Board adopted the *Decision on Establishing the Quality Assurance and Quality Management System at the University of Sarajevo* (Decision No. 02-8395/17), an integral part of which is the *Quality Policy of the University of Sarajevo*. Pursuant to this Decision, the basic normative framework of the quality assurance and quality management system consists of the University's general acts: the *Statute*, the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, the *Rules of Study for the First, Second and Third Cycles of Study*, and the *Rules on Detailed Criteria for the Promotion of Academic Staff*. The Decision is of a general nature and applies to quality assurance in various aspects of Study Programmes, including educational and scientific research activities, as well as the work of professional, administrative and technical staff.

The University Senate adopted the Quality Manual in December 2023, within which the University Quality Policy and the Study Program Quality Policy were updated. Pursuant to the Study Program Quality Policy, the University's strategic orientation is to recognize and support excellence as the basic pattern of behavior of all participants in the realization of study programs, primarily staff and students, and to ensure conditions for achieving high program quality standards. Among other things, study program quality is ensured through the establishment of working methods and standards that encourage excellence and creativity; harmonization of the University's activities with European and national quality assurance standards, laws, and other regulations at all levels in BiH and University regulations; continuous evaluation of the achieved level of quality of study programs by all relevant actors and the adoption of measures to eliminate identified deficiencies and improve quality; development of new and modernization of existing study programs; improvement of teaching delivery methods, including teaching methods and examination modes; providing support to staff and students in their striving for excellence through encouragement of mobility and professional development; strengthening internationalization, etc.

The starting normative basis for quality assurance of study programs consists of the following University regulations:

- University Statute (2023):

The eighth part of the Statute is dedicated to the quality assurance and management system, referring to:

a) functions and goals of the University and its member institutions;
b) quality assurance procedures within the management structure;
c) realization of study programs;
d) improvement of the student knowledge checking and grading process;

e) introduction and strengthening of self-evaluation, benchmarking, and peer review practices as mechanisms for continuous quality improvement at the University and member institutions;
f) scientific-research, artistic, and artistic-research activities of University member institutions;
g) human resources;
h) infrastructure of the University and member institutions;
i) information systems and technologies;
j) information and access to information; and
k) international cooperation.

- Rulebook on the Quality Assurance and Management System (2019):

This Regulation is currently undergoing amendments with the aim of aligning it with the new *Law on Higher Education (2022)*, the *University Statute (2023)*, and the new *Regulations on the Accreditation of Higher Education Institutions and Study Programmes in the Sarajevo Canton (2023)*.

- *Rules on Studying for the First and Second Cycle of Studies, Integrated, Professional and Specialist Studies* (2023);
- *Rules on the Third Cycle of Studies at the University* (2024).

A number of other regulations governing internal quality assurance procedures for study programmes have also been adopted, including:

- *Regulations on the Awarding of Academic and Research Staff at the University of Sarajevo Based on Research Results* (2022);
- *Regulations on the Awarding of Librarians* (2022);
- *Regulations on Commendations and Awards* (2021);
- *Regulations on the Procedure for the Adoption and Amendment of Study Programmes* (2024);
- *Regulations on the Procedure for Proposing, Evaluating, Adopting New and Amending Existing Curricula and Study Programmes* (2018);
- *Regulations on Mobility* (2018);
- *Regulations on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes* (2018);
- *Regulations on the Use of Plagiarism Detection Software* (2020).

Provisions on the quality assurance system are also contained in the Faculty Rules (Articles 41, 179–182), adopted by the Faculty Council (No. 03-03-9. Elec. Sess.-1115/21 dated Nov 9, 2021) in accordance with Article 4 of the Agreement on the Status and Operation of the Faculty of Islamic Sciences in Sarajevo within the University of Sarajevo (No. 02-38-31300/16 dated Oct 27, 2016), concluded between the Sarajevo Canton Government and the IC in BiH. The Rules received consent from the Faculty Steering Board on December 29, 2021, the Riyasat of the IC in BiH (No. 02-03-2-220-4/22 dated March 24, 2022), and the University Senate (01-698/22 dated April 27, 2022). However, given the adoption of the new Sarajevo Canton Law on Higher Education in 2022 and the new University Statute in 2023, the Faculty is obligated to harmonize the adopted Rules with the aforementioned regulations before re-requesting consents from the University Senate and the Sarajevo Canton Government.

Additionally, provisions on the internal quality assurance system at the Faculty are contained in the Rulebook on Internal Organization and Job Systematization at the Faculty from 2024 (Articles 7, 12, 16, 49–51).

The quality assurance and management system at the University and its member institutions, pursuant to Article 6 of the Rulebook on the Quality Assurance and Management System at the University of Sarajevo (2019), consists of:

a) University Quality Management Board;
b) University Quality Assurance Service;
c) member institutions' quality assurance committees;
d) member institutions' quality assurance offices; and
e) expert and advisory bodies of the University/member institutions competent for quality assurance in specific areas.

In order to improve the quality assurance system at the Faculty, the Faculty Council adopted decisions in 2019 on the appointment of the Vice-Dean for Quality and the Quality Assurance Committee, which consists of representatives of management, teaching and non-teaching staff, and students. Within the Committee, students have representatives from the first and second cycles of study. The aforementioned decisions testify to the endeavor to establish a quality culture and raise awareness of its importance at the Faculty, as well as the integration of the Faculty into the integrated quality assurance and management system at the University.

The organization of the quality assurance and quality management system at the Faculty, pursuant to Article 6 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* (2019), i.e. Article 41 of the *Faculty Rules* (2021), and Articles 7, 12, 16, 23 and 49–51 of the *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2024), consists of:

- Vice-Dean for Quality;
- Quality Assurance Committee;
- Quality Assurance Office; and
- Expert and advisory bodies competent for quality assurance in specific areas.

The organization of the quality assurance and management system at the Faculty is an integral part of the integrated quality assurance and management system at the University.

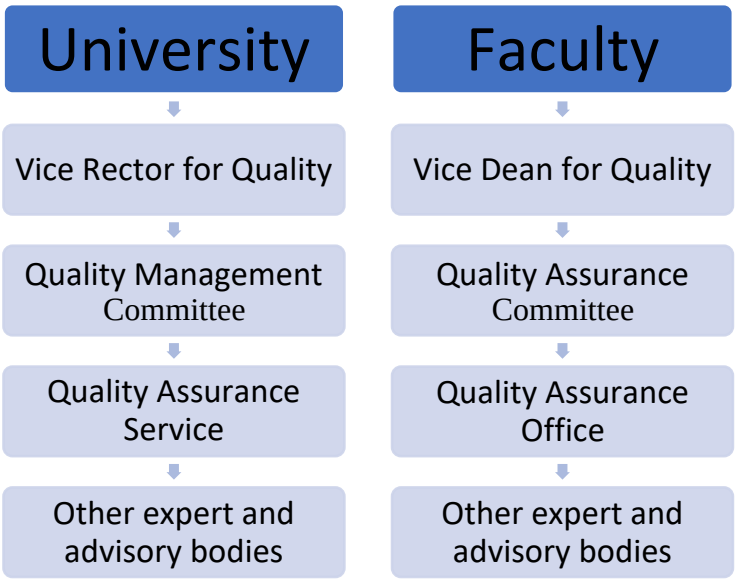


Diagram 41. *Organization of the Quality Assurance and Management System at the University and Faculty*

The composition of the Quality Assurance Committee, pursuant to the Faculty Council Decision on Amending the Decision on the Appointment of Faculty Commissions (No. 03-1-2.red.sjed.-1095/24 dated Nov 6, 2024) and Decisions of the Faculty Student Association (No. 03-01-1078/24 dated Nov 4, 2024 and No. 03-01-1268/24 dated Dec 4, 2024), consists of:

1. Prof. Dr. Nedim Begović, Chair, Vice-Dean for Quality;
2. Prof. Dr. Ahmet Alibašić, Vice-Dean for Teaching, representative of the teaching staff;
3. Prof. Dr. Dina Sijamhodžić-Nadarević, representative of the teaching staff;
4. Nura Hodžić, MA, representative of the non-teaching staff;
5. Ahmed Avdibašić, representative of First-Cycle students; and
6. Mubina Suljić-Solo, representative of Second-Cycle students.

Jobs falling within the scope of work of the Quality Assurance Office have been performed since 2019 by female employees of the Faculty's Student Office. Starting from June 2024, a professional associate in the Quality Assurance Office was engaged at 50% working hours at the Faculty.

Quality policies are published on the websites of the University and the Faculty. University regulations forming the normative basis of the quality assurance and management system are published on the websites of the University and the Faculty. Faculty regulations forming the starting normative basis of the quality assurance and management system are published on the Faculty website.

There is abundant evidence of the implementation of the adopted quality assurance policy at the Faculty. Internal quality assurance processes cover all key activities of the Faculty: teaching, research, and expert, administrative, and technical support processes. Examples of activities ensuring teaching quality include: semester evaluations of the teaching process on the Study Program for Imams, Khatibs, and Muallims (IHM), evaluation of the IHM Study

Program, control of compliance of requests for launching/amending the IHM curriculum and syllabus with standards and norms, application of incentive measures for the most successful teachers and associates, organization of professional seminars for teaching staff, information management regarding various aspects of the Study Program for Imams, Khatibs, and Muallims, etc. Examples of activities ensuring scientific research quality include: encouraging the inclusion of teaching staff in international and domestic scientific-research projects, stimulating disciplinary and interdisciplinerary projects at the Faculty level, encouraging the inclusion of students in teaching staff projects, encouraging teaching staff to submit applications to public calls of the federal and cantonal governments for co-financing scientific-research projects, organizing professional seminars, etc. The quality of expert-administrative and technical support processes is ensured through the organization of professional training and evaluation of non-teaching staff work, in accordance with the adopted *Rulebook on Evaluating the Work of Non-Academic Staff of the Faculty.*

Annual evaluation of non-teaching staff work efficiency covers four phases:

a) planning work goals;
b) mentoring, i.e., monitoring the realization of work goals;
c) evaluation (involving students, teaching staff, and direct supervisors); and
d) application of incentive and corrective measures.

Evidence of the implementation of the quality assurance policy is presented in more detail in relation to other criteria (see, e.g., Criterion 9, "Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs," where the implementation of the Rulebook on Evaluation of Academic Staff Work and the Success of Curriculum and Syllabus Implementation is explained).

The Faculty does not have its own adopted development strategy, given that the preparation and adoption of a strategy for IC in BiH institutions falls under the competence of the Riyasat of the IC in BiH (Article 17 of the Rulebook on the Organization and Work of the Riyasat, 2014).

However, through the preparation, adoption, and realization of annual work plans, the Faculty has actively participated in the implementation of two overarching strategies relevant to its operation:

a) University Development Strategy for the Period 2019–2023, which foresaw three strategic goals in the field of quality assurance:
1) Q1. Strengthening capacity for internal quality assurance;
2) Q2. Ensuring higher education quality standards at the University; and
3) Q3. Promotion and support of excellence;

b) Strategy for the Development of Higher Education and Scientific Research Work of the IC in BiH for the Period 2014–2024, which foresaw as a strategic task "Quality Assurance and Control."

Adopted strategic goals within the overarching strategies are operationalized through the annual work plans of the Faculty, which regularly include activities aimed at achieving

continuous improvement of all segments of the Faculty's activities. This means that the internal quality assurance policy constitutes an integral part of the Faculty's strategic management.

To date, comprehensive analyses of the implementation of the Strategy for the Development of Higher Education and Scientific Research Work of the IC in BiH for the period 2014–2024 have not been conducted. The absence of adopted action plans for the realization of this strategy with responsible entities, timeframes, performance indicators, and resources makes it difficult to monitor its implementation. Nevertheless, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the field of quality assurance. The Faculty Council adopted the Report on the Implementation of Overarching Higher Education Strategies in the Field of Quality Assurance and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the Period 2020–2024 in December 2023.

Activities implementing strategic task 7.1.2, "Quality Assurance and Control," from *the Strategy for the Development of Higher Education and Scientific Research Work of the IC in BiH 2014–2024* at the Faculty are described in Table 2. It contains updated data compared to the previously mentioned report adopted by the Faculty Council and is included as Annex 3 of the Self-Evaluation Report.

At the University level, the format of action plans for the implementation of the University ***Development Strategy (2019–2023)*** has not been standardized, which could have facilitated the monitoring of its implementation. Still, we can state that the Faculty has actively participated in the implementation of adopted strategic/operational goals in the field of quality assurance, conducting activities described in Table 3 (Annex 4 of the Self-Evaluation Report).

The Faculty also participated in the implementation of ***the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo (2020–2024):***

a) A1.4a Monitoring the realization of activities according to adopted rulebooks:

The Faculty continued to apply the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes* through regular semester evaluations of the quality of teaching in the Study Programme for Imams, Khatibs and Muallims (during the pandemic, the evaluations were adapted to the delivery of teaching in a digital environment), as well as through one evaluation of the effectiveness of the implementation of the Study Programme for Imams, Khatibs and Muallims (in the 2021/22 academic year).

Pursuant to the *Rulebook on Awards for Academic and Scientific Research Staff*, two Faculty professors ranked second and fifth, respectively on the list of recipients of University awards and recognitions for 2021. Faculty professors were also recipients of University awards for scientific research in 2020, 2022 and 2023.

Pursuant to the *Rulebook on Awards for Librarians*, the Faculty librarian ranked second based on the decision of the University's Library and Information System Committee of 3 June 2022.

Pursuant to the *Rulebook on Awards and Recognitions*, at its meeting held on 22 November 2023, the University Senate adopted the Report of the Committee for the Awarding of University Recognitions (No. 01-05-11992/23), according to which a Faculty student with a

grade point average of 10.00 ranked first on the list of the University's most successful students in the 2022/23 academic year.

b) A1.4b Drafting and harmonizing relevant documents, rulebooks, and procedures accompanying quality activities foreseen by laws and quality standards:

The Faculty participated in the public hearing on the draft Law on Higher Education of Sarajevo Canton (2022), the draft University Statute (2023), and the draft Study Rules for the First and Second Cycles of Study (2023).

c) A1.5a Defining data processing methods and the list of indicators used to assess the quality of teaching and study program realization:

The Faculty's Quality Assurance Committee adopted the documentation for the student evaluation of the performance of academic staff in teaching, which defined the method of data processing and a list of indicators (survey questionnaire questions) used to assess the quality of the implementation of teaching and Study Programmes (*Minutes of the 2nd meeting of the Committee held on 5 June 2020*, No. 20/20, 25 June 2020). The list of indicators was adopted at the 43rd meeting of the Faculty Council held on 10 June 2020, together with the Committee's Report on the analysis of the Student Evaluation of the Performance of Academic Staff in the winter semester of the 2019/20 academic year, including recommendations.

In addition, the Committee adopted a list of indicators used to assess the quality of the implementation of Study Programmes (*Questionnaire for the Evaluation of the Study Programme*) (*Minutes of the 2nd meeting held on 25 February 2022*, No. 22/22, 16 March 2022). The list of indicators was adopted at the 7th meeting of the Faculty Council as part of the Report on the Evaluation of Study Programmes in the 2021/22 academic year.

d) A1.5b Drafting reports on conducted academic staff evaluation procedures and curriculum/syllabus evaluations:

The Faculty Council adopts regular semester reports on conducted evaluation procedures of academic staff work on the Study Program for Imams, Khatibs, and Muallims, starting from the 2018/19 summer semester, while in the 2021/22 academic year, a Report on the evaluation of five Faculty study programs was adopted, including the evaluation of the Study Program for Imams, Khatibs, and Muallims.

e) A1.5c Annual integrated report on conducted evaluations of academic staff work and curriculum/syllabus evaluations across all faculties:

The Faculty Vice-Dean for Quality submitted teaching evaluation reports for the 2021/22 winter and summer semesters to the Vice-Rector for Quality and the Quality Assurance Service on May 31, 2023. Additionally, teaching evaluation reports for the 2022/23 academic year were submitted on November 30, 2023, covering the Study Program for Imams, Khatibs, and Muallims.

f) A1.5d Introduction of surveys for teachers:

Faculty teaching staff participated in November 2023 in the University Rectorate's Quality Assurance Service survey on the availability, quality, and contemporaneity of study program resources in 2022/23, including the IHM Study Program. According to the survey report, 23 teachers and associates of the Faculty participated (76.7% of academic staff). Based on results, the Faculty was the second-ranked member institution regarding academic staff satisfaction.

g) A1.5g Transferring well-defined quality management processes from teaching to other areas:

Starting from mid-2022, the Faculty Management began implementing an evaluation of the quality of professional, administrative, and technical support processes, i.e. the work efficiency of administrative staff, based on the adopted Rulebook on the Evaluation of the Work of Administrative Staff (2022). The implementation includes:

a) setting semi-annual/annual work objectives with deadlines for their implementation (by the immediate supervisor in agreement with the employee);
b) periodic meetings between the immediate supervisor and the employee for the purpose of monitoring the implementation of work objectives and providing necessary instructions and guidance;
c) performance evaluation based on the achievement of work objectives, application of the competencies required for performing the duties of the position, the Quality Assurance Committee's report on the quality of support processes (the report is prepared based on the evaluation of support processes conducted by academic staff and students), and
d) the application of consequences resulting from the evaluation (recognitions and financial rewards for the most efficient employees, as well as the implementation of corrective measures).

3.1.3.2. *The quality assurance policy of study programs is aimed at promoting: research work, learning and teaching, mobility and internationalization on study programs, as well as preventing plagiarism of staff papers and student final theses across all study cycles.*

According to the Decision on the Establishment of the Quality Assurance and Management System at the University of Sarajevo (2017), the system is aimed at the continuous improvement of educational work (learning and teaching), scientific-research work, and alignment with European integration processes, implying the realization of mobility and internationalization goals.

The updated Study Program Quality Policy adopted by the University Senate in December 2023 proclaims the University's commitment to developing new and modernizing existing study programs, improving teaching delivery methods, and strengthening internationalization and mobility support.

To promote learning and teaching quality, the University Senate adopted the Rulebook on Student Evaluation of Academic Staff Work and the Success of Curriculum and Syllabus Implementation (2018). To promote scientific-research work, the Rulebook on Rewarding Academic and Scientific-Research Staff Based on Scientific/Artistic Results was adopted

(2022). To normalize and promote mobility and internationalization, the University Mobility Rulebook was adopted (2018 and 2019).

The University Development Strategy 2019–2023 foresaw operational goals serving to promote:

a) research work:
Q3.2. Promotion and support of scientific-research excellence;
b) learning and teaching:
Q2.2. Improvement of the teaching process quality, and
Q2.3. Improvement of the quality of teaching and associate staff;
c) mobility and internationalization:
Q3.3. Promotion and support of staff and student mobility.

The Rulebook on Student Evaluation of the Work of Academic Staff has so far been implemented at the Faculty through regular semester evaluations of the teaching process and a comprehensive evaluation of study programmes. A comparison of the adopted semester evaluation reports on the teaching process from the summer semester of the academic year 2018/19 to the summer semester of 2023/24 leads to the conclusion that there is a continuous improvement in the quality of teaching and learning (see Chapter 3.9).

Among the recipients of recognitions and awards of the University Senate, in accordance with the criteria of the Rulebook on Awarding Academic Staff for Scientific Research Results, Faculty professors have been continuously included during the period from 2020 to 2023.

In accordance with the Mobility Rulebook, Faculty academic staff and students participate in Erasmus exchange programmes. However, systematic analyses of the effects of the implementation of this Rulebook at the Faculty have not been conducted.

Furthermore, analyses have not been conducted regarding the extent to which the Faculty participated in the implementation of the operational objectives of the University Development Strategy 2019–2023, which are focused on the promotion of research activities, learning and teaching, mobility, and internationalization.

The University Statute contains provisions aimed at protecting against academic fraud and promoting a system of academic ethical rules (Articles 260 and 261). This area is further regulated by:

- the University Code of Ethics (No. 01-38-1696-1/12 of 27 June 2012);
- the Decision of the University Senate on Amendments to the University Code of Ethics (No. 01-14-192/21 of 29 September 2021);
- the Rulebook on the Use of Plagiarism Detection Software (No. 0101-2785/18 of 28 March 2018).

Every two years, the Faculty appoints the Ethics Committee and the Committee for Students' Disciplinary Responsibility (see the Decision on the Appointment of Committees adopted at the 10th regular session of the Faculty Council held on 12 October 2022).

The University's plagiarism detection software is used to check for plagiarism in scientific/professional papers published by the Faculty's academic staff and associates in the Journal of the Faculty of Islamic Studies, as well as in doctoral dissertations. In addition, since 24 November 2023, Faculty lecturers have been provided with access to plagiarism detection software for checking final theses of the second cycle of studies. Regarding first-cycle study programmes, the preparation of final theses is not is not envisaged.

3.1.3.3. *The policy supports the development of a quality culture in which all internal participants contribute to the quality of study programs, and defines the manner of involving external participants in it.*

The University's Study Program Quality Policy expresses commitment to systematic monitoring of quality improvement indicators and continuous evaluation by all participants, employers, the social community, and accreditation institutions.

Pursuant to Article 8 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, the University Quality Management Committee includes representatives of all internal stakeholders in higher education: the University management (Rectorate), academic and non-teaching staff, and students. Pursuant to Article 15 of this Rulebook, the quality assurance committees of the University's organisational units also include representatives of all internal stakeholders in higher education: the Faculty management, academic and non-teaching staff, and students.

Pursuant to Article 6 of the *Rulebook on the Internal Organisation and Job Classification at the Faculty of Islamic Studies of the University of Sarajevo*, the Faculty's Quality Assurance Committee comprises five members: one management representative (Vice-Dean for Quality), two representatives of the academic staff, one representative of the non-teaching staff, and two student representatives, one from the First Cycle and one from the Second Cycle of Study.

Pursuant to Article 109 of the University Statute (2023) and Article 26 of the Faculty Rules (2021), the Faculty Council includes teachers, associate representatives, a non-teaching staff representative, the student vice-dean, and student representatives from all three cycles.

Processes and structures for developing the Faculty's quality assurance policy also include external stakeholders, whose role is presented below:

a) The Islamic Community in Bosnia and Herzegovina (IC BiH), through the Directorate for Education and Science of the Riyasat of the IC BiH and the Faculty's Board of Governors, exercises founder's and governance rights over the Faculty. The manner in which the IC BiH is involved is regulated by the *Agreement on the Status of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (2016), Articles 72, 97, 103 and 170 of the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 36/22), and the *Faculty Rules* (2021), as well as by the regulations of the IC BiH, namely the *Constitution of the IC BiH* (2014), the *Rules on Institutions of the IC BiH* (2014), the *Rulebook on the Organisation and Work of the Riyasat* (2014), and other relevant regulations.

The Faculty is obliged to apply the regulations of its founder in its work. At the same time, the Faculty's regulations, the initiation and revision of study programmes, curricula and syllabi, election of academic staff members to academic positions, appointment and dismissal of the Dean, employment at the Faculty, annual work plans, the budget, annual work reports, and other relevant matters must obtain the required approvals of the founder's bodies. Additionally, given that the majority of the Faculty's graduates are employed as officials of the IC BiH, the IC BiH, in its capacity as an employer, has an interest in the quality of the Faculty's study programmes and the alignment of learning outcomes of these programmes with its needs.

In an effort to improve the involvement of the bodies of the Islamic Community in Bosnia and Herzegovina (IC BiH) in the quality assurance of Study Programmes, the Faculty Council, in June 2022, within the *Report on the Evaluation of Study Programmes in the 2021/22 Academic Year*, adopted the recommendation of the Quality Assurance Committee to initiate an initiative towards the Founder for the development of occupational and qualification standards within the IC BiH. Subsequently, in 2023, it adopted the initiative for the development of the Occupational Standard – Imam and proposed the participation of Faculty representatives in the work of the team responsible for developing this standard.

The Riyasat of the Islamic Community in BiH adopted the Decision on the Appointment of the Commission for the Preparation of Draft Occupational Standards and Qualification Standards in the IC BiH (No. 02-03-2-1847-2/24 of 25 April 2024). The Commission includes representatives of the Education and Science Administration, the Religious Affairs Administration, and the Legal and Administrative Affairs Administration of the Riyasat of the IC BiH, the Council of Muftis of the IC BiH, the Faculty of Islamic Studies of the University of Sarajevo, the Islamic Pedagogical Faculty of the University of Zenica, the Islamic Pedagogical Faculty of the University of Bihać, and the Training and Personnel Centre of the IC BiH. During the period from 10 April to 24 October 2024, the Commission prepared draft occupational standards for eleven occupations and draft qualification standards for three qualifications acquired upon completion of first-cycle studies at higher education institutions of the IC BiH. The Riyasat of the IC BiH adopted these standards in draft form at its 30th regular session held on 8 November 2024, and in their final version by Decision No. 02-03-2-2-2249-2/25 of 15 May 2025.

b) The wider social community includes Faculty alumni, the public sector, the media, and the general public.

In this context, it is important to mention that the Faculty, in cooperation with the Education and Science Administration of the Riyasat of the IC BiH, implemented a scientific research project that resulted in the publication of the Study on the Competencies of Islamic Community Personnel in Bosnia and Herzegovina: From Acquired to Required Competencies (2022). Among other aspects, the Study contains an analysis of the competencies of Faculty alumni for performing the occupations of imam, teacher/professor of Islamic Religious Education, professor of Islamic subjects in madrasas (mudarris), and educator in student dormitories of the IC BiH. The Study was also used as one of the sources in the preparation of draft occupational standards and qualification standards in the IC BiH.

The public sector influences the implementation of quality assurance policy through the adoption of laws and bylaws regulating higher education activities, strategic frameworks for the development of higher education, granting approvals for the establishment of new higher

education institutions and new organisational units/departments within existing higher education institutions, determining the number of students at public higher education institutions, approving budgets, and participating in the governance of public higher education institutions through representatives on governing boards. The involvement of the Assembly and Government of Sarajevo Canton is regulated by the Law on Higher Education of Sarajevo Canton, including provisions contained in Articles 24, 32, 45, 50, and 58.

Through its own website and the websites of the Founder and the University, by inviting media representatives to Faculty events, and through the participation of academic staff in media programmes addressing current social issues, the Faculty strives to regularly and timely inform the general public about all aspects of its activities.

The Guidelines on Ensuring Publicity of Work and Publishing Mandatory Content on the Official Websites of Organisational Units of the University of Sarajevo (No. 01-12-116/21 of 22 July 2021) prescribe the mandatory content that must be available on the websites of University members. In accordance with these Guidelines, a section entitled "Publicity of the Faculty's Work" has been created on the Faculty website, where the prescribed mandatory content is published.

3.2. DESIGN AND APPROVAL OF STUDY PROGRAMS

3.2.3.1. *The higher education institution has established procedures for creating and adopting study programs that involve students and all stakeholders.*

The procedure for initiating new and revising existing Study Programmes is regulated by the following acts: the *Law on Higher Education of the Sarajevo Canton* (Article 51), the *Statute of the University of Sarajevo* (Article 159), the *Agreement on the Status of the Faculty of Islamic Studies within the University of Sarajevo* (Article 11), and the *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo*.

The *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo of 2024* (hereinafter referred to as the *Rulebook*) prescribes the procedure and conditions for the adoption of new Study Programmes and the adoption of amendments and supplements to existing Study Programmes at the First, Second and Third Cycles of Study, as well as integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional and specialist studies at the University of Sarajevo, and other non-cycle Study Programmes.

According to the *Rulebook*, the procedure for the adoption of new Study Programmes at the University is initiated by the University Senate at the initiative of the proposer, i.e. the organisational unit. The initiative to initiate the procedure, together with the proposed names of reviewers, is submitted to the Senate through the Council of the Grouping. If it accepts the initiative, the Senate adopts a decision accepting the initiative, appoints reviewers to assess the proposed Study Programme, and instructs the proposer to submit, within 12 months, a proposal for the adoption of the new Study Programme together with the documentation prescribed by Article 7 of the *Rulebook*. If the proposer fails to submit the proposal within the prescribed period, it may resubmit the initiative to initiate the procedure.

The proposer submits the proposal for the adoption of a new Study Programme to the Senate through the Council(s) of the Grouping, after obtaining a positive opinion to continue the procedure from the Teaching Office of the University of Sarajevo, the UNSA Quality Management Committee, and the Committee for Teaching and Student Affairs. The Teaching Office, in cooperation with the University Tele-Information Centre (UTIC), verifies whether the documentation is complete, whether it contains all the elements required for the implementation of the new Study Programme in the ISSS/eUNSA system, and whether it is compliant with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton*. If the Teaching Office determines that the documentation is incomplete or not in proper order, it returns it to the proposer for revision and/or supplementation. If the Teaching Office determines that the documentation is complete and in proper order, it forwards the proposal to the Quality Management Committee and the Committee for Teaching and Student Affairs. The Quality Management Committee verifies whether the content of the elaboration refers to the accreditation criteria for Study Programmes defined in the *Decision on the Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina* and provides an opinion on the continuation of the procedure. The Committee for Teaching and Student Affairs verifies whether the content of the elaboration is compliant with the *Rulebook* and whether positive reports from two reviewers have been submitted, and provides an opinion on the continuation of the procedure. The proposal, together with the opinions referred to in paragraphs (5) and (6) of Article 4 of the *Rulebook*, is submitted to the Council of the Grouping for consideration. In the case of an interdisciplinary, multidisciplinary or transdisciplinary Study Programme, the proposal is submitted to two or more relevant Councils of the Grouping.

On the basis of the proposal submitted pursuant to Article 4 of the *Rulebook*, the Council of the Grouping submits a proposal to the Senate for the adoption of the new Study Programme. On the basis of the proposal referred to in paragraph (1) of Article 5, the Senate adopts one of the following decisions: a) the proposal for the establishment and delivery of the proposed new Study Programme is adopted; b) the proposal for the establishment and delivery of the proposed new Study Programme is rejected; c) the proposal for the establishment and delivery of the proposed new Study Programme is conditionally accepted, subject to the revision of the proposal at the request of the Senate. The Senate is required to adopt a decision no later than 60 days from the submission of a formally complete and duly prepared proposal.

The Senate's decision is delivered to the proposer within eight days of the date of its adoption. If the proposal is adopted, the organisational unit/sub-organisational unit is required to submit the curriculum and syllabus and the information catalogue, in both printed and electronic form, in Bosnian/Croatian/Serbian and English, to the University Teaching Office and UTIC within 30 days of the Senate's decision. The information catalogue and the curriculum and syllabus are published in Bosnian/Croatian/Serbian and English on the organisational unit's website. The information catalogue contains the information defined in subparagraphs b) and c) of paragraph (1) of Article 8 of the *Rulebook*. The curriculum and syllabus contain the information defined in subparagraphs b), c) and d) of paragraph (1) of Article 8 of the *Rulebook*. If the proposal is rejected, the proposer has the right to resubmit the proposal for the establishment and delivery of a new Study Programme after the expiry of 12 months from the date of the Senate's decision. The procedure for introducing a new Study Programme must be completed no later than six months before the beginning of the academic year in which the programme will be implemented. The proposer is required to maintain an archive containing all documentation relating to the Study Programme and all amendments thereto, and to appoint

one person responsible for maintaining an up-to-date record of all Study Programmes at the organisational unit and, where necessary, making information on Study Programmes available.

As regards the Study Programme for Imams, Khatibs and Muallims, which is subject to self-evaluation, it was initiated prior to the adoption of this *Rulebook*, in accordance with the regulations applicable at that time.

Adoption of Amendments to Study Programs

According to the *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo*, the initiative for the adoption of amendments and supplements to a Study Programme is initiated by one or more sub-organisational units of the Faculty. The Faculty Council adopts a decision either accepting or rejecting the initiative. By the decision accepting the initiative, the Faculty Council also appoints a Commission tasked with preparing a proposal for amendments and supplements to the Study Programme (hereinafter referred to as the Commission). The Commission's proposal must contain an opinion as to whether the proposed amendments and supplements would result in changes to more than 30% of the existing Study Programme. If the Study Programme is not changed by more than 30% compared to the existing Study Programme, the decision on the proposal for amendments and supplements to the Study Programme is adopted by the council of the organisational unit. If the Study Programme is changed by more than 30% compared to the existing Study Programme, the decision on the proposal for amendments and supplements to the Study Programme is adopted by the University Senate.

The proposal for amendments and supplements to the Study Programme on which the Faculty Council decides is submitted by the Commission. The Commission submits its proposal, together with the documentation referred to in Article 13 of the *Rulebook*, to the Faculty Secretary. The Secretary, in cooperation with the Faculty services and UTIC, verifies whether the documentation is complete, whether it contains all the elements required for the implementation of amendments and supplements to the curriculum and syllabus in the eUNSA system, and whether it complies with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton*. The Secretary provides an opinion on the compliance of the proposal with the *Rulebook*. The Commission submits its proposal, together with the Secretary's opinion, to the council of the organisational unit, which adopts one of the following decisions: a) the proposal for amendments and supplements to the existing Study Programme is adopted; b) the proposal for amendments and supplements to the existing Study Programme is rejected; c) the proposal for amendments and supplements to the existing Study Programme is conditionally accepted, subject to revision. With regard to adopted amendments to curricula and syllabi on which the council of the organisational unit decides, the organisational unit is required to inform UTIC by submitting the decision of the council and the documentation relating to the amendments and supplements, so that any necessary corrections can be made in the information system.

The proposal for amendments and supplements to the Study Programme on which the Senate decides is submitted by the Faculty, together with the Commission's proposal and the prescribed documentation, to the Teaching Office of the University of Sarajevo. The Teaching Office of the University of Sarajevo, in cooperation with UTIC, verifies whether the documentation is complete, whether it contains all the elements required for the implementation of amendments and supplements to the curriculum and syllabus in the eUNSA system, and whether the proposed academic title complies with the *Rulebook on the Acquisition*

and Use of Academic Titles and Professional and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton. If the documentation is incomplete or not in proper order, the Teaching Office returns the proposal to the proposer with suggestions for supplementation and/or revision. If the documentation is complete and in proper order, the Teaching Office forwards the proposal to the Council of the Grouping for submission to the Senate. On the basis of the proposal of the Council of the Grouping, the Senate adopts one of the following decisions: a) the proposal for amendments and supplements to the existing Study Programme is adopted; b) the proposal for amendments and supplements to the existing Study Programme is rejected; c) the proposal for amendments and supplements to the existing Study Programme is conditionally accepted, subject to revision at the request of the Senate. With regard to adopted amendments to curricula and syllabi on which the Senate decides, the organisational unit is required to inform UTIC by submitting the Senate's decision and the documentation relating to the amendments and supplements, so that any necessary corrections can be made in the information system.

In practice, the procedure for the adoption and amendment of Study Programmes at the Faculty may be initiated not only by sub-organisational units (Departments), but also by the University Quality Management Committee, the Faculty's Quality Assurance Committee, the Founders of the University and the Faculty, and the Dean of the Faculty, on the basis of proposals collected from Departments, teaching and Study Programme evaluation reports, and suggestions from the Founder. All relevant stakeholders participate in the development and revision of Study Programmes – Faculty management, academic staff, professional non-teaching staff, and students, who are represented on the Quality Assurance Committee and the Faculty Council responsible for considering and adopting the proposal in question. Following adoption, the proposal is submitted to the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina for consideration and approval. In addition to being the Faculty's Founder, the Islamic Community in Bosnia and Herzegovina (IC BiH) is also the most frequent employer of the Faculty's graduates. A significant number of Faculty alumni are represented in the current composition of these highest bodies of the IC BiH. Following the receipt of the necessary approvals, the proposal is submitted to the University Quality Management Committee, the Council of the Grouping of Humanities, and the University Senate.

The latest significant amendments to the Study Programme for Imams, Khatibs and Muallims were made in 2019, 2022 and October 2024. The amendments made in 2019 were prompted by requests from several Departments and the Faculty's obligation to align its programmes with the *Law on Higher Education of the Sarajevo Canton* (2017), the *Statute of the University of Sarajevo* (2018), the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo* (2018), the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton* (2019), the *Guidelines on the Representation of Content from Psychological-Pedagogical and Methodological-Didactic Subjects (PPMD) in Teacher Education Study Programmes* (*Official Gazette of the Sarajevo Canton*, Nos. 31/18 and 12/19), and the *Rulebook on Professional Practice at the Faculty of Islamic Studies of the University of Sarajevo* (2018).

For this purpose, imamate and muallim practice was introduced into the ECTS structure of the IHM Study Programme in the summer semesters of all three years of study. Several ECTS credits for practical training were incorporated into certain courses, so that, together with imamate and muallim practice in the summer semesters, students complete at least 30 ECTS credits of practical training during the First Cycle of Study.

Since these amendments were targeted and were largely based on previously adopted documents and decisions of the Founder and the University concerning professional practice, no comparisons with similar programmes were conducted on this occasion, nor was there a need for additional consultations with the Founder as the employer. However, it should be noted that the Directorate for Religious Affairs and the Directorate for Education of the Riyasat of the IC BiH were involved in the preparation of the *Rulebook on Professional Practice for Students of the Faculty of Islamic Studies of the University of Sarajevo*. During the procedure for amending the Study Programmes, academic staff were involved through the preparation of the revision and the development of course syllabi, as well as through the adoption of the decision by the Faculty Council. Students were involved through the opinion of the Quality Assurance Committee on the compliance of the Departments' requests with the applicable standards and norms and through the Faculty Council's decision adopting the Departments' requests. Non-teaching staff, particularly the Secretary, were involved in the process of preparing the documentation and obtaining the necessary approvals. The Faculty's Founder and the principal employer of graduates of the Study Programme – the IC BiH – was involved through the granting of approval by the Riyasat and the Council of Muftis. The wider academic community was involved through the decisions of the University Senate (Faculty Council Decision No. 03-03-Tem. Sjed. 632/19 of 13 June 2019; Opinion of the Ministry of Education, Science and Youth of the Sarajevo Canton No. 11/04-38-10495/19 of 10 July 2019; Senate Decision No. 01-24-3/19 of 17 July 2019).

The amendments and supplements to the Study Programmes of October 2024 were initiated by the Decision of the University Senate No. 01-8-75/24 of 24 April 2024, which required faculties and academies to align the descriptions of their Study Programmes with the *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo*, with the aim of preparing for the accreditation of Study Programmes.

The most important amendments to the IHM program included:

1. Revision of descriptions and learning outcomes considering self-evaluation results in the accreditation process and the drafting of occupation standards;
2. Creation of learning outcome coverage matrices verifying the link between course-level outcomes and program outcomes;
3. Supplementing study programs with data on admission requirements and occupations for which graduates are qualified;
4. Harmonization of academic titles, professional, and scientific/artistic titles with the Sarajevo Canton title rulebook;
5. Revision of learning outcomes, content, literature, teaching methods, and knowledge assessment methods across all courses;
6. Three study trips (Potočari, Herzegovina, Krajina, and the Balkans or other destinations per Council decision) integrated as an integral part of the first-cycle program;
7. Designation of courses that can be offered in Arabic or English, as needed or expressed by interest;
8. A brief overview of the labor market analysis for graduates of all programs;
9. Incorporation of Sustainable Development Goals (SDGs) into all syllabi.

Plan for Integrating Previously Acquired ECTS Credits

Since the proposed amendments did not significantly alter the structure of the study programs, the equivalence of previously acquired ECTS credits is secure.

Labor Market Analysis

On this occasion, an analysis of alignment with labour market needs was not conducted, as the Faculty adopted, on 6 September 2023, the "Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo in the Period 2019–2022" with the accompanying recommendations of the Quality Assurance Committee dated 23 August 2023.

The Report covered the generations of students who graduated in the academic years 2019/20, 2020/21 and 2021/22, enrolled in the following study programmes: 1) Islamic Theology, 2) IRERP, 3) IHM, 4) Master in Islamic Studies, 5) Master in Imamate and 6) Master in Interreligious Studies and Peacebuilding. The Report was prepared on the basis of a questionnaire completed by a total of 61 graduates from the aforementioned generations.

On that occasion, the Committee noted that:

a) after graduation, i.e. completion of their studies at the Faculty, 59% of respondents found employment (36 out of a total of 61 respondents), 36% were unemployed/registered with employment services (22 out of 61), while 3.3% (2 out of 61) became self-employed, i.e. started their own businesses;
b) among unemployed graduates, the largest percentage were registered with the employment service, namely the Employment Service of Sarajevo Canton (54%), while the remaining graduates (32.6%) were registered in Zenica-Doboj, Tuzla, Central Bosnia and Una-Sana Cantons;
c) among employed graduates, 51.4% concluded open-ended employment contracts, while 48.6% concluded fixed-term employment contracts;
d) the largest percentage of Faculty graduates became employed as imams, namely 60.5% (23 out of 61 graduates). Subsequently, outside the Islamic Community in Bosnia and Herzegovina (in other institutions, companies, etc.), 20% of respondents found employment (12 out of 61 graduates). It is noticeable that a very small percentage became employed as teachers/professors of Islamic Religious Education, namely 3.3% (2 out of 61 graduates), as well as in other positions within the structure of the Islamic Community in Bosnia and Herzegovina (outside the jamaat), namely 1.6% (1 out of 61 graduates);
e) among employed graduates, 19.7% (12 out of a total of 61 graduates) concluded employment contracts abroad, within Bosniak diaspora Islamic communities affiliated with the Islamic Community in Bosnia and Herzegovina;
f) from the date of graduation/master's degree completion at the Faculty until employment, 36% of respondents (22 out of 61 graduates) waited one year, 10% (6 out of 61) waited two years, and 7% (4 out of 61) waited three years. Nineteen students found employment before graduation.

The Committee issued several recommendations, of which the following are highlighted:

a) that the Faculty Council submit an initiative to the founder for the development of occupational standards for Imam and qualification standards for Bachelor's/Master's degrees in Islamic Theology and Bachelor's/Master's degrees in Imamate, as a basis for future revisions of relevant study programmes. The Riyasat of the Islamic Community in Bosnia and Herzegovina accepted this initiative;
b) that the Dean initiate discussions with the founder of the Faculty regarding the employment policies of the Islamic Community in order to improve employment opportunities for Faculty graduates in the institutions and organisational units of the Community;

c) that the Dean of the Faculty initiate discussions with muftis of the Islamic Community in Bosnia and Herzegovina and potential donors with the aim of considering scholarship opportunities for Faculty students, with the obligation of their employment in the territory of respective muftiates for a certain period of time. Namely, it is necessary to ensure the distribution of graduates from Sarajevo Canton to other parts of the country;
f) that the Student Association, with the support of the Dean of the Faculty, organise an annual "employment fair" for final-year students of the Faculty, inviting representatives of majlises, bodies and institutions of the Islamic Community in Bosnia and Herzegovina, Bosniak Islamic communities in the diaspora, as well as other potential employers, to present their staffing needs and the required competencies for vacant positions to students;
g) that, following the example of student career development and planning centres operating at certain University of Sarajevo faculties and other universities in neighbouring countries and worldwide, activities aimed at counselling students regarding future employment be planned and implemented by professional associates for practical training and professional associates for mentoring work with students.

On the other hand, the "Analysis and Management of Human Resources Data of the Islamic Community", prepared by the Centre for Training and Personnel of the Riyasat of the Islamic Community in Bosnia and Herzegovina (session of the Council of Muftis and the Riyasat, 3–4 July 2024), shows that, starting from 2024, the number of imams retiring due to reaching retirement age will significantly increase. While only three imams retired in 2024, during the period 2025–2028, between 11 and 16 imams per year will retire due to reaching retirement age, after which, in the following decade, this number will vary between 22 and 35 imams annually. The peak of this wave is expected in 2044 and 2045, when 72 imams per year are expected to retire due to reaching retirement age. These figures should also include the need to replace imams on other grounds, such as leaving the service, moving to other positions within the Community, disability retirement, death, and other reasons.

3.2.3.2. *Study programs are aligned with scientific and educational standards and achievements of a given scientific/artistic field, requirements of related scientific fields to acquire multidisciplinary knowledge, labor market requirements, and international reform processes.*

The University Statute (Art. 13, para. (2) and Art. 25) states international quality benchmarks and European humanist and democratic traditions as principles of work. The Rulebook on Proposing Study Programs (Art. 7) requires at least two reviews for new study programs, with at least one review coming from outside Bosnia and Herzegovina.

The IHM study program is essentially a shortened study of Islamic theology, largely aligned with scientific and educational practice in this field. Most teaching staff have significant international experience and insight into educational trends in Europe and the Muslim world. The Faculty's curricula correspond to similar programs in Germany (institutes of Islamic theology in Tübingen, Osnabrück, Münster, Berlin, Erlangen, etc.), Turkey (Ilahiyat), Malaysia (IIUM), and elsewhere. The process of recognizing foreign higher education qualifications carried out by the Faculty provides continuous insight into global trends. The most notable advantage of the IHM study program compared to similar programs is the representation of classical and contemporary Islamic theological disciplines combined with interdisciplinarity, practical training, and PPDM courses.

The IHM study program is significantly aligned with the requirements of related scientific fields to acquire multidisciplinary knowledge and international reform processes through the presence of non-theological, humanistic, social, and applied disciplines (25–30%). The Faculty monitors the work of related institutions in Europe, the USA, and Muslim countries, utilizing those insights in curriculum design and syllabus implementation.

3.2.3.3. *The objectives of the study program and learning outcomes are clearly defined, match the content of the study programs and the level of the study cycle, and comply with the institution's strategy. The objectives and learning outcomes are comparable to identical and/or similar programs at higher education institutions in BiH and abroad.*

The Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina (Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024) in paragraph 7.1.1.10. stipulates that "Study programmes of higher education institutions of the Islamic Community will, similarly to higher education institutions at public universities in Bosnia and Herzegovina, be based on clearly defined learning outcomes, which implies a transition from the concept based on what the teacher should convey to what the student should know."

Systematic monitoring of the implementation of the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024 has not been conducted. In such circumstances, the Faculty conducted its own analysis of the implementation of overarching higher education quality assurance strategies. In general, the objectives and learning outcomes of the Faculty's study programmes are aligned with the strategic orientation of the Islamic Community in Bosnia and Herzegovina towards quality higher education of imams, teachers in madrasas, and teachers of Islamic Religious Education (see activity 7.1.2.3. within the strategic task Ensuring and Controlling Quality).

Given that the last significant revision of the Faculty's study programmes was conducted in 2019, which coincided with the adoption of the University Development Strategy for the period 2019–2023, it is not possible to analyse the alignment of the adopted objectives and learning outcomes of the study programmes with the strategic objectives established by the aforementioned document.

When initiating new study programmes and revising existing ones, the Faculty seeks to compare the objectives and learning outcomes of these programmes with the outcomes of similar programmes in the country and worldwide, and to ensure internal coherence and hierarchy of learning outcomes across study cycles.

Individually speaking,

The Curriculum of the IHM Study Programme (2023) stipulates that upon completion of the programme, students will be able to:

1. adequately understand and use fundamental terminology from Islamic sciences;
2. understand and interpret tajwid rules, correctly recite the Qur'an, and independently and responsibly teach others its proper recitation;

3. professionally present different understandings of the fundamental sources of Islam, particularly from the perspective of the Hanafi-Maturidi tradition, and adequately present them within the jamaat-community;
4. present different views on the main topics in the fields of tafsir, hadith, aqidah, fiqh, comparative religions, Islamic ethics, religious pedagogy, religious psychology, and Islamic civilisation studies;
5. present the most significant events, institutions, and personalities from the history of Islam;
6. present the historical development and influence of the most renowned schools of aqidah, tafsir, hadith, and fiqh, as well as Sufi orders and cultures that developed in the territory of Bosnia and Herzegovina;
7. interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
8. apply basic pedagogical-psychological and didactic-methodological knowledge and conduct creative contemporary mekteb teaching;
9. perform the duties of an imam and khatib;
10. analyse their own religiosity, contextualise theological teachings, and recognise contemporary forms of religious life;
11. develop quality communication with others, work in teams, and accept others and those who are different;
12. independently and responsibly act in accordance with Islamic principles and develop religious life within the jamaat-community;
13. demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level.

Each learning outcome was additionally elaborated during the definition of learning outcomes within groups of courses belonging to specific scientific fields.

The Senate of the University of Sarajevo, by Decision No. 01-8-75/24 of 24 April 2024, obliged faculties and academies to harmonise the descriptions of their study programmes with the Rulebook on the Procedure for Adoption and Modification of Study Programmes at the University of Sarajevo, with the aim of preparing for the accreditation of study programmes. For this purpose, the Faculty Council adopted, at its session held on 23 October 2024, the proposal for the revision of five study programmes, including the programme for imams, khatibs, and muallims. The founder provided consent to the adopted proposal, which will subsequently be submitted to the Senate for adoption as part of the further procedure. This revision was focused on vertical and horizontal synchronisation of learning outcomes, including the development of a learning outcomes matrix, as well as appropriate methods for evaluating student achievements.

The revised learning outcomes of the study programme for imams, khatibs, and muallims are presented below:

Upon completion of the IHM Study Programme, students will be able to:

1) understand and use fundamental terminology from Islamic sciences;
2) present different understandings of the fundamental sources of Islam, particularly from the perspective of the Hanafi-Maturidi tradition, and adequately present them within the jamaat-community;

3) present different views on the main topics in the fields of tafsir, hadith, aqidah, fiqh, comparative religions, Islamic ethics, religious pedagogy, religious psychology, and Islamic civilisation studies;
4) present the main information about the form, content, and key themes of the Qur'an, while interpreting specialised tafsir terminology, tafsir principles, and the historical development of tafsir;
5) interpret and apply the rules of Qur'anic recitation (tajwid) together with the etiquette of recitation (adab) and compare different qira'at, demonstrate memorisation of the Qur'an (hifz) in the scope of 50 pages, and independently teach others the correct recitation of the Qur'an;
6) understand and use fundamental hadith terminology, objectively perceive the distinctive personality of the Messenger of God, peace be upon him, and the most significant events from his exemplary life, and understand, express, and consistently apply his exemplary way of life;
7) explain the foundations and pillars of the religion of Islam, and interpret fundamental theological-epistemological and anthropological issues in the imam's vocation at the level of the jamaat;
8) relate the development of Islamic legal science and practice to historical and social changes, explain the role of primary sources, the Qur'an and Sunnah, and methods of ijtihad in Islamic legal theory, practise Hanafi ritual norms in performing the duties of an imam, and contextually interpret Islamic legal, ethical, and religious norms concerning marriage, family, inheritance, and waqf, as well as the principles of Islamic property and obligations law with regard to Islamic legal theory and the positive legal framework of the state of Bosnia and Herzegovina;
9) interpret ethical concepts and moral themes, present the basic ideas of classical and contemporary Muslim ethical thought, and critically and responsibly consider Qur'anic moral teachings;
10) present the most significant events, institutions, and personalities from the history of Islam;
11) critically evaluate the completeness, richness, and polyphony of Bosnian culture throughout history; describe and interpret significant historical events, issues, and periods of Bosnian cultural history from the earliest times until the end of the aggression in 1995;
12) interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
13) apply basic pedagogical-psychological and didactic-methodological knowledge and conduct creative contemporary mekteb teaching;
14) perform the duties of an imam and khatib;
15) analyse their own religiosity, contextualise theological teachings, and recognise contemporary forms of religious life; develop quality communication with others, work in teams, and accept others and those who are different;
16) independently and responsibly act in accordance with Islamic principles and develop religious life within the jamaat-community;
17) understand texts and discussions in the Arabic language, and conduct everyday communication while articulating views and opinions in Arabic (at an intermediate/B level);
18) use various media and theological literature in English for research purposes, and, with the assistance of general and theological vocabulary (at an intermediate/B level), present and discuss various Islamic topics;
19) write professional texts that are linguistically, substantively, and methodologically correct.

The comparability of the study programme for imams, khatibs, and muallims, as a shortened version of the Islamic Theology programme with an emphasis on vocational education for imams, with related study programmes in the European Union and Muslim countries (e.g. centres/institutes of Islamic theology in Tübingen and Osnabrück, Germany; Ilahiyat faculties in Turkey; the International Islamic University Malaysia, etc.) is reflected in the combination of classical and contemporary approaches to various Islamic disciplines (Qur'anic studies, interpretation and Qur'anic philology, Prophetic tradition, Islamic theology, Islamic law, Islamic civilisation, Islamic philosophy, Islamic religious pedagogy) with other humanities and social sciences (general philosophy, general pedagogy and psychology, Arabic and English languages, communication studies, management, etc.).

Almost identical branches of Islamic studies are represented in the Islamic Theology programme at the University of Tübingen and Marmara University. For the purpose of obtaining a more systematic insight into the comparability of the Faculty's programmes with similar programmes worldwide, an analysis of the structure of thirty Islamic theology study programmes worldwide was conducted. The results of the analysis were published in the *Proceedings of the Faculty of Islamic Studies* (Ahmet Alibašić, "Contemporary Studies of Islamic Theology/Islamic Sciences: A Comparative Analysis", pp. 291–318). The main conclusion is that the Islamic Theology programme at the Faculty is comparable with similar programmes worldwide, with minimal deviations. The study identified areas where further refinement of the programme could be possible, but did not identify the need for its radical reconceptualisation. The most noticeable deviations from global trends are those resulting from the Faculty's integration into the system of the Islamic Community in Bosnia and Herzegovina, namely the engagement of students in imam-muallim practical training and several courses in practical Islamic theology (imamate).

Of the total number of academic staff engaged in the implementation of the three first-cycle study programs during the last five years, seven (7) participated in academic staff exchange programs, mainly through Erasmus. In addition, two (2) students of the Study Program for Imams, Khateebs and Muallims (IHM) stayed at partner institutions (through Erasmus, in Germany, Qatar, Kuwait, and Türkiye). Since 2019, the Faculty has been the (co-)organizer of seven international conferences and summer schools:

1. 26–30 August 2019, in cooperation with the Perennia Verba Association from Rome (Italy), the summer school "Ibn Arebi and His Interpreters";
2. 24–26 August 2022, co-organized with the "Association for the Study of Travel in Egypt and the Near East" (ASTENE), the international conference entitled "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond";
3. 15–16 September 2022, co-organized with ResetDoC, the conference "Getting to Reconciliation: A Comparative Perspective";
4. 18–23 September 2022, in cooperation with the Center for Islamic Theology in Tübingen, "Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)";
5. 27–29 April 2023, co-organized with the Institute of Art History of the University of Vienna, "Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe";
6. 7–9 October 2023, co-organized with George Mason University, the conference "Islamic Moral Theology";
7. 20–21 November 2023, co-organized with ResetDoC, Georgetown University, Birmingham University, …, the conference "Islam and Pluralism".

3.2.3.4. *Learning outcomes are established and listed at every level of the study program and are linked to qualification standards, the Qualifications Framework in BiH, and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).*

It should be noted that there is no fully developed Qualifications Framework of Bosnia and Herzegovina, and that, by the time this report was finalized, the qualification standards of the Islamic Community in Bosnia and Herzegovina had not yet been adopted in their final version, which represent external factors beyond the Faculty's influence. Therefore, our analysis is limited to the alignment of the learning outcomes of the Faculty's study programs with the following documents:

a) The Baseline Qualifications Framework of Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area;

b) the existing regulations of the Islamic Community in Bosnia and Herzegovina containing provisions on the required competencies for performing the duties of an imam and chief imam (the 2008 Rulebook on Imams).

Given that the qualification standards acquired upon completion of the first cycle of study at higher education institutions of the Islamic Community in Bosnia and Herzegovina were only recently adopted in draft form, it was not possible to analyze the connection between the learning outcomes of the Faculty's study programs and the qualification standard. However, it is possible to determine the connection between the learning outcomes of the study programs and the Baseline Qualifications Framework in Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area.

As previously stated, learning outcomes are defined at the level of study programs and subsequently at the level of each individual course. Learning outcomes include knowledge, skills, and values, as well as subject-specific and generic competencies. Within the framework of the latest revision (October 2024), vertical and horizontal synchronization of learning outcomes with the learning outcomes matrix was carried out.

It should be noted that consent to the study programs and the defined learning outcomes of these programs is granted by the highest bodies of the Islamic Community in Bosnia and Herzegovina – the Founder and the principal employer of the Faculty's graduates. In addition, the acts of the Islamic Community in Bosnia and Herzegovina (the Rulebook on Imams) prescribe the required qualifications for establishing an employment relationship, as well as job descriptions. Thus, for example, Article 51 of the Rulebook on Imams stipulates that an imam, among other duties, shall:

- conduct maktab (religious education) classes;
- lead the jamaat in performing daily prayers;
- deliver sermons in the mosque or mesjid;
- deliver khutbahs during Friday (Jumu'ah) prayers and Eid prayers and lead the jamaat;
- perform funeral prayers (janazah) and other religious rites for deceased Muslims;
- work on promoting and distributing Islamic publications issued or recommended by the Islamic Community in Bosnia and Herzegovina;
- maintain jamaat registers and the mosque chronicle;
- raise awareness among Muslims about the importance of waqf and other forms of assistance for the needs of the Islamic Community in Bosnia and Herzegovina;

- follow Islamic literature with the aim of improving their own Islamic education and apply acquired knowledge in practice;
- perform Islamic marriages (nikah) within their jamaat upon authorization from the chief imam.

3.2.3.5. The curriculum and syllabus contain at least: an overview of mandatory and elective courses, outline of course content (divided by weeks/teaching units in a semester), student workload per course, ECTS credit value, methods of checking and evaluating continuous student knowledge acquisition, ECTS credit value of final theses (where applicable), quality assurance methods, list of mandatory and supplementary literature, and mandatory/specific equipment.

The IHM curriculum and syllabus contain all required elements. Quality assurance methods were explicitly incorporated during the October 2024 revision, alongside a dedicated "Quality Assurance" section on the Faculty's website. Equipment primarily includes computers and projectors.

The Faculty entrusted the course instructors with assessing the student workload for individual courses. The Vice-Deans for Teaching and Quality became involved only in cases where students expressed concerns that they were overburdened. During the most recent revision, the Commission for Amendments to the Study Programmes assessed and adjusted the workload for individual courses based on the formula that one ECTS credit corresponds to 25–30 hours of student work.

The Faculty uses the course catalogue and course syllabus templates prescribed by the University. Each syllabus contains: the course code, the number of ECTS credits assigned to the course, the course status (compulsory or elective), the number of hours of lectures, seminars and practical classes, the year and semester in which the course is delivered, the course coordinator for the relevant field, prerequisites for enrolment, where applicable, course content, thematic units by week, learning outcomes, teaching methods, assessment methods with the grading structure, and compulsory and elective literature. In most syllabi, all sections are generally completed consistently, particularly following the revision in October 2024.

During the revision in October 2024, improvements were made to the teaching and assessment methods specified in the syllabi, which had not always been included in the previous curricula. According to the revised curricula, the most frequently used teaching methods are: lectures, practical classes, seminars, teamwork, pair work, practical work, the textual method, visual-demonstrative methods, workshops, case studies, independent assignments, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutorial groups, discussion and dialogue-based methods, etc.

The most frequently used assessment methods specified in the syllabi are: written examinations, oral examinations, a combined model consisting of written and oral examinations, midterm examinations, quizzes, case study analyses, analysis of practice logs, research and other projects, etc.

3.2.3.6. *The higher education institution ensures: interdisciplinarity/multidisciplinarity of the curriculum, internationalization of the curriculum, interaction with professional practice, realization of practical training, and active student participation in scientific/artistic research within the study program.*

The Faculty ensures interdisciplinarity and multidisciplinarity of study programs at the first and second cycles of study to a significant extent, which is demonstrated by the presence of courses not only from Islamic sciences but also from other humanities and social sciences (25–30%, depending on how individual courses are categorized). This includes foreign languages (Arabic and English) and PPDM courses (pedagogical-psychological and didactic-methodological courses). In practice, most courses offered by the departments of Qur'anic philology, Islamic civilization, Islamic philosophy, religious pedagogy, and religious psychology are not strictly disciplinary, i.e. theological, but establish correlations with other humanities or social sciences. Multidisciplinarity sometimes implies internationalization. Thus, among the learning outcomes of non-theological courses is "demonstrating the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level."

The Faculty does not ensure internationalization of curricula and study programs to a sufficient extent, given that there are no courses delivered in English. In addition, students are reluctant to participate in study stays abroad. On the other hand, the Faculty frequently hosts visiting teachers and lecturers (internationalization at home). Thus, it regularly engages foreign lecturers for English (from the USA) and German (from Austria), and occasionally visiting lecturers from abroad (USA, Germany, Russia). Furthermore, in certain courses, consultative instruction in English is provided for foreign students staying at the Faculty within the Erasmus student mobility program. A part of the Faculty's students complete their imam-muallim practice in jamaats of the Islamic Community in Bosnia and Herzegovina abroad, in the USA and several Western European countries, where they have the opportunity to become acquainted with different cultures and communities.

Students enrolled in the IHM program regularly complete professional imam-muallim practice during the month of Ramadan according to the Islamic calendar, in accordance with the Rulebook on Professional Practice of Faculty Students. The practice is preceded by ten hours of preparation, followed by five hours of reporting and analysis upon return. The practice itself takes place with the assistance of mentors. The learning outcomes of the practice are gradually developed, from basic outcomes in the first year to more complex imam-muallim duties in the final year. Efforts are also made to send students to different parts of the country and, once, abroad. With the employment of professional associates for imam-muallim and methodological practice, an additional step forward has been made in the quality of implementation of this segment of the curriculum.

In addition, practical classes amounting to 10 ECTS are implemented within the IHM program, as evident from the curriculum. In addition to the imam-muallim practice during Ramadan, students also complete methodological practice in maktabs of the Islamic Community in Bosnia and Herzegovina, preschool institutions, and primary and secondary schools.

Students are partially involved (i.e., within individual departments) in scientific research projects within the study program. An example is the participation of students in research projects of the Department of Sharia Law (Fiqh): *Bibliography of Works in Fiqh*; *Main Tendencies in the Interpretation of Sharia through Responses to Questions Raised in Bosnia*

and Herzegovina, 2000–2005. If the study of Qur'anic recitation is considered an artistic engagement, then this involvement is significant.

3.3. STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

3.3.3.1. *Teaching academic staff are prepared and motivated for the activity, taking into account student feedback evaluations of learning and teaching quality.*

Teaching evaluations have been conducted almost continuously since 2016. Beginning with the summer semester of the 2019/20 academic year, they have been conducted in accordance with the provisions of the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes, adopted on 19 December 2018*.

The *results of the first evaluation surveys*, in some cases, were alarmingly poor. However, thanks to the continuous efforts undertaken within the established internal quality assurance system, there has been a significant reduction in shortcomings in the implementation of teaching, although there is still room for improvement. The issue of the impact of student evaluations on the quality of teaching and the motivation of teaching staff is addressed in greater detail in relation to Sub-criterion 9.2.

The Faculty awards the highest-rated teachers and teaching assistants (pursuant to the Decision of the Faculty Board, No. 01-UO-2-232/23 of 23 February 2023), while the University awards teachers who publish papers in citation databases and with renowned international publishers.

The assessment of the professional competence of academic staff is ultimately provided by the Senate of the University when promoting teachers and associates to higher academic ranks. Since the Faculty became a member of the University, there have only been a few cases in which the Senate of the University did not approve the proposals of the Faculty Council regarding appointments to academic positions.

3.3.3.2. *Academic staff motivate and involve students to take an active role in research, scientific-research, and educational processes with appropriate guidance, consultation, and support.*

In an effort to ensure an equal distribution of students' research activities, in the form of preparing seminar papers, across departments and semesters, the Faculty Council established a list of courses within the IHM program that include the obligation to write/defend a seminar paper.

Teachers and associates have transparently designated office/online consultation hours with students, lasting at least five teaching hours per week, which provide opportunities to encourage students to take an active role in the teaching and research process. Consultation hours are published on the Faculty's DL platform.

Part-time students are informed in a timely manner about their obligations and opportunities to attend classes. Consultative classes are organized specifically for them at the Faculty according to a schedule established for each semester. In addition, the Faculty's Academic Calendar specifies the teaching weeks during which part-time students may follow classes via the Faculty's DL platform, where teaching is delivered in a hybrid format, i.e. simultaneously in the classroom and online.

The availability of academic staff for student consultations, as well as the encouragement of students to assume an active role in the teaching and research process, are also assessed and analysed through semester reports on teaching evaluation, which include corrective measures and other recommendations for improvement.

Some of the Faculty's departments involve students in the implementation of professional or scientific research projects, with students' engagement being taken into account in the overall grading structure of the relevant courses.

As examples of good practice in involving students in international professional projects, we may mention a study on the attitudes of Muslims in Bosnia and Herzegovina towards the allocation of zakat and the organization of zakat collection in Bosnia and Herzegovina, the results of which were partially presented in a paper by two Faculty teachers in the journal *Novi Muallim*.

In accordance with the *Report on the Evaluation of Study Programmes in the 2021/22 academic year* and the *recommendations of the Faculty's Quality Assurance Committee* adopted by the Faculty Council, the Vice-Dean for Scientific Research sends calls to the Faculty's departments to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects within compulsory or elective courses as early as the First Cycle of Study. Students' participation in these projects may be assessed as part of the course grade.

In accordance with the *Report on the Evaluation of Study Programmes in the 2021/22 academic year* and the *recommendations of the Faculty's Quality Assurance Committee* adopted by the Faculty Council, the Faculty's departments are continuously encouraged to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects within compulsory or elective courses. Students' participation in these projects may be assessed as part of the course grade (e.g. as points awarded for a seminar paper, etc.).

3.3.3.3. *Students are assessed through publicly available procedures for fair, transparent, and consistent grading, and through various forms of knowledge and skill verification in accordance with program objectives.*

The Faculty strives to ensure that students are assessed in accordance with the provisions of the *Statute of the University of Sarajevo* (Articles 183–187) and the *Rules of Study for the First and Second Cycles of Study at the University of Sarajevo* of 2023 (Articles 44–54). The Dean and the Vice-Deans for Teaching and Quality generally respond effectively to student complaints concerning non-compliance with the provisions of the Statute and the Rules. These Rules did not introduce any significant changes to the methods of assessing student achievement compared to the previous rules. Teaching staff and students can familiarize themselves with the assessment rules by consulting the *Rules of Study* available on the Faculty's website, as well as through explanations provided by the Vice-Deans for Teaching and Quality at Faculty Council meetings and during dedicated consultations.

The assessment methods are defined in the syllabi, which form part of the curriculum (IHM). As evident from the syllabi, continuous assessment is предусмотred and implemented for all courses and usually consists of at least three components: a seminar paper or other assignments completed during the semester, a midterm examination, and a final examination. Examination

schedules, results, and dates for reviewing examination papers are published on the Faculty's DL platform.

In practice, students occasionally complain about deviations from the published assessment methods, which are generally resolved through discussions between the Dean and the Vice-Deans for Teaching and Quality and the teacher or teaching assistant concerned, or with the students.

To date, no comprehensive and in-depth analysis has been conducted of the alignment between the prescribed assessment methods and the objectives and learning outcomes of the Study Programmes. However, with the aim of improving practice in this area, a professional seminar for teaching staff on "Aligning the Assessment of Student Achievement with Learning Outcomes" was held at the Faculty on 7 June 2024. The seminar included a theoretical component and an analysis of written examinations prepared by the Faculty's teaching staff based on a selected sample, together with examples of good practice and recommendations for improvement.

In recent years, the most successful students have participated in the implementation of teaching as demonstrators. This practice has proven useful in that it has provided young colleagues with an opportunity to gain teaching experience, enabled the Faculty to become better acquainted with their abilities, and provided assistance to teachers, particularly in courses where no teaching assistant is assigned.

3.3.3.4. *Assessment procedures regulate: organization of tests and exams, criteria and methods of grading by examiners and commissions, grading transparency, and student appeal possibilities.*

The assessment procedures are regulated by Articles 44–55 of the Rules of Study of the University of Sarajevo and are generally applied consistently, with minor deviations (e.g. the examination schedule is not always published within the first two weeks of the academic year, as prescribed by Article 68 of the Rules of Study). The Faculty is part of the e-UNSA system, which has significantly facilitated the procedures for examination registration, grade entry, maintaining records of passed examinations, and analysing student pass rates. Occasionally, students submit complaints regarding the inability to gain insight into the manner in which their work has been assessed by teachers; however, such cases are rare.

3.3.3.5. *The higher education institution has a procedure defining the preparation, structure, and evaluation of student final theses, as well as rights, obligations of students and mentors, and mentoring conditions.*

The IHM Study Program does not require a final thesis.

3.3.3.6. *Student representatives are included in the work of institutional bodies competent for management and decision-making on study programs.*

Article 68, paragraph (4) of the *Law on Higher Education* provides: "Members of the council of an organizational unit shall include the student Vice-Dean and at least one student representative from each cycle of study organized at the higher education institution, elected

by the student council or the student association of the higher education institution." Article 109, paragraph (1), item e), as well as paragraphs (6) and (7) of the *Statute of the University of Sarajevo*, regulate the method of election and the term of office of students serving as members of the Council. In practice, the Faculty Council includes the student Vice-Dean and three student representatives, one student from each cycle of study, which at the beginning of the 2023/24 academic year accounted for 17% of the Council's membership. Evidence of their participation is provided in the minutes of Faculty Council meetings. Student members of the Council generally attend meetings and most often participate in discussions that are most directly related to their studies and standards of student life.

3.3.3.7. *The higher education institution has established mechanisms and procedures for student career counseling.*

The Rulebook on Internal Organization and Job Classification of the Faculty provides for two positions of Professional Associate for Mentoring and Educational Work with Students. According to this Rulebook, the Professional Associate for Mentoring and Educational Work with Students, among other duties, shall:

- coordinate and partly implement the academic orientation programme for students enrolled in the first year of the first cycle of study;
- within a 40-hour working week, have 20 contact hours with students;
- continuously work on developing students' motivation for learning, professional development, and acquisition of new knowledge, skills, and competences;
- particularly motivate students to learn foreign languages and coordinate their participation in language learning programmes.

Due to budgetary constraints, these positions have not yet been filled; however, the Faculty management is working on their recruitment. Currently, given the relatively small number of students at the Faculty, students often receive individual consultations from academic staff regarding these matters. Finally, students have access to a functional Student Support Office at the University Rectorate.

3.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

3.4.3.1. *Admission of students to a study program of any cycle is carried out on the basis of legal provisions, clear and transparent criteria including checks of candidates' knowledge, aptitudes, and abilities, and success in previous education, in accordance with analyzed social resources and provided resources for program implementation. The admission competition is publicly announced on the institution's website and in the media.*

As a full-fledged member of the University, the Faculty conducts student admission and enrolment procedures in accordance with the applicable normative acts: the *Law on Higher Education of the Sarajevo Canton*, the *Statute of the University of Sarajevo*, and the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

The enrolment procedure for each academic year begins with the Faculty Council determining a proposal for the number of students to be admitted as full-time students, full-time self-financing students, part-time students, or international students. The proposal must receive the approval of the Faculty's founder – the Riyasat of the Islamic Community in Bosnia and

Herzegovina (IC BiH) – and is subsequently submitted, through the Senate, to the Government of the Sarajevo Canton for approval. Following the approval of the Sarajevo Canton Ministry of Education, Science and Youth, the text of the University of Sarajevo Public Call for Admission is adopted and, together with the Faculty's internal Public Call, which provides detailed information on the student admission procedures, criteria, and scoring method, is published on the Faculty's website (First Cycle, Second Cycle).

UNSA Competition I and II cycles 2024/25
FIN Competition I cycle 1st term
FIN Competition I cycle 2nd term

For enrolment in the First Cycle of Study, the Faculty conducts a campaign to present its Study Programmes, including the Study Programme for Imams, Khatibs and Muallims (IHM), at schools founded by the Riyasat of the Islamic Community in Bosnia and Herzegovina, including medresas, the "Mehmed Fatih" Medresa in Podgorica, the First Bosniak Gymnasium in Sarajevo, and the "Dr. Ahmed Smajlović" Islamic Gymnasium in Zagreb. Both students and members of the Faculty's teaching staff are involved in this process.

Since the 2020/21 academic year, the process of selecting and admitting candidates has been conducted through the unified information system ISSS/e-UNSA (the Faculty has been using e-UNSA since June 2022). The Commission for the Admission and Enrolment of Candidates verifies the applications received, while the system ranks candidates according to the adopted criteria. The unified ranking lists also include candidates from countries that emerged following the dissolution of the former Socialist Federal Republic of Yugoslavia (SFRY), thereby ensuring equal access and equal opportunities for all candidates who meet the requirements of the Public Call for Admission. Following the publication of the ranking lists, candidates have the opportunity to lodge an appeal with the Faculty Council, after which the final ranking lists are established and the admitted candidates are enrolled. The ranking lists are publicly published using the code assigned to candidates upon registration for online enrolment.

Ranking Lists 2024/25 – First Cycle

The Enrolment Plan provides for the admission of a certain number of part-time students. In order to enable them to acquire knowledge, skills and competencies in accordance with the learning outcomes of the Study Programmes, the *Rules of Study* require that classroom-based instruction for part-time students be organized for at least one third of the number of hours provided for full-time students. The remaining instruction is organized online, through various forms of consultations, and in other formats. Students who are employed may study only in part-time student status.

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The syllabi for all courses within the Study Programmes contain precise information on methods of assessing knowledge and achievement, a list of student obligations, and compulsory and recommended literature, which students are introduced to during the first lectures of the semester. All curricula are published on the Faculty's website.

Based on the University's Academic Calendar, the Faculty prepares its own Academic Calendar in accordance with students' practical obligations related to the month of Ramadan, as well as other Faculty activities.

The timetable for the delivery of classes is published on the Faculty's DL platform and contains all prescribed elements: the name of the Study Programme, the year of study, the name of the course, the time and location of classes, and the names of the teaching staff involved in the delivery of classes. An electronic record of classes delivered is maintained through the Faculty's DL platform.

Students' knowledge is assessed through written, oral and practical forms of assessment, in accordance with the curriculum. The examination schedule, including the time and place of examinations, is published on the DL platform. Examination results are mandatorily published in the e-courses on the DL platform, together with the dates for entering grades in student records and reviewing examination papers. Students' academic performance, i.e. the grades achieved, are entered in student records and in the e-UNSA system, after which examination registration forms are printed and submitted to professors for signature. The grades are subsequently entered into the official student registers, the forms of which are prescribed by the *Rulebook on the Content and Format, Manner of Keeping Student Registers and Records of Issued Diplomas*. Signed and certified examination registration forms are filed in students' personal files and retained permanently.

At the end of each examination session, an analysis of student pass rates is conducted, and, based on the results, the necessary adjustments are made in accordance with Article 51 of the *Rules of Study*. At the end of each semester, a student evaluation of the teaching process is conducted, the results of which are analysed and taken into consideration as a corrective measure for the subsequent period. Student progression, as well as the rate and reasons for dropping out, are regularly recorded and analysed, with recommendations for corrective measures.

The Study Programme for Imams, Khatibs and Muallims (IHM) is completed by passing the final examination, without an obligation to prepare a final thesis.

Students with disabilities have the right to individualized arrangements in the implementation of the teaching process and when taking examinations (e.g. students with motor difficulties have been granted permission to take examinations in oral form). Faculty students who achieved a grade point average of 9.5 or higher in the preceding academic year are eligible for scholarships from the Scholarship Fund for Particularly Gifted Students of the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. With the support of the "Bosniaks" Fund, the "Gazi Husrev-beg" Fund from Germany, and the Ćurčić Waqf, five permanent annual scholarships have been secured. In addition, the "Bejtul-mal" Fund of the Riyasat of the Islamic Community in Bosnia and Herzegovina awards scholarships to students who obtain a sufficient number of points in its public call for applications.

3.4.3.2. *Procedures for the recognition of higher education qualifications, periods of study, and prior learning, implying the recognition of non-formal and informal learning, are established and comply with the Lisbon Recognition Convention.*

Procedures have been established governing the recognition of qualifications on the basis of Articles 281 and 282 of the *Statute of the University of Sarajevo*. Article 281 provides as follows: "(1) Recognition of a foreign higher education qualification is a procedure through which the holder of a qualification is granted the right to access employment (professional recognition), or the right to continue education (academic recognition). (2) Recognition of a foreign higher education qualification shall be carried out in the manner and under the conditions established by law and the *Rulebook on the Recognition of Foreign Higher Education Qualifications*, adopted by the University Senate, while respecting the autonomy of theological faculties with regard to the right to professionally recognize such qualifications." Based on the aforementioned provisions of the University Statute, the *Rulebook on the Recognition of Foreign Higher Education Qualifications* was adopted.

The Faculty's founder adopted the *Rulebook on Specific Criteria in the Procedure for the Recognition of Foreign Higher Education Qualifications in the Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. The main specific feature is that the Faculty has the authority to conduct not only academic but also professional recognition of foreign qualifications. Namely, with the aim of improving the recognition procedure, during the public consultation on the draft Statute of the University adopted in 2023, the Faculty proposed that its autonomy as a theological institution be recognized in the area of both academic and professional recognition. Based on this proposal, a provision was incorporated into Article 281 of the Statute granting the Faculty autonomy in the area of professional recognition. Article 10 of the *Rulebook on the Recognition of Foreign Higher Education Qualifications* regulates the conduct of the professional recognition procedure "while respecting the autonomy of theological faculties with regard to the right to professionally recognize such qualifications."

The procedure is the same as that applicable to academic recognition, which is regulated by Article 13 of the same Rulebook: "For the purpose of conducting the academic recognition procedure, the Dean of the Faculty shall, by decision, appoint a Commission consisting of three to five members from the scientific field or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought." The procedure for academic recognition of a foreign higher education qualification includes an administrative review and a professional assessment, and, where necessary, verification of the authenticity of the educational document. The administrative review entails determining the formal and legal compliance of the application submitted. The professional assessment is conducted by the Commission responsible for carrying out the recognition procedure. Verification of authenticity is conducted where there are indications that the submitted document is not authentic. The Commission submits to the Council a report containing a recommendation for adopting a decision on the application for recognition of the foreign higher education qualification. Based on the Commission's report and recommendation, the Council is required to decide on the application for academic recognition of a foreign higher education qualification within 30 days. The decision on the application is signed by the Dean of the Faculty. The applicant has the right to lodge an appeal against the decision with the University Senate.

During 2024, the archive of previously submitted applications for recognition of foreign higher education qualifications was organized and is now maintained electronically. In accordance

with the applicable regulations in this area, the Register of Applications for Recognition of Foreign Higher Education Qualifications was established. In addition, a protocol defining the procedures and responsibilities of all participants in the diploma recognition process was developed, and two separate committees were established for conducting recognition procedures, depending on whether the procedure concerns professional or academic recognition. During 2024, two decisions on professional recognition and two decisions on academic recognition were issued. In total, six applications for professional recognition and nine applications for academic recognition of foreign higher education qualifications were received during 2024.

As a member of the University, the Faculty acts in accordance with the regulations governing the work of the University, including those regulating the recognition of foreign qualifications. Since the University has aligned its regulations on the recognition of foreign qualifications with the principles of the Lisbon Recognition Convention, the procedures implemented by the Faculty in this area are indirectly aligned with the Lisbon Recognition Convention.

In accordance with the provisions of Article 282 of the Statute of the University, the Rulebook on the Equivalence of Previously Acquired Academic Titles, Scientific and Professional Qualifications was adopted. This Rulebook regulates the procedure and criteria for the equivalence of previously acquired academic titles, as well as scientific and professional qualifications at the University. The Dean of the Faculty appoints a five-member committee that conducts the equivalence procedure upon the request of an interested party. After reviewing the required documentation, the Committee submits a proposal regarding the corresponding academic title/scientific or professional qualification that may be recognized for the applicant. Upon completion of the prescribed procedure, a certificate is issued on the prescribed form, which also contains the grade point average achieved in the previous study programme, which is transferred and evaluated for the purpose of exercising relevant rights.

To date, the Faculty has issued one Certificate of Equivalence of a Previously Acquired Academic Title, Scientific and Professional Qualification, based on the Decision of the Faculty Council adopted at its session held on 5 June 2024.

The equivalence of passed examinations completed at other higher education institutions, as well as the procedure for the equivalence of examinations passed by students of the University, is carried out in accordance with a general act adopted by the Senate of the University.

The procedure for the equivalence of passed examinations at the University, pursuant to Article 282 of the Statute, is regulated by the Rulebook on the Equivalence of Passed Examinations at the University of Sarajevo. In practice, the Faculty conducts the equivalence procedure in the following cases:

- transfer from one study programme to another;
- transfer from another related faculty;
- transfer from the pre-Bologna system to the Bologna system of study;
- recognition of examinations in similar courses passed at another member institution of the University;
- recognition of examinations completed within student exchange programmes.

Pursuant to Article 4, paragraph (3) of the *Rulebook on the Equivalence of Passed Examinations at the University of Sarajevo*, a Commission for conducting the equivalence

procedure was established (Decision on Amendments to the Decision on the Appointment of Faculty Commissions).

After the student submits an application for equivalence using the prescribed form, together with the required supporting documentation, the Commission reviews the submitted documents and prepares a proposal for the equivalence of passed examinations for the programme to which the student is transferring. Based on the proposal, the Dean of the Faculty issues a decision on equivalence, against which the candidate has the right to lodge an appeal with the Faculty Council. The decision of the Faculty Council is final. Upon completion of the procedure, the grades recognized through the equivalence procedure are entered into the student's file and the e-UNSA system. The Student Affairs Office maintains a register of decisions on equivalence.

In recent academic years, the Faculty's students have increasingly participated in the Erasmus mobility programme. The application and participation procedure is regulated by the *Rulebook on Mobility at the University of Sarajevo*. The required documentation has been made available on the Faculty's website to facilitate the application process and the implementation of student exchanges. Upon completion of their exchange period, students are granted recognition of the corresponding examinations. In the 2023/24 academic year, there was neither outgoing nor incoming student mobility at the Faculty; however, applications were submitted by eight candidates for the 2024/25 academic year.

3.4.3.3. *Graduated students are awarded a document explaining the acquired qualification, including achieved learning outcomes, context, level, content, and status of the studies successfully completed.*

A student who has passed all examinations within the enrolled Study Programme and fulfilled all other obligations prescribed by the regulations governing higher education shall acquire the corresponding academic title or professional/scientific degree in accordance with the *Rulebook on the Acquisition and Use of Academic Titles and Scientific and Professional Degrees at Higher Education Institutions in the Sarajevo Canton*. Upon successful completion of the studies and pending the issuance of the diploma, the Faculty issues a certificate of completed studies as a public document, the form and content of which are prescribed by the *Rulebook on the Content of Public Documents*. Together with the certificate of completion of the respective cycle of study, a certificate of examinations passed, including grades and the number of ECTS credits, is issued. Both documents are printed from the unified e-UNSA system and are temporarily valid until the diploma and Diploma Supplement are issued.

The diploma and Diploma Supplement are printed in Bosnian and, since the 2022/23 academic year, also in English. Due to the specific format of these documents and the fact that they contain the signature of the Raisu-l-Ulama of the Islamic Community in Bosnia and Herzegovina, in previous years the Faculty printed them independently, unlike other University organizational units, whose diplomas are printed from the system (ISSS/e-UNSA). However, in the 2023/24 academic year, the Diploma Supplements of the Faculty's graduates were printed from the aforementioned system, while the diplomas themselves were prepared and printed by the Faculty. The diploma contains the name of the Faculty and the academic title and degree acquired by the holder. The Diploma Supplement is issued mandatorily together with the diploma in order to provide a more detailed overview of the level, nature, content, system and rules of study, as well as the results achieved by the student during the studies. The *Rulebook on the Content of Public Documents* defines the information to be included in the Diploma Supplement as follows: identification of the qualification holder, name of the

qualification, name of the Study Programme and level of the cycle of study, results achieved during the studies, mode of study, system and rules of study, academic and professional opportunities provided by the qualification, professional status of the qualification holder, possibility of enrolment in the next level of study, additional information, and certification.

The certificate of completed studies is issued immediately after the completion of studies, while diplomas for the first and second cycles of study are issued once a year at the ceremonial promotion of graduates and master's degree holders of the University. Diplomas for the third cycle of study are issued twice a year at the ceremonial promotion of Doctors of Science of the University.

In the academic year 2023/24, the first cycle of study at the Study Programme for Imams, Khatibs and Muallims was completed by 11 students. The promotion ceremony for graduates and master's degree holders was held on 1 February 2025, in accordance with the decision of the Senate of the University.

3.5. HUMAN RESOURCES

3.5.3.1. *The number of competent academic (teachers and associates) and non-academic staff for the quality realization of the study program complies with licensing criteria and pedagogical standards.*

The Faculty operates in accordance with the Standards and Norms for Performing Higher Education Activities in the Sarajevo Canton. Teaching plans are adopted prior to the beginning of the academic year. The workload of academic staff involved in the Study Programme for Imams, Khatibs and Muallims (IHM) is within the limits prescribed by these standards. Occasionally, due to the retirement of academic staff members or the promotion of associates to teaching positions, workloads exceed the prescribed norm; however, such increases generally remain within the limits established by the Standards and Norms.

In the implementation of teaching within the IHM Study Programme, during the summer semester of the 2023/24 academic year, 19 teachers (9 full professors, 6 associate professors, and 4 assistant professors), 7 associates (4 senior assistants and 3 assistants), and two language instructors were engaged. Among them, one teacher and two language instructors were external associates (University of Zenica). Given that 133 students were enrolled in the IHM Study Programme in the academic year 2023/24, the teacher-to-student ratio was 1:7, while the associate-to-student ratio was 1:19. There are no foreign teachers engaged on a continuous basis. Occasionally, foreign teachers are engaged as guest lecturers for individual classes.

Teachers and associates involved in the IHM Study Programme are regularly reminded that they are required to be available for five teaching hours per week for student consultations, which is generally respected. Office consultation hours are published on the Faculty's DL platform under the "Consultations" section. The availability 3.5.1.1. within the IHM Study Programme is not a frequent subject of complaints in student evaluations or submitted complaints.

The Vice-Dean for Teaching monitors the coverage of teaching within the IHM Study Programme during the preparation of the teaching plan for each academic year. Following the recruitment of three new assistants and two professional associates for imam-muallim and methodological practice in March 2024, teaching coverage has been brought within the framework prescribed by the Sarajevo Canton standards, which is also reflected in the number

of external associates engaged. The Faculty Secretary regularly analyses the number and structure of academic staff within the IHM Study Programme according to criteria such as gender, years of service, academic rank, and promotion. Finally, the Vice-Dean for Quality and the Quality Assurance Committee conduct surveys and analyse student evaluations of teaching within the IHM Study Programme and propose improvement measures, the implementation of which contributes to improving the situation. More information on engaged staff is available on the Faculty's website.

According to the job classification system, the Faculty still lacks a Professional Associate for Mentoring and Educational Work with Students.

The Quality Assurance Committee regularly implements and reports on semester-based teaching evaluations within the IHM Study Programme and monitors the implementation of adopted recommendations. There has not yet been a situation in which the overall teaching performance of a teacher or associate employed at the Faculty within the IHM Study Programme was assessed with a low overall grade (below 2.5) requiring the Dean to adopt corrective measures in accordance with the Rulebook on Student Evaluation of Academic Staff Performance. However, there have been individual questionnaire items with lower ratings, as well as comments, which required the adoption and implementation of corrective measures.

3.5.3.2. *The higher education institution has a defined human resources management policy with transparent criteria for academic staff employment, workload distribution, professional development, career advancement, and performance monitoring.*

Although the University, i.e. the Faculty, has not adopted a single document that would define the human resources management policy in all segments covered by the above criterion (employment of academic staff, assignments and workload, criteria for professional development, promotion and professional training, and mechanisms for monitoring the work of academic staff with measures for improvement), these segments are regulated through various regulations of the Government of Sarajevo Canton, the University, and the Faculty.

The Law on Higher Education of Sarajevo Canton (2022) regulates the acquisition of academic titles (Articles 111–120), appointments to academic ranks (Articles 121–131), establishment of employment relationships and, in general, the employment status of academic staff (Articles 132–138), as well as other issues related to academic staff (Articles 139–142). The Law also contains general provisions on employment, protection of rights, and coordinated functioning of non-academic staff employed in the professional services of organizational units and the joint services of the University (Articles 143–145).

The Statute of the University of Sarajevo also contains provisions on the requirements for appointment to academic ranks (Articles 224–232), the appointment procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243). It also contains general provisions on employment, protection of rights, and the engagement of professional, administrative, and technical staff (Articles 262–265).

The Rules of the Faculty of Islamic Sciences of the University of Sarajevo regulate various aspects of human resources management at the Faculty, including the requirements for appointment to academic ranks (Articles 139–146), the procedure for appointment to academic ranks (Articles 147–160), engagement of academic staff (Articles 161–165), non-academic

staff (Article 169), rules of conduct, rights, and obligations of academic staff (Articles 170–178).

Criteria for the selection, i.e. employment, of staff

Article 112 of the Law, i.e. Article 226 of the Statute of the University, stipulates that the criteria for appointment to academic ranks at higher education institutions are defined through four areas, namely: scientific achievements and contribution, teaching abilities and contribution, contribution to the internationalization process, and social contribution, in accordance with the Guidelines for Appointment to Academic Ranks at Higher Education Institutions. Article 112 of the Law also prescribes the minimum requirements for appointment to the academic ranks of assistant, senior assistant, assistant professor, associate professor, and full professor. Pursuant to Article 111, item f) of the Statute of the University, at its 4th regular session held on 5 April 2023, the Faculty Council adopted the Proposal of the Guidelines for Appointment to Academic Ranks at the University of Sarajevo – Faculty of Islamic Sciences and submitted them to the competent University Rectorate service for further consideration.

However, the Guidelines for Appointment to Academic Ranks at the University level have still not been adopted, pursuant to Article 116 of the Law, i.e. Article 227 of the Statute of the University, although they should contain more detailed criteria for the selection and advancement of academic staff.

According to Article 224 of the Statute of the University, a member of academic staff is, as a rule, elected within one scientific branch belonging to a scientific field. However, a member of academic staff may also be elected within several related scientific branches within the same scientific field. It is also stipulated that the Senate of the University, upon the proposal of the council of the organizational unit, shall determine the classification of courses within areas, fields, and branches. Until the adoption of this classification, the University applies the Decision on the Determination of Parent Areas and Parent Courses of Higher Education Institutions of the University of Sarajevo (2008).

Pursuant to Article 233 of the *Statute of the University of Sarajevo*, before the beginning of each academic year, the council of an organizational unit is required to prepare and submit to the University Senate and the University Board a Dynamic Plan of Needs for announcing Calls for applications for the election of academic staff to the same or a higher academic rank. The procedure for the election of a member of academic staff, in accordance with the adopted Dynamic Plan of Needs, is initiated by the University organizational unit upon obtaining the prior approval of the Senate. The election procedure for academic staff is conducted on the basis of a public call for applications. The council of the organizational unit determines a proposal for announcing a call for applications for the election of academic staff and submits the decision to the University Senate. The Senate considers the proposal of the council and adopts a decision on announcing the call for applications, which is published in at least one daily newspaper and on the websites of the University and the organizational unit, either a) no later than four months before the expiry of the election period of the existing member of academic staff, or b) no earlier than six months before such expiry, which shall not be considered an early election.

Exceptionally, in the case of the introduction of new Study Programmes, teaching needs are addressed through the announcement of calls for applications for all academic ranks. Pursuant to Article 9, paragraph (3) of the *Agreement on the Status and Activities of the Faculty of*

Islamic Studies in Sarajevo within the University of Sarajevo, in the procedure for the election of a member of academic staff, the Faculty is required to obtain, for the candidate proposed for election, authorization (*murasela*) from the Raisu-l-Ulama of the Islamic Community in Bosnia and Herzegovina. More detailed provisions on obtaining the authorization (*murasela*) are contained in Article 154, paragraphs (4)–(6) of the *Faculty Rules*.

Pursuant to Article 236 of the *Statute of the University of Sarajevo*, for the purpose of preparing a proposal for election to an academic rank, the Faculty Council appoints a Commission for Preparing the Proposal for Election. The Commission consists of at least three teachers, the majority of whom must be from the narrower scientific field for which the candidate is being elected, and they must hold the same or a higher academic rank than the rank to which the candidate is being elected. Where, for justified reasons, it is not possible, when appointing the Commission for Preparing the Proposal for Election to an academic rank, to meet the requirement that the majority of Commission members be from the narrower scientific field for which the candidate is being elected, the Council of the organizational unit shall, with an appropriate justification, determine an adequate scientific field and may propose the appointment of the Commission for Preparing the Proposal for Election in accordance with this criterion. If a member of the Commission for Preparing the Proposal for Election is from another organizational unit or another higher education institution, the council of the organizational unit initiating the election procedure shall, when appointing the Commission members, determine whether the scientific field of such Commission member corresponds to the narrower or related scientific field relevant to the election procedure. The Commission is required to submit a written report containing a proposal to the Faculty Council within 30 days of the date of its appointment, taking into account the fulfilment of all prescribed requirements for election to the relevant academic rank. The Commission is required to comply with the deadlines for preparing, drafting and submitting the report, and any exceeding of the deadlines for preparing the report shall be considered a serious breach of work obligations.

Pursuant to Article 237 of the *Statute of the University of Sarajevo*, a decision on election to an academic rank shall be adopted in the manner and according to the procedure prescribed by the Law and the Statute. The Law prescribes the deadlines in the procedure for election to an academic rank (Article 122), the composition of the Commission (Article 123), the deadline for preparing and submitting the Commission's report (Article 124), the determination of the proposal for the decision on election by the council of the organizational unit, i.e. the adoption of the decision on election by the Senate of the higher education institution (Article 125), and the obligations of the Dean in the election procedure (Article 126). The decision of the Senate of the higher education institution is final, and an action may be brought against it before the competent court in Sarajevo within 30 days of receipt of the decision (Article 125, paragraph (4)). The *Rulebook on Labour Relations at the University of Sarajevo* (2019) regulates the establishment of employment relationships with teaching and non-teaching staff (Articles 14–16).

Staff Duties, Workload and Responsibilities

The duties, workload and responsibilities of teachers, teaching assistants and professional associates involved in the teaching process are regulated in greater detail by the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton* of 2019 (Articles 17–22).

Pursuant to Article 218 of the *Statute of the University of Sarajevo* (2023), academic staff, in their teaching and scientific research or teaching and artistic work, are required to:

a) prepare and deliver lectures, practical classes and other forms of instruction according to the established timetable;
b) fully implement, through their personal presence and engagement, the established curriculum for the course for which they are responsible;
c) ensure the smooth delivery of all forms of instruction;
d) assist students in mastering teaching and scientific content by organizing and holding regular consultations and, where necessary or at the request of students, additional consultations;
e) encourage students' independent work and involve them in professional, scientific research and artistic activities;
f) inform students about the objectives, content, required literature and methods of delivering instruction for the course for which they are responsible, as well as about the methods and criteria for monitoring their work, assessing their knowledge and grading.

In accordance with the teaching implementation plan for the Study Programme for Imams, Khatibs and Muallims (IHM), teachers deliver lectures, practical classes and other forms of instruction, while teaching assistants deliver practical classes and, exceptionally, in coordination with the responsible teacher, parts of lectures and seminars. The *Statute of the University of Sarajevo* also regulates the requirements for election to academic ranks (Articles 224–232), the procedure for the election of academic staff (Articles 233–238), the engagement of academic staff (Articles 239–243), and professional, administrative and technical staff (Articles 262–267).

The *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2021) defines the requirements for the employment of teaching and non-teaching staff, as well as their duties and responsibilities. The *Rulebook on Labour Relations at the University of Sarajevo* (2019) establishes the rights, obligations and responsibilities arising from and related to employment of teaching and non-teaching staff at the University. The rights, obligations and responsibilities of Faculty employees are additionally regulated by the *Rulebook on Labour Relations at the Riyasat of the Islamic Community in Bosnia and Herzegovina and its Institutions in Sarajevo* (2003, 2015).

Criteria for the Professional Development of Staff

Pursuant to Article 140 of the *Law on Higher Education*, a higher education institution is required to analyse evaluations of the results of teaching and scientific research work of academic staff, as well as the work of scientific research staff, as part of the process of continuous improvement. Based on this analysis, a quality improvement plan, i.e. a plan and programme for the professional training of all employees, shall be established, particularly in the areas of ethics, pedagogical and methodological competencies, and digital competencies, with the aim of ensuring the quality of all business processes at the higher education institution. Pursuant to Article 146 of the Law, for the purpose of regularly performing its activities and improving and increasing the level of knowledge required to perform tasks within the scope of its activities, a higher education institution/organizational unit shall provide professional development, training, international exchange and performance evaluation of non-teaching staff.

For the purpose of regularly performing its activities and improving and increasing the level of knowledge required to perform tasks within the scope of its activities, the University/organizational unit shall provide professional development, training and international exchange. The forms and manner of exercising the right to professional development and training of non-teaching staff are regulated in greater detail by the *Rulebook on Labour Relations* and other general acts of the University (Article 266 of the *Statute of the University of Sarajevo*). The *Rulebook on Labour Relations at the University of Sarajevo* contains more detailed provisions on the right and obligation of employees to receive education, training and professional development, the forms of education, training and professional development, and the manner of exercising this right (Articles 41–46).

Pursuant to Article 4 of the *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*, one of the objectives of employee performance evaluation is to create conditions for making appropriate decisions concerning employee awards and professional development. Article 22 of this Rulebook provides for the mandatory inclusion of employees in appropriate professional development programmes based on a recommendation made as part of the performance evaluation.

Professional training programmes for teaching and non-teaching staff are implemented at both the University and Faculty levels. Since September 2013, the University has been implementing the TRAIN programme (*Training & Research for Academic Newcomers*). The objectives of the programme are related to improving the knowledge and skills of academic staff within three thematic areas: the educational process (curriculum design and teaching effectiveness), research (research methodology and information literacy), and the development of communication skills (networking, teamwork, etc.). Three teaching assistants and two professional associates from the Faculty attended the second cycle of this programme in the 2023/24 academic year.

The Faculty organizes annual professional seminars and other training sessions for its staff. Thus, on 6 June 2023, a professional seminar was held for teaching staff on "Application of Innovative Working Methods in University Teaching" and for non-teaching staff on "Support Processes at the Faculty – Identifying Problems and Ways of Resolving Them." On 7 June 2024, a professional seminar was held for teaching staff on "Aligning the Assessment of Student Achievement with Learning Outcomes".

International staff exchange at the Faculty is enabled through the Fulbright, Erasmus and other mobility programmes, which will be discussed in greater detail under Criterion 10, "Mobility of Academic Staff and Students."

The Faculty conducts regular semester evaluations of the performance of academic staff in teaching and adopts reports containing corrective measures. The evaluation procedures and the adoption and implementation of corrective measures will be discussed in greater detail under Sub-criterion 9.2.

Transparency in the Application of the Above Criteria

The criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. Dynamic employment plans are adopted at meetings of the Faculty Council and, respectively, the University Senate, and the public can be informed about them through the minutes of meetings of these bodies, which are

available on the websites of the Faculty and the University. For example, at the 8th regular meeting of the Faculty Council held on 6 September 2023, the *Proposal for the Adoption of a Decision on the Adoption of the Dynamic Plan of Needs for Announcing Calls for Applications for Election to Academic Ranks in the 2023/2024 Academic Year* was adopted. Calls for applications for election to academic ranks, as well as calls for the employment of non-teaching staff, are published in at least one daily newspaper and on the websites of the University and the Faculty. Examples include the published public calls for the employment of a professional associate for methodological practice and practicum in religious pedagogy and religious psychology and a professional associate for imam–muallim practice and practicum in Imamate. Commission reports containing proposals for election to academic ranks are published on the Faculty's website seven days before their consideration and adoption at meetings of the Faculty Council. In addition, the proposals adopted by the Faculty Council for election to academic ranks, as well as the University Senate's decisions on election, are publicly available on the websites of the Faculty and the University. For example, at the 10th regular meeting of the Faculty Council held on 1 November 2023, the *Commission's Report Containing a Proposal for Election to the Academic Rank of Senior Teaching Assistant in the Scientific Field of Qur'anic Philology* was adopted.

The criteria and instructions for implementing mobility, as well as reports, documents and publications concerning University/Faculty staff, are available on the University's website. Various mechanisms are used to monitor the work of the Faculty's academic staff:

a) recording the delivery of classes in accordance with the Teaching Plan and the Faculty's Academic Calendar, and submitting monthly reports to the University Senate on the implementation of teaching;
b) semester evaluation of the teaching process, i.e. the performance of academic staff in teaching;
c) assessment by the Commission for Preparing the Proposal for Election, i.e. assessment by the Faculty Council of the fulfilment of the requirements for election to academic ranks, which includes demonstrated teaching skills and experience acquired in the teaching process, as evidenced by positive student evaluations, supervision of final theses of students in the Second and Third Cycles of Study, implementation of projects, and the results achieved in scientific research activities;
d) submission of an annual report on the work of academic staff members to the Dean, i.e. the Faculty Council.

3.5.3.3. *Academic staff are committed to research and artistic work, particularly through international research projects and joint mentor-student initiatives.*

Since its establishment in 1977 to the present day, the Faculty has had a twofold mission: (a) scientific – to develop a contemporary interpretation of Islam; and (b) educational – to educate highly qualified personnel to meet the needs of the Islamic Community in Bosnia and Herzegovina (IC BiH) and the wider society. The Faculty's scientific research activities, as a higher education institution of the Islamic Community in Bosnia and Herzegovina and a member of the University, are conducted on the basis of state and cantonal laws, regulations of the Islamic Community in Bosnia and Herzegovina, general acts of the University and the Faculty, and adopted strategic documents. These include the *Framework Law on Higher Education in Bosnia and Herzegovina* (*Official Gazette of Bosnia and Herzegovina*, No. 58/07)

(Articles 1, 2, 3, 4 and 5), the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 33/17) (Articles 3, 7, 9, 24, 28, 34 and 39), the *Law on Scientific Research Activities of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 26/16) (Articles 2–8), the *Statute of the University of Sarajevo* (Part VI, Articles 190–220), the *Rulebook on Awards and Recognitions of the University of Sarajevo*, the *Rules of the Faculty of Islamic Studies of the University of Sarajevo* (Articles 16, 17, 121, 122 and 124), the *Strategy for the Development of Scientific Research/Artistic Research at the University of Sarajevo* (2017), and the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* (Sarajevo: "El-Kalem" – Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, 2016).

The results of the scientific research activities of the Faculty include scientific books and papers by the Faculty's academic staff, published throughout the world in journals dedicated to Islamic studies, as well as in journals covering social, religious, cultural, and civilizational topics. The works of the Faculty's academic staff, in addition to Bosnian, have been published in English, Arabic, German, French, Spanish, Albanian, Persian, Turkish, and Slovenian, or have been translated into these languages. The scientific research work of the Faculty's academic staff has been recognized and evaluated both in the Bosnian and Herzegovinian and regional contexts, as well as at the international level.

The Faculty maintains records of published book chapters and proceedings from scientific conferences held domestically and abroad. Additional efforts are being invested to increase the number of published books, textbooks, and papers in relevant scientific journals.

Type of work	**2019.**	**2020.**	**2021.**	**2022.**	**2023.**	**2024.**
Books and textbooks	7	4	12	13	2	8
Articles published in peer-reviewed journals	6	3	2	1	4	3
Articles published in other scientific and professional journals	47	40	59	29	14	20
Conference Papers	9	4	6	1	4	18
Artistic Research; (concerts, performances, exhibitions, etc..)	1	/	/	2	2	_

Table 16. *Number of Publications by the Faculty's Academic Staff from 2019 to 2024*

As an example of the international visibility of the Faculty's academic staff in scientific research, we highlight the scientific monograph by Prof. Dr. Nedim Begović, *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house *Routledge – Taylor & Francis Group* in London and New York in 2022; the collection of legal documents with accompanying commentaries by Prof. Dr. Nedžad Grabus, *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publishing house

Brill; and the longstanding engagement of Prof. Dr. Ahmet Alibašić as co-editor of the Brill edition *Yearbook of Muslims in Europe*.

In accordance with the *Rulebook on Awards for Academic and Scientific Research Staff of the University of Sarajevo* and the decisions of the University Senate, among the recipients of awards for scientific research at the University, Prof. Dr. Nedim Begović ranked 23rd in 2020; Prof. Dr. Nedžad Grabus and Prof. Dr. Nedim Begović ranked 2nd and 5th, respectively, in 2021; while Prof. Dr. Dina Sijamhodžić-Nadarević ranked 26th in 2022 and 2023. From 2020 to 2023, the aforementioned Faculty professors published scientific books and/or papers with prestigious international publishing houses and, on that basis, received annual awards for scientific research. Academician Enes Karić, Professor Emeritus, received the Federal Award for Science in 2023.

The number and quality of research and project activities of teachers and teaching assistants are often limited by their workload in the teaching process and additional administrative responsibilities, which could be reduced by employing an adequate number of non-teaching staff in accordance with the adopted job classification.

The Vice-Dean for Scientific Research regularly encourages academic staff to plan scientific research activities at the Faculty, including the submission and approval of projects and the possibility of using the funds planned for this purpose within the annual work plans.

The Faculty, in cooperation with the Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, "El-Kalem", publishes new books by Faculty teachers and teaching assistants every year.

The Faculty's scientific research and professional activities are enhanced through cooperation with other institutions of the Islamic Community in Bosnia and Herzegovina, as well as with other higher education institutions worldwide, through scientific research and professional projects, including:

- RESILIENCE (REligious Studies Infrastructure: tooLs, Experts, conNections and CEnters) is a project implemented within the EU H2020 research and innovation programme, in whose application the Faculty successfully participated, with Prof. Dr. Ahmet Alibašić serving as one of the three project directors. The project remained active until 2025. Its current focus is on the transnational mobility of researchers (Transnational Access – TNA) and the adoption of a research database in the field of religious studies (ReReSearch);
- Since 2019, Prof. Dr. Senad Ćeman has participated in the international research project "IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750)". The project was implemented from 2019 to 2023, with Prof. Dr. Senad Ćeman participating as a researcher in Working Group 3 – Beyond Borders. The purpose of the research was to provide a transnational and interdisciplinary approach capable of overcoming the segmentation that currently characterizes the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean;
- On 15 February 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society in Fribourg (Swiss Center for Islam and Society – SZIG/CSIS) for the implementation of the scientific research project "Professionalising Spiritual Care in Plural Societies – Switzerland and BiH" (Professionalization of Spiritual Care in Plural

Societies: Switzerland and Bosnia and Herzegovina). The project commenced on 1 September 2024 and was completed on 12 February 2026. The principal investigator was Prof. Dr. Aid Smajić, while the Faculty team leader was Prof. Dr. Ahmet Alibašić;
- The Faculty has participated in the "Bibliography of Works on the Islamic Community" in cooperation with the Institute for Islamic Tradition of Bosniaks (IITB), Gazi Husrev-beg Library (GHB), the Bosniak Institute and BZK Preporod since September 2019, with Prof. Dr. Zehra Alispahić participating in the project.

Among the professional projects, the following should be highlighted:

- TRAIN Project of the University of Sarajevo – a professional development programme for the academic staff of the University (Prof. Dr. Dina Sijamhodžić-Nadarević is a lecturer in the modules *Higher Education Didactics* and *Curriculum Planning in Higher Education*);
- "Monitoring Educational Work in Madrasas" – a project implemented in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. The participants in the programme were: Prof. Dr. Dina Sijamhodžić-Nadarević, Prof. Dr. hfz. Kenan Musić, Prof. Dr. Almir Fatić, and Prof. Dr. Senad Ćeman;
- Prof. Dr. Nedžad Grabus was a member of the project team of the scientific research project "Under the Open Sky of Clear Faith", organized by the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, while Prof. Dr. Zehra Alispahić worked on the promotion and dialogue programmes (60 episodes) accompanying this project.

The Faculty is frequently the organizer or co-organizer of significant international conferences and gatherings of researchers from different parts of the world. Some of these conferences include:

- Conference: "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond" (Sarajevo, 24–26 August 2022);
- International Conference: "Kako do pomirenja: komparativna perspektiva" / "Getting to Reconciliation: A Comparative Perspective" (Sarajevo, 15–16 September 2022);
- International Conference: "Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges and Perspectives" (Sarajevo, 17–18 November 2022);
- International Conference "Konak and Villa: Convergences and Transmutations of the Representative Residence in 19th Century Southeast Europe", organized in cooperation with the Institute of Art History of the University of Vienna, the Austrian Cultural Forum, and the European Research Council (Sarajevo, 27–29 April 2023);
- "Trends in Higher Education and Strengthening Teaching and Scientific Research Cooperation between the University of Sarajevo, the Faculty of Islamic Studies, and Shenandoah University (USA)" (Sarajevo, 12–13 June 2023);
- The Oslo Coalition on Freedom of Religion or Belief and the Faculty organized a seminar and book promotion entitled "Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws", edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen, and Christian Moe. The book was translated from English by Prof. Dr. Nedim Begović and Nizama Ahmed, MA. The speakers at the seminar and book promotion were Prof. Dr. Ahmet Alibašić and Prof. Dr. Nedim Begović, while the moderator was Prof. Dr. Asim Zubčević (Sarajevo, 20 September 2023);

- "Islamic Moral Theology and the Future" was a conference organized under the auspices of the Abu Sulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation, in cooperation with the Faculty (Sarajevo, 7–10 October 2023);
- "Islam and the Challenge of Pluralism in a Globalized World" was a conference organized by the Faculty, Gazi Husrev-bey's Library, the international initiative ResetDoc, and the Moulay Hicham Foundation (Sarajevo, 18–19 November 2023). A panel discussion with the same title, during which the results of the conference and the work of the project working group were presented to the public, was held at Gazi Husrev-bey's Library (Sarajevo, 20 November 2023);
- In cooperation with the Agency for Halal Quality Certification, the Faculty organized the 2nd European Halal Congress on 28 and 29 May 2024;
- In cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty organized the first gathering of professors from Islamic faculties in the Balkans at the conference entitled "Higher Islamic Education in the Balkans: Perspectives of Development and Cooperation", held on 26–27 September 2024;
- In cooperation with the Center for Islam in the Contemporary World (CICW) at Shenandoah University (USA) and the Center for Advanced Studies in Sarajevo, the Faculty organized an international conference on the topic "Islam and Contemporary Challenges" on 5–6 October 2024.

Faculty professors and associates participate in a significant number of scientific conferences in Bosnia and Herzegovina and worldwide. In addition to publishing papers in scientific journals and other periodicals, they publish translations of scientific works from English and Arabic, review research projects, books and articles, edit translations of scientific works, and are engaged as editors of co-authored books, conference proceedings, and journals both domestically and internationally.

Students of the IHM Study Programme have access to the Faculty's modern classrooms, reading room, and library containing more than 25,000 library units. The scientific research work of the Faculty's professors and associates is facilitated to some extent by the possibility of accessing scientific databases to which the University subscribes.

The Faculty has procedures and resources in place to support scientific research and the activities of academic staff. Mechanisms exist to support academic staff and students through the allocation of grants and scholarships. In accordance with the Law on Scientific Research Activity of Sarajevo Canton (Article 8: "Provision of Financial Resources for Scientific Research Activity"), the University provides annual funding to support scientific research activities, which is allocated to University members through a public call procedure conducted by the Ministry of Education, Science and Youth of Sarajevo Canton. The Ministry for Science, Higher Education and Youth of Sarajevo Canton informs the public about the publication of the Public Call for the co-financing of scientific research/artistic research and research and development projects from the Budget of Sarajevo Canton.

In accordance with the envisaged forms of co-financing, Faculty professors and associates exercised the right to use funds within the following programmes during the period 2022–2024:

- B.1c: Co-financing of costs related to the technical preparation and defence of doctoral dissertations at the University of Sarajevo;

- B.2: Strengthening capacities for internationalization;
- B.2.3: Introduction of programmes/modules/cyclical and non-cyclical programmes in foreign languages / digital portals, innovative materials promoting the achievements of Bosnia and Herzegovina in science and arts (*paperless internationalization, greening*);
- B.3: Co-financing of the organization and participation in conferences/events and publication of scientific articles. Funds obtained within this programme;
- B.2.3: Introduction of programmes/modules/cyclical and non-cyclical programmes in foreign languages. The funds were used for the preparation of a special programme in English: the Lifelong Learning Programme "Introduction to the Study of Islam."

Based on the individual research activity plans of the Faculty's departments, an annual research activity plan of the Faculty is developed, involving professors and associates of the IHM Study Programme. These research activities are also supported by the Faculty through funds allocated from its own annual budget.

The Faculty's ongoing projects include, among others: the publication of the Monograph of the Faculty of Islamic Studies of the University of Sarajevo 1977–2017; the publication The Role of Waqf in the Development of the Faculty of Islamic Studies in Sarajevo**;** the study Work-Related Stress among Bosnian Imams: Current State, Causes and Coping Strategies; regular professional workshops and seminars organized in cooperation with the Konrad Adenauer Foundation and the other two theological faculties in Bosnia and Herzegovina entitled "Strengthening the Rhetorical Competencies of Young Religious Leaders"**;** and other activities.

3.5.3.4. *Administrative and support staff are provided with opportunities for professional development through training, particularly regarding IT and management systems.*

Within its annual work plan and Academic Calendar, the Faculty provides for at least one professional seminar for Faculty employees, including both teaching and non-teaching staff. Thus, on 29 November 2019, a seminar for teaching and non-teaching staff on establishing a quality assurance system at the Faculty was held at the "Han" Hotel, Bjelašnica. A seminar for teaching and non-teaching staff on establishing a quality assurance system at the Faculty was held. Subsequently, on 6 June 2023, a seminar was held at the "Tarčin Forest Resort & Spa" for non-teaching staff on the topic "Support Processes at the Faculty of Islamic Studies: Identifying Problems and Possible Solutions", and for teaching staff on the topic "Application of Innovative Working Methods in University Teaching".

During the COVID-19 pandemic, several training sessions were organized within the Study Programme for Imams, Khatibs and Muallims (IHM) on the use of digital technologies in the teaching process and specific applications supporting administrative work. Namely, starting in 2019, the Faculty introduced its own online learning platform, which is regularly improved in accordance with needs, with the involvement of professional and administrative staff. The same applies to the University of Sarajevo Information System (eUNSA), which the Faculty joined in 2022.

Article 22, paragraphs (4) and (5) of the *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty* provides that, in the event that an "employee is assessed as 'unsatisfactory performance', the immediate supervisor shall be required to: (a) prepare a Performance Improvement Plan; (b) propose that the employee be referred to a professional development programme if, having regard to the nature of the duties of the relevant position,

such professional development may contribute to improving the employee's work performance." Paragraph (5) further provides that "the Dean shall decide on the type of professional development programme referred to in paragraph (4) of this Article, in consultation with the immediate supervisor and the Quality Assurance Committee."

In addition to the aforementioned case, pursuant to Article 22, paragraph (3), the Dean may "adopt a decision referring an employee to a professional development programme recommended as part of the performance evaluation, regardless of the performance rating assigned to the employee, with the aim of further professional development of the employee and improving their work performance."

In accordance with identified needs, individual members of the non-teaching staff have attended additional training sessions (e.g. training in the use of IT programmes and other areas), with financial support from the Faculty.

3.6. RESOURCES AND FINANCING

3.6.3.1. *Resources for implementing the study program are sufficient and available to students in accordance with Agency criteria and cantonal standards.*

The Faculty provides all necessary resources for the uninterrupted implementation of the teaching and scientific process within the IHM Study Programme, in accordance with the Agency's Recommendations on the Criteria for Licensing Higher Education Institutions and Study Programmes in Bosnia and Herzegovina, as well as the regulations of the Sarajevo Canton. These resources include the engagement of a sufficient number of academic staff employed on a permanent basis, administrative and technical staff, adequate spatial capacities (1.5 square metres per student), material-technical and IT resources, with minor deviations regarding the number of available computers. However, access through the wireless network to all necessary platforms and content has been ensured, as well as all other elements required in terms of resources for the implementation of the IHM Study Programme.

3.6.3.2. Mandatory and specific required equipment for the implementation of the study programme/courses, according to the requirements of the scientific field/narrow scientific field, is available. The higher education institution provides mandatory and supplementary literature for each individual course, which, in terms of content, supports the implementation of the course.

A library operates within the Faculty with the aim of providing support to the teaching and scientific research activities of the Faculty. The library acquires, professionally processes, preserves, and makes available books, journals, newspapers, and electronic materials for use (Library | FiN).

The library enriches its book collection through purchases, exchanges, donations, and the legal deposit copy system. The acquisition policy is managed by the librarian in consultation with the Library Committee, departments, vice-deans for teaching and scientific research, academic staff, as well as in accordance with users' requirements, all in line with the needs of scientific research, teaching, and professional activities. Library materials are professionally processed and catalogued using a unified processing system based on international standards. The library collection has been entered into an electronic database and can be searched according to all

parameters (author, title, publisher, keywords, etc.) through the Faculty's DL platform. The Faculty budget provides funds for the regular annual renewal of the library collection.

Users of the library collection include: students of the IHM Study Programme, first and second cycle students, academic staff, professional and external associates, as well as other Faculty employees.

All necessary literature, both mandatory and supplementary, is available in sufficient numbers, with no fewer than three copies, in the Faculty reading room, while the majority of the literature, especially mandatory literature, is available in electronic form.

The library collections consist of approximately 25,000 volumes (11,500 titles) of monographic and periodical publications. In addition to publications in Bosnian, the library collections contain books and journals in Arabic and English, as well as in Turkish, German, Albanian, and other languages.

The most represented scientific fields in the library are: religion in general, and particularly Islam and all its disciplines; followed by philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, as well as architecture and art.

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

The IT resources at the Faculty fully meet the necessary functions of the teaching and scientific process of the IHM Study Programme. A sufficient number of computers is installed in the reading room, and given that students have their own devices, including mobile phones, tablets, and laptops, the entire Faculty building, as well as its accompanying facilities, is covered by high-speed wireless internet with access to all relevant platforms, particularly the library platform for search purposes. The Faculty has access to the following databases: EBSCOhost, CEEOL, and others. Among the latest activities in the field of establishing a unified library-information system is integration into the COBISS membership system.

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

Within the budgetary resources provided by the Riyasat of the Islamic Community in Bosnia and Herzegovina, continuous budget items are allocated for the maintenance, renewal, and improvement of physical resources and equipment necessary for scientific research and teaching activities. Currently, the material and technical requirements are fully met, including equipment for teaching delivery, employee work, and other necessary resources, with the equipment being modernized every year and newer and more adequate equipment purchased according to needs. All classrooms are equipped with computers and projectors, the premises are covered by wireless internet, the reading room has computers used for searches, and the Faculty library is integrated into all relevant processes at the University and within the Riyasat of the Islamic Community in Bosnia and Herzegovina, particularly in terms of access to databases and literature.

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

Through the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty has access to all institutions founded by the Riyasat. Particularly significant as research bases are the Gazi Husrev-beg Library in Sarajevo, the Institute for Islamic Tradition of Bosniaks in Sarajevo, and the Institute for Religious and Social Research in Tuzla.

Given that the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic Pedagogical Faculty of the University of Zenica, the Faculty has the possibility, based on inter-institutional cooperation, to use all resources of these higher education institutions.

Furthermore, the Faculty has signed cooperation agreements with numerous institutions outside Bosnia and Herzegovina, among which the following are particularly notable: Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. One of the most recent agreements was signed with the Institute in Ankara.

3.7. INFORMATION MANAGEMENT REGARDING STUDY PROGRAMS

3.7.3.1. *A system for regularly collecting and processing information on all aspects of study programs is established and used for quality improvement.*

The Faculty has established a system for the regular collection and analysis of data on key aspects of the Study Programme for Imams, Khatibs and Muallims. This system encompasses analyses of examination attendance and pass rates, student progression and study success, dropout rates, student satisfaction with teaching and studies, and the employability of graduates. The data obtained through these analyses are used as an important source of information in the process of improving the quality of the Study Programme.

Information management for the IHM Study Programme is carried out in three key stages, as shown in the chart below. In the first stage, data are collected on all relevant aspects of the Study Programme. Following the analysis of the collected data, the Quality Assurance Committee prepares reports containing recommendations, which are considered and adopted at meetings of the Faculty Council. In the final stage, the Faculty implements the adopted recommendations, monitors their effects and, based on the insights gained, continuously improves the quality of the Study Programme.

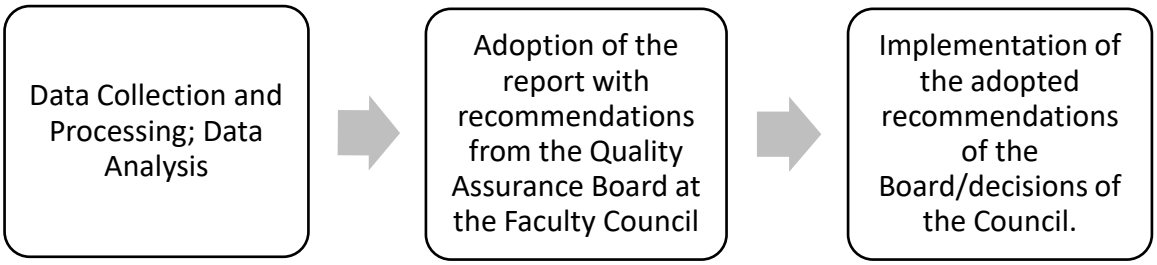


Figure 42. *Phases of Information Management for the Study Programme for Imams, Khatibs and Muallims at the Faculty*

3.7.3.1.1. Exam Pass Rates

As previously stated, the Faculty has established a system for the regular collection, processing, and analysis of data on student exam pass rates, as well as the adoption of Committee recommendations/Council conclusions and their implementation.

I Reports

During the 2022/23 academic year, the following were adopted:

a) *Reports on Examination Attendance and Pass Rates by Examination Session*:

- January–February examination session, 2022/23 academic year: student examination attendance and pass rates in the winter semester of the 2022/23 academic year, 4th regular meeting of the Faculty Council, No. 03-03- 4. Red. sjed. - 369/23, held on 5 April 2023. (*Report on Student Pass Rates in the January–February Examination Session 2022/23 with a Proposed Conclusion for the Faculty Council*);

b) *Reports on Examination Attendance and Pass Rates for Academic Years*:

- Report on the pass rates of UNSA-FIN students in examinations in the 2022/23 academic year, by Study Programme, year of study and course; adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2, Quality Assurance;
- Report on the examination attendance and pass rates of UNSA-FIN students in the 2023/24 academic year; adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(a), Quality Assurance.

For the 2022/23 academic year, reports were prepared by semester and for the academic year as a whole, while annual reporting was subsequently introduced, enabling a more comprehensive analysis and better comparability of data.

II *Recommendations of the Committee / Conclusions of the Council*

Based on the analysis of student examination attendance and pass rates, the following recommendations and measures were adopted:

1. Measures in cases of an identified low pass rate (less than 30% in a course):

- Organizing additional classes or consultations; (*Report on Student Pass Rates in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes, Years of Study and Courses*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

2. Measures in cases of an identified exceptionally high pass rate in courses that significantly deviates from the average pass rate for the Study Programme:

- Analysis of the course catalogue and course syllabus and analysis of written examinations (*Report on Student Pass Rates in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes, Years of Study and Courses*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations include:

a) Conducting additional classes or consultations;
b) Conducting an analysis of written examinations in the 2022/23 academic year and holding a professional seminar for teaching staff on aligning assessment methods with learning outcomes in June 2024.

3.7.3.1.2. Student Progression and Study Success Rates

I *Reports*

The Faculty continuously monitors the student progression rate and their study success in the Study Programme for Imams, Khatibs and Muallims (IHM). The adopted reports for the relevant academic years are presented below.

- 2021/22 academic year – Report on student progression and study success at the Faculty of Islamic Studies of the University of Sarajevo, adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023,

under item 4, Quality Assurance (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).

- 2022/23 academic year – Report on student progression and study success at the Faculty of Islamic Studies of the University of Sarajevo, adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2, Quality Assurance (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes and Years of Study*).
- 2023/24 academic year – Report on student progression and study success at the Faculty of Islamic Studies of the University of Sarajevo, adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(b), Quality Assurance (3rd regular meeting – 4 December 2024).

By way of illustration, the report on student progression and study success for the 2021/22 academic year is presented in greater detail below. The reports for this academic year were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality Assurance (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).

Data Overview for the IHM Study Program (percentages in parentheses indicate student progression between years of study):

- 1st Year: 70 students enrolled, 11 students met the conditions for the 2nd year (15.71%)
- 2nd Year: 67 students enrolled, 5 students met the conditions for the 3rd year (7.46%)
- 3rd Year: 32 students enrolled
- Graduated: 1 student (3.13%)
- Total graduation rate within the normative duration of studies: 0%
- Graduated students from earlier generations: 5

II Committee Recommendations / Council Conclusions

The adopted recommendations of the Quality Assurance Committee and conclusions of the Faculty Council based on the analysis of student progression and graduation data for the 2021/22 and 2022/23 academic years include the following:

a) Proposing to the Faculty's founder the transformation of the Study Programme for Imams, Khatibs and Muallims (IHM) into a professional study programme in Imamate, in view of the continuously low rates of student progression and study success (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes and Years of Study* and *3rd regular meeting – 4 December 2024*).
b) Initiating an initiative with the Faculty's founder for the categorization of džemats of the Islamic Community in Bosnia and Herzegovina and the establishment of different qualification requirements for the employment of imams depending on the category of the džemat (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes and Years of Study*).

III *Results of Recommendation Implementation*

The results of the implementation of the recommendations include the following specific activities:

a) At the Consultation on the Reform of Higher Education in the Islamic Community in Bosnia and Herzegovina, held on 11 and 12 December 2024, a recommendation was adopted to initiate a three-semester Professional Study Programme in Imamate, aimed at educating candidates for the occupation of Imam, as well as to organize a professional seminar as a non-cycle form of education for the occupation of Community Imam. In addition, draft occupational standards for Imam and Community Imam were prepared and adopted, as well as the Qualification Standard – Professional Associate for Imamate, to be acquired upon completion of the Professional Study Programme in Imamate;
b) The founder adopted a decision on the preparation of a general act that will establish the categorization of džemats within the Islamic Community in Bosnia and Herzegovina. The draft occupational standards adopted at the 30th regular meeting of the Riyasat of the Islamic Community in Bosnia and Herzegovina held on 8 November 2024 provide for different qualification requirements for the employment of imams, depending on the category of the džemat;

3.7.3.1.3. Dropout Rates and Reasons

The Faculty continuously monitors the dropout rates and reasons on the IHM Study Program. Adopted reports for relevant academic years are presented below.

For the 2021/2022 academic year, dropout rates and reasons were analyzed for the IHM Study Program, and data were adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on September 6, 2023, under item 4 of Quality (*Draft Report on dropout rates and reasons at the Faculty of Islamic Sciences in Sarajevo in the 2021/22 academic year*).

Data overview for the IHM Study Program shows the following:

- IHM Study Program – Out of 70 enrolled students in the first year, one student (1.43%) withdrew, while in the second year out of 67 students, another student (1.49%) left the study program. A total of two students withdrew.

These data indicate that the most common reasons for student attrition are transfer to another faculty, financial and personal reasons, as well as work and family obligations.

In the 2022/2023 academic year, reports on dropout rates and reasons were adopted, covering data for the IHM Study Program by years of study and providing insight into factors affecting student progression. Given the established low dropout rate and the fact that reasons for leaving are mostly of a personal nature, the Quality Assurance Committee and the Faculty Council did not deem it necessary to adopt recommendations regarding this report. Documents confirming the adoption of the report were passed at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on December 6, 2023, under item 2 of Quality (*Report on dropout rates and reasons at the University of Sarajevo - Faculty of Islamic Sciences in the 2022/23 academic year*).

In the 2023/2024 academic year, reports on dropout rates and reasons were adopted with the same conclusion as for the previous academic year, which is why the Faculty Council did not find it necessary to pass additional measures. Documents confirming the adoption of the report were passed at the 3rd regular session of the Faculty Council (No. 03-3-3. red. sjed. - 1220/24), held on December 4, 2024, under item 3 of Quality Assurance (3rd regular session – December 4, 2024).

3.7.3.1.4. Student Satisfaction with Studies

The Faculty continuously monitors student satisfaction with studies on the IHM Study Program. Adopted reports for relevant academic years are presented below:

- 2021/22 academic year – Student satisfaction was assessed as part of the comprehensive evaluation of the Faculty's Study Programmes. The reports were adopted at the 7th regular electronic meeting of the Faculty Council (No. 03-03-7. sjed.-695/22), held on 30 June 2022, under item 3, Quality Assurance (*Report on the Evaluation of Study Programmes in the 2021/22 Academic Year with Recommendations*).
- 2022/23 academic year – Student satisfaction with their studies is regularly assessed through evaluations of teaching staff. The reports were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality Assurance (*Report on the Evaluation of the Performance of Academic Staff in the Summer Semester of the 2022/23 Academic Year at the Faculty of Islamic Studies of the University of Sarajevo with Recommendations*).
- 2023/24 academic year – The Report on the Evaluation of Teaching was adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 2, Quality Assurance.

A more detailed presentation of teaching and study program evaluations can be found in chapter 3.9.

3.7.3.1.5. Graduate Employability Rate

I *Reports*

The Faculty continuously monitors the employability of graduated students on the IHM Study Program. Adopted reports for relevant academic years are presented below.

The *Report on the Employability of Graduated Students of the Faculty of Islamic Sciences in the Period 2019–2022 with Recommendations* was adopted, which covers graduates of the IHM Study Program included in the self-evaluation process. The report was adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on September 6, 2023, under item 4 of Quality (*Report on the employability of graduated students of the Faculty of Islamic Sciences of the University of Sarajevo in the period 2019-2022 with recommendations*).

For the 2022/23 and 2023/24 academic years, employability reports were not adopted due to a lower alumni response rate to the survey, and their preparation was postponed for the upcoming 2025/26 academic year. Alongside Faculty activities, the Training and Personnel Center of the Islamic Community in BiH also conducts labor market analyses to gain a broader picture of employment opportunities for graduates of the Faculty's IHM Study Program. Detailed data on

the employability of graduates from all five study programs have already been presented in subsection 3.2.1.

II Committee Recommendations / Council Conclusions

Adopted recommendations of the Quality Assurance Committee and conclusions of the Faculty Council based on the analysis of graduate employability data for the period 2019–2022 include the following:

a) Submitting an initiative to the founder for the drafting of occupation standards and qualification standards for relevant study programs, aiming for better synchronization of learning outcomes and competencies required by the labor market (*Report on the employability of graduated students of the Faculty of Islamic Sciences of the University of Sarajevo in the period 2019-2022 with recommendations*).

These recommendations are presented in more detail in subsection 3.2.1 under the Labor Market Analysis section, where employment data for graduates of all study programs were addressed.

III *Results of Recommendation Implementation*

Results of recommendation implementation are reflected in concrete steps undertaken after their adoption, aimed at their realization, including:

a) The Faculty submitted an initiative to the founder for drafting occupation standards, which resulted in the drafting and adoption in draft form—within the framework of the higher education reform process in the IC in BiH launched in January 2024—of standards for 11 occupations and three first-cycle qualifications acquired by completing study programs at the Faculty. These documents clearly link the qualifications acquired upon completion of the Faculty's first-cycle study programs with specific occupations. Detailed information on this process is presented in subsection 4.2.

In the revised first- and second-cycle study programs adopted at the Faculty Council session in October 2024, occupations for which graduates of these programs are trained are precisely defined.

3.7.3.2. *The higher education institution regularly collects and analyzes data on the number and age structure of academic staff, gender, teacher-student ratios, own versus visiting staff ratios, and staff survey data by students.*

Article 3 (paragraph 2, subparagraph i) of the *Rulebook on the Quality Assurance and Management System at the University of Sarajevo* states that the equipment and up-to-dateness of the information system, as well as the method of collecting, processing, and using information, represent one of the areas of quality evaluation at an organizational unit. The Faculty currently uses two information systems through which it collects and analyzes data on the IHM Study Program: regarding the number and age structure of academic staff, gender, teacher-student ratios, own versus visiting staff ratios, and data on staff surveying by students.

1) e-UNSA

In June 2022, the Faculty stopped using the University's old information system, ISSS, and began using the University's new unified information system, e-UNSA. All data on academic staff and students of the IHM Study Program were transferred from the ISSS system to the e-UNSA system.

This system enables the continuous monitoring of data on students, employees, engaged persons, and the teaching process on the IHM Study Program, as well as the ability to pull various reports and analyze them. One of the system's functions is the informatization and automation of all processes on the IHM Study Program concerning, among other things, the number and structure of students, employees, and visiting staff based on entered data. Through this system, the quality of information exchange between students, teaching staff, the Faculty's Student Office, and the University Rectorate has been accelerated and improved. The system also enables the translation of data into any foreign language, which facilitates use for foreign students and visiting lecturers. The implementation of the unified information system includes continuous activities related to the development and improvement of the system, aiming to improve the educational process and activities at faculties and universities. All enrolled students, teachers, and associates, as well as employees of the Faculty's Student Office, have access to the system, with certain restrictions on access to different types of data. The e-UNSA system is maintained by the University Tele-Informatics Center (UTIC), with certain authorities granted to the Faculty's Student Office. More information about this system is available on the website.

2) Faculty DL Platform

The DL platform is the second information system used by the Faculty to collect and analyze data on the IHM Study Program. Its primary function is the organization of an online space for learning, teaching, and assessment, as well as for higher-quality communication and information exchange between students, teaching staff, and the Faculty's Student Office, but it is also used as a system for collecting and analyzing data on the work of academic staff, external associates, and students. Through this system, the Faculty distributes various types of information among students of the IHM Study Program, and also conducts numerous procedures and analyses, as well as survey questionnaires through which it collects and analyzes obtained data. The DL platform is maintained by SmartLab, a company engaged by the Faculty to design and maintain the platform.

Through these two information systems, as well as other procedures, the Faculty regularly collects data on the number, gender, and age structure of academic staff, the ratio of own versus visiting staff, the teacher-student ratio, and data from staff surveys conducted by students of the IHM Study Program.

Article 17, paragraph (d) of the *Rulebook on the Quality Assurance and Management System at the University of Sarajevo* mandates, as one of the competencies of the Quality Assurance Office at the Faculty, the updating of the University's information system and application databases, stating data on Faculty staff. An integral part of the e-UNSA information system is the HR (Human Resources) database of Faculty employees, which consolidates detailed data on teaching and engaged staff on the IHM Study Program. For each staff member individually, the following data are entered and regularly updated:

- personal data;

- unique master citizen number (JMBG);
- gender;
- date of birth;
- nationality;
- father's name and surname;
- mother's name and surname;
- permanent residence address;
- temporary residence address;
- contact telephone;
- email address;
- data on elections into academic titles;
- data on signed contracts;
- PIO/MIO (pension/disability insurance) data;
- data on engagements at other organizational units; and
- data on work workload.

The HR database of Faculty employees prospectively enables the generation of reports based on all stated data. Due to the protection of personal data of teaching and engaged staff, the database has restricted access, and data can be checked via user accounts of authorized persons, such as employees of the Faculty's Student Office.

The stated data on the number, gender, and age structure of Faculty employees are regularly updated in employees' personal files, as well as in the Employee Calendar kept by the Faculty Secretary, who maintains the overall statistics of the Faculty for academic and non-academic staff pursuant to Article 46 of the *Rulebook on Internal Organization and Job Systematization at the Faculty*, which follows the *Standards and Norms for Performing Higher Education Activities in Sarajevo Canton*. The Faculty Secretary submits a Statistical Report to the Federal Bureau of Statistics every year, stating data on academic staff. The collected data are analyzed at Faculty Council sessions depending on needs, based on which further measures for improving the Faculty's work are adopted, such as updating the Faculty's Dynamic Plan, preparing teaching plans, drafting the Academic Calendar, and other documents that will be presented in more detail later in the report.

At the 40th regular session of the Faculty Council (No. 03-03-40-36/20), realized on January 15, 2020, the document *Faculty Employees* was adopted and analyzed, in which data on Faculty employees were tabularly presented, concluding with 2020.

FACULTY EMPLOYEES					
FULL PROFESSORS			ASSOCIATE PROFESSORS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	2	8	8	3	11
ASSISTANT PROFESSORS			SENIOR ASSISTANTS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	3	9	6	-	6
ASSISTANTS			ADMINISTRATIVE STAFF		
Professionally	Part-time	Total	Professionally	Part-time	Total

3	-	3	7	-	7
SERVICE STAFF			TOTAL EMPLOYEES		
Professionally	Part-time	Total	Professionally	Part-time	Total
10	-	10	46	8	54

Table 17. *Faculty Employees, 2020.*

Of the data, only the number of employees is listed, classified into eight categories and divided into employees (professionally engaged) and external associates (honorarily/part-time engaged). From this table, it is evident that in 2020, the structure of own and guest staff at the Faculty was: 29 members of academic staff; 8 honorarily engaged external associates. Based on the stated data, the Faculty's Dynamic Plan was made, as well as the Teaching Plan. This table lacks data on the gender and age structure of employees, but these data can be found in personal files, the Employee Calendar, and the HR database of the e-UNSA information system. It was necessary to update the table so that data on the gender and age structure of employees could be collected and systematically displayed through it, which was done in 2023.

At the 10th regular session of the Faculty Council (No. 03-03-10. Redovna sjed.- 1059/23), realized on November 1, 2023, under agenda item 3: *Information on the data of the Faculty of Islamic Sciences stated in questionnaires for collecting data from member institutions necessary for drafting the internal evaluation report for the purpose of re-accreditation of the University of Sarajevo*, a document was analyzed presenting data on Faculty employees through tables E-1 and E-2. Table E-1 presents the age and gender structure of teachers and associates in employment at the Faculty, concluding with 2023.

Teachers and staff in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	10	10	-	-	-	8	1	1
Associate Professors	8	4	4	-	5	1	2	-
Assistant Professors	3	3	-	-	2	1	-	-
Senior Assistants	4	2	2	1	3	-	-	-
Assistants	1	1	-	1	-	-	-	-
TOTAL	26	20	6	2	10	10	3	1

Table 18. (E-1): *Age and gender structure of teachers and associates in employment at the Faculty, 2023.*

In Table E-2, which follows, the individual and total number of teachers and associates in permanent employment (members of academic staff) and supplementary employment (external associates) at the Faculty is presented, concluding with 2023. For the purposes of the Report, data for the 2023/24 academic year were subsequently updated.

Academic year	Full Professors		Associate Professors		Assistant Professors		Total number of teachers	Senior Assistants		Assistants		Total number of associates	Total number of teachers and associates
	Employment relationship	External associate	Employment relationship	External associate	Employment relationship	External associate		Employment relationship	External associate	Employment relationship	External associate		
2018/19	6	1	8	4	6	2	27	6	-	3	-	9	36
2019/20	6	2	8	4	6	3	29	6	-	3	-	9	38
2020/21	6	1	10	3	6	3	29	6	-	2	-	8	37
2021/22	2	4	11	2	6	3	28	4	-	2	-	6	34
2022/23	10	3	8	4	3	1	29	4	-	1	-	5	34
2023/24	9	4	9	4	4	-	30	5	-	3	-	8	38

Table 19. (E-2): *Number of teachers and associates in permanent and supplementary employment at the Faculty*

Table 20 below updates the age and gender structure of teachers and associates in employment at the Faculty, concluding with 2024.

Teachers and associates in employment	Total	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	9	9	0	0	0	4	4	1
Associate Professors	9	5	4	0	0	7	2	0
Assistant Professors	4	4	0	0	3	1	0	0

Senior Assistants	5	3	2	3	2	0	0	0
Assistants	3	1	2	3	0	0	0	0
TOTAL	30	22	8	6	5	12	6	1

Table 20. *Age and gender structure of teachers and associates in employment at the Faculty, 2024.*

Based on the collected data and identified needs, the Faculty regularly adopts, and periodically and as needed amends and supplements, the Faculty's Dynamic Plan. Based on data on the number, gender, and age structure of academic staff, as well as the ratio of own versus visiting staff, the Faculty drafts and proposes the Dynamic Plan at Faculty Council sessions:

- The Dynamic Plan for the 2020/21 academic year was adopted at the 46th regular meeting of the Faculty Council (No. 03-03-46-1069/20), held on 21 September 2020 (Decision No. 03-03-46-/20);
- The Dynamic Plan for the 2021/22 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. elek. sjed. - 454/21), held on 11 May 2021 (Decision No. 03-03-45-1084/20);
- The Dynamic Plan for the 2022/23 academic year was adopted at the 9th regular electronic meeting of the Faculty Council (No. 03-03-9. redovna elek. sjed. - 913/22), held on 7 September 2022;
- The Dynamic Plan for the 2023/24 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023 (Decision No. 03-03-8. red. sjed. - 830/23);
- The Dynamic Plan for the 2024/25 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-2.8.red.sjed.-685/24), held on 4 September 2024.

Based on the above-mentioned data on the number, gender and age structure of academic staff, as well as the ratio of permanent to visiting staff, the Faculty discusses the need for the engagement of academic staff at Faculty Council meetings, updates the Dynamic Plan, and submits proposals for initiating procedures for employment, election to higher academic ranks, or retirement of teaching staff. An example of such a proposal is the 1st regular meeting of the Faculty Council (No. 03-03-1. Redovna sjed.-16/23), held on 11 January 2023 (item 2(d)): *Proposal for Initiating the Procedure for the Early Election of Academic Staff to the Academic Rank of Associate Professor in the Scientific Field of Aqidah (Dogmatics), Sufism and Comparative Religions – 1 full-time position.*

In addition to data on the number, gender and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data on all students enrolled in the IHM Study Programme, as well as data on their studies and grades by course. These data are accessible to students, the Student Affairs Office, and course teachers and teaching assistants. The data can be verified through the user accounts of authorized persons. The e-UNSA information system currently offers certain possibilities for analysing individual and aggregate data on the number of students, the student-to-teacher ratio, and the ratio of permanent to visiting staff, by generating various reports that can serve as a basis for taking appropriate measures to improve the IHM Study Programme.

At the 10th regular meeting of the Faculty Council (No. 03-03-10. Redovna sjed.-1059/23), held on 1 November 2023, under item 3 of the agenda, *Information on the Data of the Faculty of Islamic Studies Provided in the Questionnaires for Collecting Data from Member*

Institutions Required for the Preparation of the Report on the Internal Evaluation for the Purpose of the Re-accreditation of the University of Sarajevo, a document was analysed presenting data on the number of students enrolled in the IHM Study Programme from the 2018/19 to the 2022/23 academic year, presented in two tables (D-2). The tables presented the total number of Faculty students by cycles of study, years of study and student categories. The data for the 2023/24 academic year were subsequently updated for the purposes of the Self-Evaluation Report. For ease of reference, the tables have been extracted and included as Appendix 6 to the Self-Evaluation Report.

The collected data on the number of students in the IHM Study Programme are periodically analysed at Faculty Council meetings, as needed, on the basis of which further measures are adopted to improve the Faculty's operations – determining student enrolment quotas, ensuring adequate space for the delivery of teaching activities, analysing the workload norms of teachers and teaching assistants, and engaging additional academic staff. Based on the collected data and the needs identified through analysis, before the beginning of each academic year, the Faculty prepares a Teaching Plan presenting the teaching workload of teachers and teaching assistants in terms of the number of classes and students, as well as an overview of permanent and visiting staff. The Teaching Plan is analysed and adopted by the Faculty Council and subsequently by the University Senate:

- The Teaching Plan for the 2020/21 academic year was adopted at the 2nd electronic meeting of the Faculty Council (No. 03-03-2. elek.-892/20), held on 17 July 2020;
- The Teaching Plan for the 2021/22 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. elek. sjed.-454/21), held on 11 May 2021;
- The Teaching Plan for the 2022/23 academic year was adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed.-1134/22), held on 9 November 2022 (Conclusion No. 01-16-116/22);
- The Teaching Plan for the 2023/24 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-7. Redovna sjed.-636/23), held on 5 July 2023 (Decision No. 03-03-7. Redovna sjed.-661/23);
- The Teaching Plan for the 2024/25 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-2. red. sjed. - 555/24), held on 3 July 2024.

Pursuant to Article 14, paragraph (e) of the *Rulebook on the Quality Assurance and Management System at the University of Sarajevo,* one of the competencies of the Quality Assurance Committee is „organizing, coordinating, realizing the process, and analyzing data obtained by conducting the student evaluation procedure of academic staff work and the success of curriculum and syllabus implementation." In accordance with this obligation, the Faculty regularly collects and analyzes data obtained in the process of surveying teaching and associate staff by students of the IHM Study Program. The student evaluation procedure is realized at the end of each semester. The collected data are analyzed, and a report on student evaluations containing recommendations for teaching improvement is written. This report is analyzed and adopted at Faculty Council sessions (see chapter 3.9.).

Aside from the regular evaluation procedure of academic staff work by students, the Faculty initiated the self-evaluation procedure of the IHM Study Program at the 8th regular electronic session of the Faculty Council (No. 03-03-8. redovna elek. sjed.- 776/22), July 8, 2022. Self-evaluation involved student questionnaires evaluating the IHM Study Program, as well as the Faculty's teaching and non-teaching staff.

Following the conducted survey procedure, at the 7th regular electronic session of the Faculty Council (No. 03-03-7. redovna elek. sjed.- 709/22), June 30, 2022, the Report of the Quality Assurance Committee with recommendations for further improvement of the IHM Study Program was adopted.

3.8. PUBLIC INFORMATION ABOUT STUDY PROGRAMS

3.8.3.1. ***The higher education institution provides the public, in an objective and timely manner, with updated information on all aspects of the approved (licensed) and/or accredited study programmes it offers, with particular emphasis on the defined objectives of the study programmes and the intended learning outcomes. Information on the academic careers of employed and engaged academic staff is publicly available. At least 50% of the total information is available in English.***

Pursuant to Article 49, paragraph (4) of the Law on Higher Education of Sarajevo Canton (Official Gazette of Sarajevo Canton, Vol. XXVII, No. 36/2022), *"Higher education institutions are obliged to publish and continuously update on their official website information on the number and profile of all study programmes delivered by the institution."*

The Faculty provides the public, in a timely manner, with updated information on various aspects of the Study Programme for Imams, Khatibs and Muallims (IHM), with particular emphasis on the defined objectives of the programme and its intended learning outcomes. Through its official website, the Faculty publishes current, clear, accurate, objective, impartial, easily accessible, and verifiable information on the IHM Study Programme. Information on this study programme is available within the "First Cycle" section of the Faculty's website.

Transparency in updating the curriculum of the Study Programme for Imams, Khatibs and Muallims (IHM) is reflected in the fact that the public has access not only to the most recent curricula, but also to those from previous years, thereby meeting the needs of all active students. Specifically:

- The folder/section for the Study Programme for Imams, Khatibs and Muallims (IHM) contains the curricula and syllabi from 2015 to 2020, while, in order to meet the information needs of all currently enrolled students regarding the curriculum applicable to them, the curricula and syllabi for 2015, 2018, 2019 and 2020 are also available;

In addition to the curricula and syllabi, the same folders also make available to the public the current *Guide for Future Students of the Faculty*, which also serves as an information package useful to prospective students of the IHM Study Programme in the First Cycle of Study and contains all relevant information about this Study Programme, including the curricula and syllabi, as well as the title awarded upon completion of the programme, in accordance with Article 143, paragraph (3) of the *Statute of the University of Sarajevo* (2018):

“The University/organizational unit shall be required to publish on its website an information package/student guide containing information on all student rights, including mobility programmes, in accordance with the law and this Statute.”

The aforementioned folder for the First Cycle of Study on the Faculty’s website also contains other useful documents, including the following:

- Faculty Academic Calendar for the 2024/25 academic year;
- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo* (2023);
- *Rulebook on Professional Practice of Students of the Faculty of Islamic Studies of the University of Sarajevo* (2018);
- *Rulebook on the Preparation and Defence of Seminar Papers* (2017);
- Forms for the recognition of examinations and foreign higher education qualifications:
- recognition of examinations completed at the Islamic Pedagogical Faculty in Bihać;
- recognition of examinations when transferring from the previous curriculum to the new curriculum;
- recognition of examinations completed at the Islamic Pedagogical Faculty in Zenica;
- application for recognition of a foreign higher education qualification;
- *Rules of the Faculty of Islamic Studies in Sarajevo*;
- *Rulebook on the Disciplinary and Material Liability of Students of the Faculty of Islamic Studies in Sarajevo*;
- *House Rules of the Faculty of Islamic Studies in Sarajevo*;
- Examination Registration Form;
- *User Guide for Students on the Use of the e-UNSA System*;
- Office consultation hours, available through the DL platform as the Faculty's internal webpage, whose users are exclusively students, including students of the IHM Study Programme, and teaching staff. Each professor personally updates their consultation hours within the folder for their respective courses. The platform is accessed using personal login codes and provides all information of an internal nature relating to the teaching content of individual courses, e-classrooms, e-examinations, e-consultations, the Notice Board containing information from the Student Affairs Office, and similar information.

At the aforementioned link for the First Cycle of Study, the public has access to complete and up-to-date information provided by the Faculty on the exact name of the Study Programme for Imams, Khatibs and Muallims (IHM), as well as other information about this Study Programme, including the following:

- Information on the intended learning outcomes, which are defined on page 2 of the document for the IHM Study Programme, as well as in tabular form for each individual course;
- Information on the qualification and academic title awarded upon completion of the IHM Study Programme, as defined on page 7 of the *Guide for Students of the First and Second Cycles of Study* (2022), and on pages 5 and 19 of the updated *Guide for Future Students (2025)*;
- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*;
- Information on knowledge assessment and student grading is available at the same links for the First Cycle of Study, within the NPP for the IHM Study Programme, where it is presented in tabular form under the heading "Assessment Methods and Grading Structure" for each individual course.

For the IHM Study Programme in the First Cycle of Study, opportunities for further professional development are defined in the *Guide for Students of the First and Second Cycles of Study* (2022), in the section relating to the Second Cycle of Study, on pages 20–23.

Information on employment opportunities for graduates is provided in summary form on page 9 of the same Guide.

Neither the curriculum nor the 2022 Guide specified the admission and selection criteria for enrolment in the IHM Study Programme. However, the updated Guide for Prospective Students (2025) contains concise information on the admission requirements (p. 26) and graduate employment prospects (p. 28). Furthermore, the revised curriculum adopted by the Faculty Council in October 2024 includes more detailed information on: (a) admission criteria for the programme and (b) occupations available to graduates of the IHM Study Programme, as already presented in Section 1.6 of the Self-Evaluation Report.

Profiles of the teachers and teaching assistants involved in delivering classes in the IHM Study Programme are available on the Faculty's website. The profiles of all teaching staff are available, with fully updated and harmonized bio-bibliographies (100%). Currently, 92% of the updated bio-bibliographies of teaching staff are available in English, while the objective is to ensure full availability of the teaching staff's bio-bibliographies in English as well.

The Faculty continuously works on improving the means and methods of communication with the public. Communication is therefore carried out through several channels.

Through its *website*, the Faculty informs the target group of the IHM Study Programme, as well as the wider public, about current developments and activities at the Faculty, such as the defence of master's theses and doctoral dissertations, the organization of scientific and professional events in which the Faculty is a co-organizer or organizer, graduation/master's degree promotion ceremonies, book launches, study visits, guest lectures, calls for applications announced by the Faculty, Commission reports, etc. The folder for First-Cycle Study Programmes also contains a dedicated "Notice Board", through which the Faculty specifically informs First-Cycle students, as its primary target group, about various aspects of the IHM Study Programme and news of interest to First-Cycle students. In general, the Faculty communicates with the public primarily through the "News" section, with the following subsections: "Latest", "Featured" and "Announcements".

The Faculty uses various forms of communication with each of its target groups, as well as with the public. Thus, Faculty representatives participate in job fairs, present its Study Programmes, including the IHM Study Programme, to secondary school graduates, primarily at medresas, and mark graduation days and graduation promotion ceremonies (2019/20, 2021/22). The Faculty also promotes the Faculty and its Study Programmes through television (FTV, Hayat, BIR TV), radio, electronic and print media.

The promotion of the Faculty to prospective students of the IHM Study Programme is very well organized and involves teaching staff and students, with the support of the Student Affairs Office. Faculty professors and students undertake planned visits to medresas throughout Bosnia and Herzegovina in order to speak with students and answer their questions, including questions about the IHM Study Programme at the Faculty. Open Days are organized, during which guides for first-year students and information packages containing relevant information about this Study Programme, as well as other promotional materials, are distributed.

Relevant information on the mission, vision and strategy, organizational structure and management (Dean's Office, Board of Governors, Faculty Council), academic staff, Study Programmes and academic titles (including the IHM Study Programme), research activities, as

well as events and current activities of the higher education institution, are available on the Faculty's website, which is regularly updated in Bosnian and English. The Faculty also monitors and supports the scientific research activities of its academic staff and provides information on the results on its website (completed projects, ongoing projects, documentation).

The Faculty also uses its DL platform, an internal online learning environment accessible exclusively to Faculty staff and students, including students enrolled in the IHM Study Programme. The platform serves as the primary communication and teaching tool, providing access to teaching materials, online classrooms, consultation schedules and online consultations, quizzes, online examinations, examination results, and announcements issued by academic staff and the Student Affairs Office, as well as other information related to the teaching and learning process.

Through the Faculty's Facebook page. This social network is used as a platform for quickly informing the wider public about all interesting developments and activities at the Faculty.

Direct communication with the Faculty takes place via the *email address* sekretar@fin.unsa.ba, as well as *by fax* or *telephone*.

The website also contains an alumni section through which First-Cycle graduates can register themselves. It also contains an alumni database for the IHM Study Programme, which can be searched for individual alumni. This alumni database is continuously being populated.

The Faculty communicates with its alumni in various ways, as demonstrated by the following television appearance by the Dean, Prof. Dr. Mustafa Hasani, as well as the address to alumni by the former Dean, Prof. Dr. Zuhdija Hasanović.

Although certain communication procedures and strategies targeting prospective students, current students, graduates of the IHM Study Programme, and other stakeholder groups are implemented in practice, they have not yet been formalised through a dedicated institutional policy that would provide the basis for systematic evaluation and continuous improvement of communication activities. The Faculty has established a permanent Commission for Public Relations and Website Maintenance, which is responsible for overseeing this area of activity. The procedure for publishing information on the Faculty website involves several stages, beginning with the person responsible for preparing and submitting the information, continuing with the staff member acting as the website editor, and concluding with the external service provider responsible for the technical aspects of publishing and updating website content, website maintenance, and redesign.

At present, there are no specific mechanisms for monitoring and evaluating users' satisfaction with the quality of the Faculty website and the information it provides. Nevertheless, as part of the evaluation of the IHM Study Programme, students are given the opportunity to assess the quality of both the Faculty website and the DL platform and to provide recommendations for their further improvement.

3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMS

3.9.3.1. Procedures for the periodic evaluation, improvement and restructuring of existing study programmes have been established. The procedures include the opinions of students and other internal and external stakeholders.

The procedure for the internal evaluation of study programmes, pursuant to the Higher Education Act of the Sarajevo Canton (Official Gazette of Sarajevo Canton, No. 36/22), is conducted continuously and at least once upon the completion of each study cycle in which the study programme is delivered (Article 80(3) and Article 93(6)). Responsibility for the evaluation of study programmes at all study cycles lies with the Faculty Council of the University member institution (Article 69(1)(c)). This body analyses the effectiveness of teaching and examinations conducted within individual courses during each semester and academic year and determines measures for their improvement. It also analyses the implementation of study programmes and proposes preventive and corrective measures aimed at enhancing the quality of teaching (Article 69(1), items s–u).

During the evaluation process, the opinions of students are taken into account, as the Law guarantees students the right to evaluate the work of academic staff (Article 108(3)(k)). Higher education institutions are obliged to analyse the performance of academic staff as part of their continuous quality improvement process. Based on these analyses, a quality enhancement plan is prepared, including a professional development programme for all employees, with particular emphasis on ethics, pedagogical-didactic competencies and digital competencies, in order to ensure the quality of all institutional processes (Article 140(1)). In addition to evaluating the scientific and research performance of academic staff, the institution is also required to evaluate the performance of non-academic staff at the end of each calendar year. Based on these evaluations, a capacity-building plan for non-academic staff is adopted with the aim of achieving the planned quality standards and strengthening the institutional quality culture (Article 146).

Pursuant to Article 140 of the Statute of the University of Sarajevo (No. 01-1093-3-/18 of 28 November 2018), the implementation of study programmes is monitored by the Faculty Council and the Senate, which may propose amendments and revisions while taking into account the needs of service users and the labour market. Study programmes are subject to evaluation and, where necessary, revision at least once upon completion of the study cycle in which the programme is implemented.

The procedure for evaluating the work of academic staff and the successful implementation of curricula is regulated in more detail by the Rulebook on Student Evaluation of Academic Staff Performance and the Successful Implementation of Curricula at the University of Sarajevo (No. 01-1101-99/18 of 19 December 2018).

The Rulebook on the Performance Evaluation of Non-Academic Staff at the University of Sarajevo – Faculty of Islamic Studies defines the evaluation criteria and procedures, the responsibilities of all participants in the evaluation process, and the standard evaluation forms for professional, administrative and technical staff employed at the Faculty.

The procedure for revising existing study programmes was previously regulated by the Rulebook on the Procedure for Proposing, Evaluating and Adopting New Study Programmes

and Amendments to Existing Study Programmes and Curricula at the University of Sarajevo – Consolidated Text (No. 01-01-2238/21 of 27 January 2021).

Regular updating of individual courses, including improvements to teaching methods, monitoring current scientific literature and student performance, and aligning course content with contemporary academic developments, is not considered a substantial programme modification but rather an integral part of the quality assurance process. Amendments to curricula related to the regular updating of courses are adopted by the Faculty Council (Article 14). Requests for amendments to the curriculum of an existing study programme must include: (a) the proposed amendments; (b) justification for the amendments; and (c) the opinion of the Faculty Quality Assurance Committee confirming that the proposed amendments comply with the applicable standards and norms and that the proposed quality assurance plan is aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Article 15). Following the opinion of the relevant academic group, the Senate may decide to: (a) approve the proposed amendments; (b) reject the proposal; or (c) conditionally approve the proposal, subject to revisions requested by the Senate (Article 17).

Since the 2024/2025 academic year, a new University regulation governing this area has entered into force, namely the Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo.

Amendments to the curricula of the Faculty's study programmes are adopted by the Senate upon the proposal of the Faculty Council and with the prior consent of the Riyasat of the Islamic Community in Bosnia and Herzegovina, as the competent body of the Founder, in accordance with Article 170 of the Higher Education Act and Article 11 of the Agreement on the Status and Operation of the Faculty of Islamic Studies within the University of Sarajevo. The University Senate adopts the curricula of religious subjects included in the Faculty's study programmes without the authority to amend or abolish them.

The regulations of the University and the Faculty provide for the participation of all relevant stakeholders in the process of revising the Study Programme (Articles 63 and 109 of the *Statute of the University of Sarajevo*, Article 15 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*; Article 6 of the *Rulebook on the Internal Organization and Job Classification of the Faculty*). In accordance with the provisions contained in the aforementioned articles of the University and Faculty regulations, the relevant bodies, namely the Quality Assurance Committee and the Faculty Council, have been appointed.

Teaching and non-teaching staff, as well as students, either directly or through their representatives, participate in the work of the decision-making bodies relevant to the study programme revision process (the Quality Assurance Committee, the Faculty Council and the University Senate). The Islamic Community in Bosnia and Herzegovina, as the Founder of the Faculty and the principal employer of the Faculty's graduates, participates in the revision process by granting its prior approval for programme revisions (Article 27 of the Faculty Rules).

The decisions adopted during the revision process, together with the revised curricula, are published on the websites of the Faculty and the University, including:

- IHM Curriculum (2020);
- IHM Curriculum (2023).

The IHM Study Programme has undergone revision on five occasions since the University's most recent institutional reaccreditation, namely in 2019, 2020, 2022, 2023 and 2024. For example, the 2019 revision increased the share of professional practice within the curriculum. The course *Imam and Muallim Professional Practice (I–III)* was introduced in all three years of study with the aim of (a) preparing students for professional practice in the congregations (*jamaats*) of the Islamic Community in Bosnia and Herzegovina, and (b) providing reflection on the completed practical training and its assessment.

The quality of teaching within the IHM Study Programme is regularly monitored and evaluated through semester-based evaluations of the teaching process. Based on the findings, corrective measures are adopted and their implementation is monitored. The following Faculty Council meeting minutes include the reports on teaching evaluations:

- in the summer semester of the 2023/24 academic year (3rd regular meeting of the Faculty Council held on 4 December 2024);
- in the winter semester of the 2023/24 academic year (6th regular meeting of the Faculty Council held on 5 June 2024);
- in the summer semester of the 2022/23 academic year (8th regular meeting of the Faculty Council held on 8 September 2023);
- in the winter semester of the 2022/23 academic year (4th regular meeting of the Faculty Council held on 5 April 2023);
- in the summer semester of the 2021/22 academic year (9th regular electronic meeting of the Faculty Council held on 7 September 2022);
- in the winter semester of the 2021/22 academic year (4th regular electronic meeting of the Faculty Council held on 30 March 2022);
- in the summer semester of the 2020/21 academic year;
- in the winter semester of the 2020/21 academic year (1st thematic electronic meeting of the Faculty Council held on 26 March 2021);
- in the summer semester of the 2019/20 academic year (44th regular meeting of the Faculty Council held on 1 July 2020);
- in the winter semester of the 2019/20 academic year (43rd regular meeting of the Faculty Council held on 10 June 2020).

During the 2021/2022 academic year, the Faculty conducted a comprehensive evaluation of its study programmes, which also included the IHM Study Programme.

The general quality indicators assessed during the study programme evaluation included:

a) the work of administrative services and the general study conditions at the Faculty;
b) the study programme itself (content and quality of compulsory and elective courses, alignment with learning outcomes and the intended competency profile, etc.);
c) the delivery of teaching and examinations;
d) student support and relations with students; and
e) the overall assessment of study outcomes.

Each of these general indicators comprised a number of specific quality indicators included in the Faculty's Study Programme Evaluation Questionnaire.

The results of the 2021/2022 Faculty Study Programme Evaluation were discussed at a meeting of the Quality Assurance Committee attended by the members of the Faculty Management (the Dean, Vice-Deans and Secretary). The Committee adopted the Faculty Study Programme Evaluation Report, which included the evaluation results and a total of 47 recommendations for the further improvement of the study programmes. The Report was subsequently considered and adopted at the 7th Regular Session of the Faculty Council held on 30 June 2022.

The implementation of evaluation procedures aimed at improving the quality of the study programme is described in greater detail under Criterion 3.9.

3.9.3.2. ***The higher education institution periodically evaluates the curriculum, the teaching process, the level of achievement of learning outcomes and their relevance to the labour market through surveys of students, academic staff and administrative staff, and uses the feedback obtained to introduce innovations and improvements.***

The teaching process is systematically monitored and evaluated through regular semester-based teaching evaluations. Reports on teaching evaluations have been reviewed and adopted by the Quality Assurance Committee and subsequently by the Faculty Council since the summer semester of the 2018/2019 academic year. Members of the academic and administrative staff participate either directly or through their representatives in the Quality Assurance Committee and the Faculty Council, where they take part in discussions and in the adoption of teaching evaluation reports together with the accompanying corrective measures and recommendations aimed at improving the teaching process.

In the 2021/2022 academic year, the Faculty conducted its first comprehensive evaluation of the curriculum, the achievement of learning outcomes and their relevance to the labour market through the Faculty Study Programme Evaluation, which also included the IHM Study Programme.

Members of the academic and administrative staff participated, either directly or through their representatives in the Quality Assurance Committee and the Faculty Council, in the discussion and adoption of the Faculty Study Programme Evaluation Report for the 2021/2022 academic year, together with the accompanying recommendations for improvement.

Between 31 October and 6 November 2023, the Quality Assurance Office of the University of Sarajevo Rectorate conducted a survey among the University's academic staff regarding the quality, modernity and availability of resources related to study programmes, including the IHM Study Programme, during the 2022/2023 academic year. Members of the Faculty's academic staff participated in the survey. According to the survey results, the Faculty of Islamic Studies ranked second among all University of Sarajevo member institutions in terms of academic staff satisfaction with various aspects of institutional performance. At its 3rd session held on 30 May 2024, the Faculty Quality Assurance Committee adopted the Report on the Survey of Academic Staff, together with recommendations for further improvement. The Report was subsequently reviewed and adopted at the 6th Regular Session of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's performance, particularly in the field of scientific research.

The results of semester-based teaching evaluations are regularly analysed by the Quality Assurance Committee and presented through reports containing information on the number and structure of respondents, average performance scores of academic staff (teachers, teaching assistants and external associates), proposals for awards recognising the three highest-rated

teachers, the three highest-rated teaching assistants and the highest-rated external associate, aggregate indicators of teaching quality according to the various evaluation criteria and questionnaire items, the Committee's assessment of achieved progress and areas requiring further improvement, examples of good teaching practice, identified shortcomings, proposed corrective measures prescribed by the Rulebook on Student Evaluation of Academic Staff Performance in Teaching, and additional recommendations for improvement. These reports are subsequently reviewed and adopted by the Faculty Council. The implementation of corrective measures is initiated by the Dean and the Vice-Deans responsible for Teaching and Quality Assurance in cooperation with the heads of academic departments.

It is important to note that continuous improvements in the quality of the teaching process are evident from the report for the winter semester of the 2020/2021 academic year through to the report for the summer semester of the 2022/2023 academic year:

a) The aggregate indicators based on the evaluation questionnaire demonstrate a consistent trend of improvement in teaching quality.
b) The occurrence of unsatisfactory average scores (below 2.0) requiring corrective measures has been reduced to 0%.
c) The occurrence of teaching deficiencies requiring corrective action (such as irregular or inadequate fulfilment of basic teaching duties) has been significantly reduced.

Supporting evidence for point (a) is provided through graphical presentations illustrating trends in the overall scores of the adopted teaching quality indicators. Specifically, the graphs present the percentage of students who awarded the highest rating (5) for each teaching quality indicator. An upward trend is evident for the vast majority of indicators (16 out of 17), demonstrating the positive impact of the regular semester-based evaluation of the teaching process.

It should also be noted that teaching evaluations for the IHM Study Programme and the remaining four first- and second-cycle study programmes are conducted using a single, standardised questionnaire. Consequently, the analyses and indicators presented refer collectively to all five study programmes.

During the observed period, the increase in the percentage of the highest rating (5) for individual teaching quality indicators was as follows:

- Encourages students to engage in independent research and learning (24%);
- Applies diverse teaching methods and instructional approaches (23.4%);
- Involves students in discussions and encourages active participation in the learning process (19.6%);
- Creates and effectively uses various resources available through the DL platform (18.4%);
- Adheres to the planned course content during classes (12.5%);
- Provides students with appropriate feedback and assessment of their assignments (12.2%);
- Offers consultations via the DL platform or e-mail communication (10.3%);
- Clearly and promptly communicates course objectives, student obligations, required literature and assessment methods (10%);
- Overall evaluation of teachers and teaching assistants (9.3%);

- Demonstrates motivation and fulfils teaching responsibilities conscientiously (8.1%);
- Presents course content clearly and understandably (8%);
- Organises e-learning resources appropriately (2.6%);
- Treats students fairly and respectfully (1.9%);
- Comes well prepared for classes (1.3%);
- The available electronic learning materials were useful for mastering the course content (0.4%);
- Made electronic learning materials available to students in digital format (0.1%).

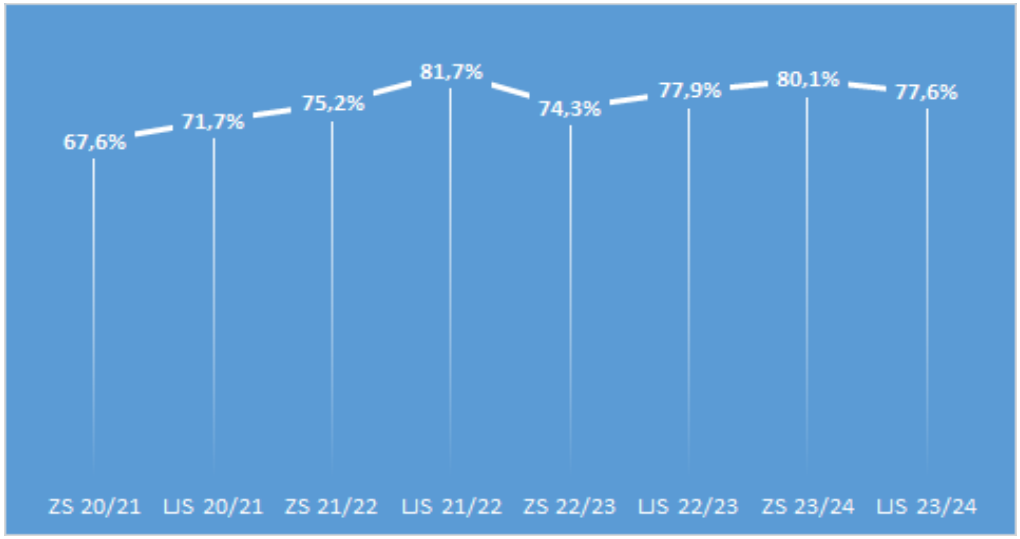


Figure 43. *Clearly and promptly defines the course objectives, students' obligations, required literature and assessment methods.*

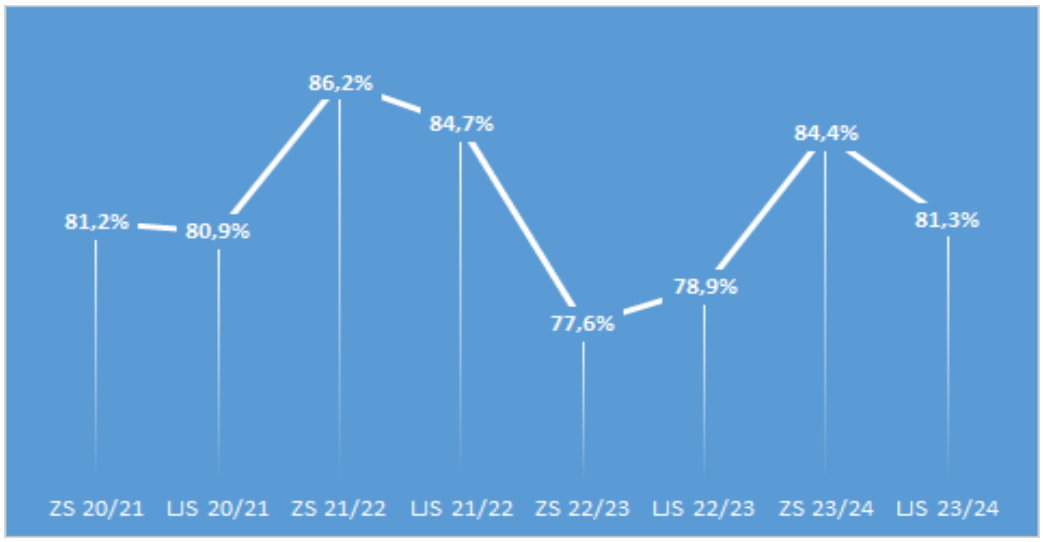


Figure 44. *Makes electronic learning materials available to students.*

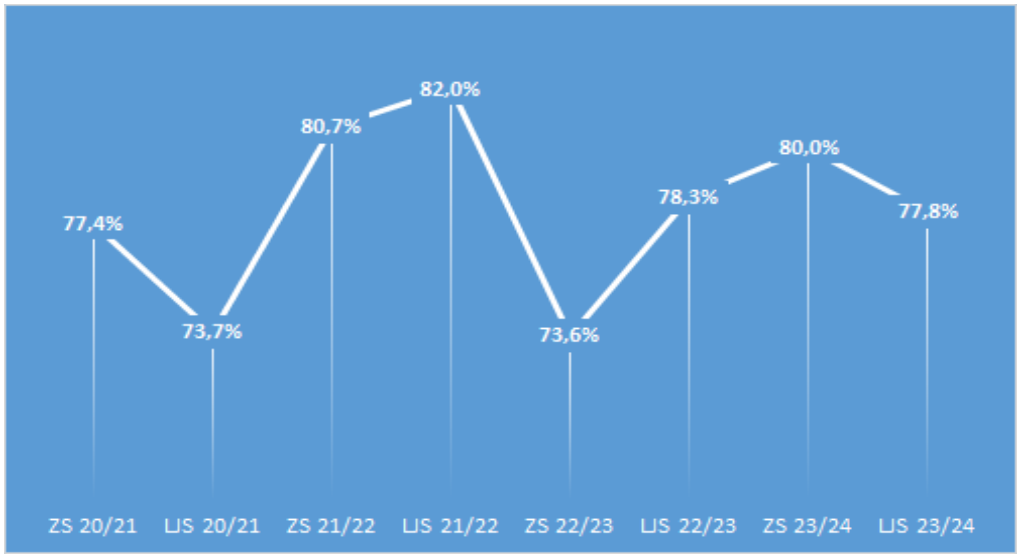


Figure 45. *The available e-learning materials were useful in the learning process.*

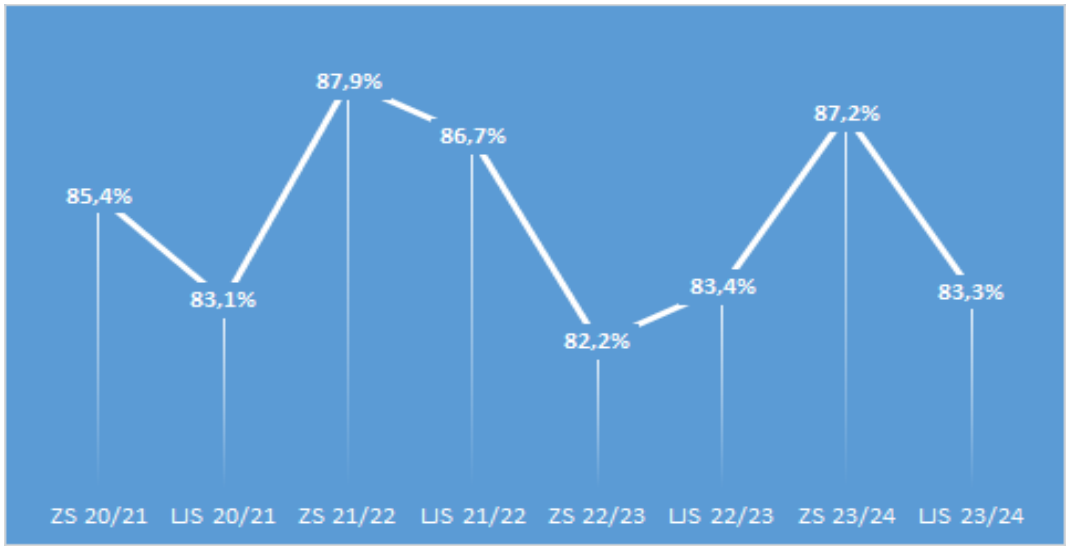


Figure 46. *Delivers classes regularly and on time.*

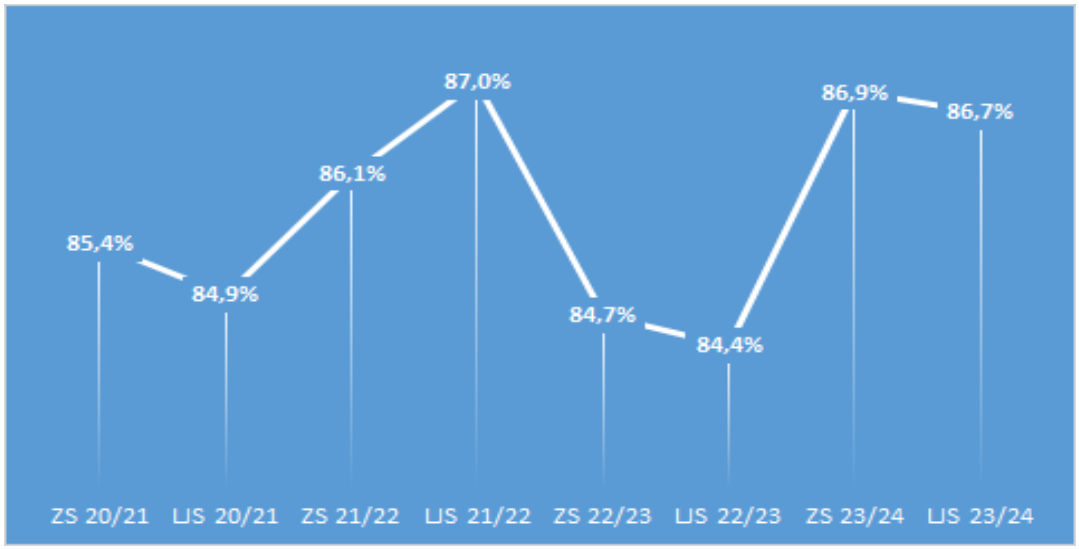


Figure 47. *Comes well prepared for classes.*

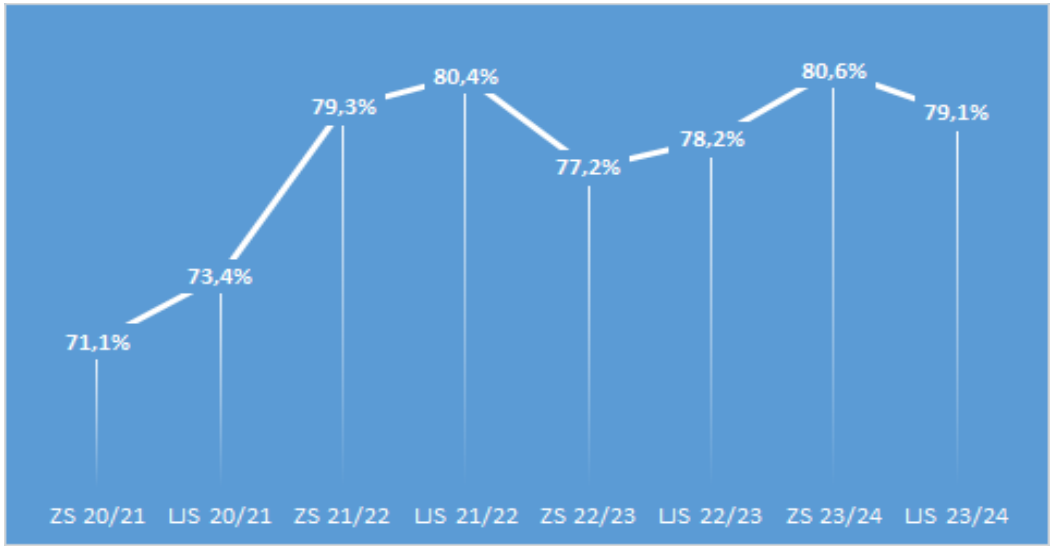


Figure 48. *Presents course content clearly and understandably.*

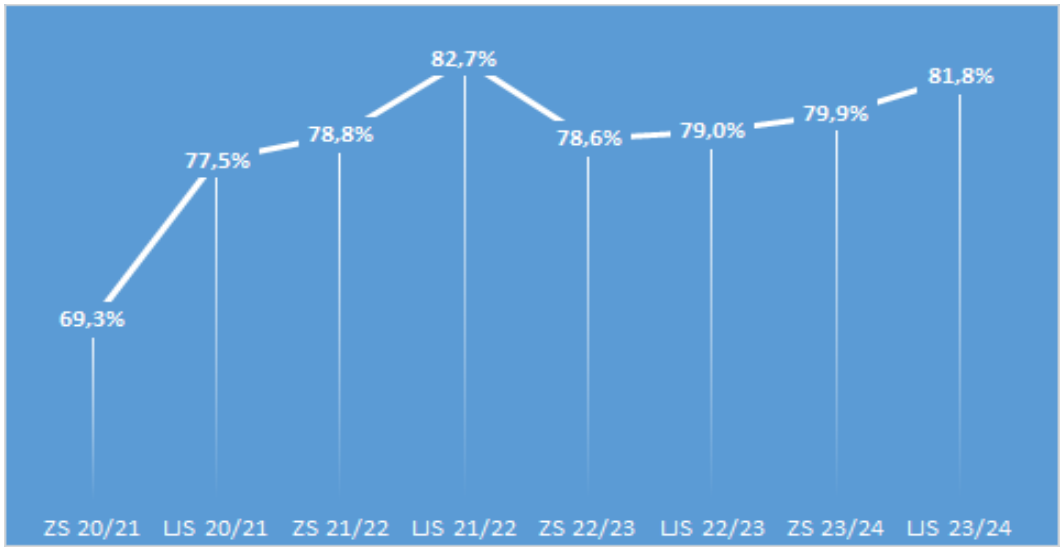


Figure 49. *Adheres to the planned course content during classes.*

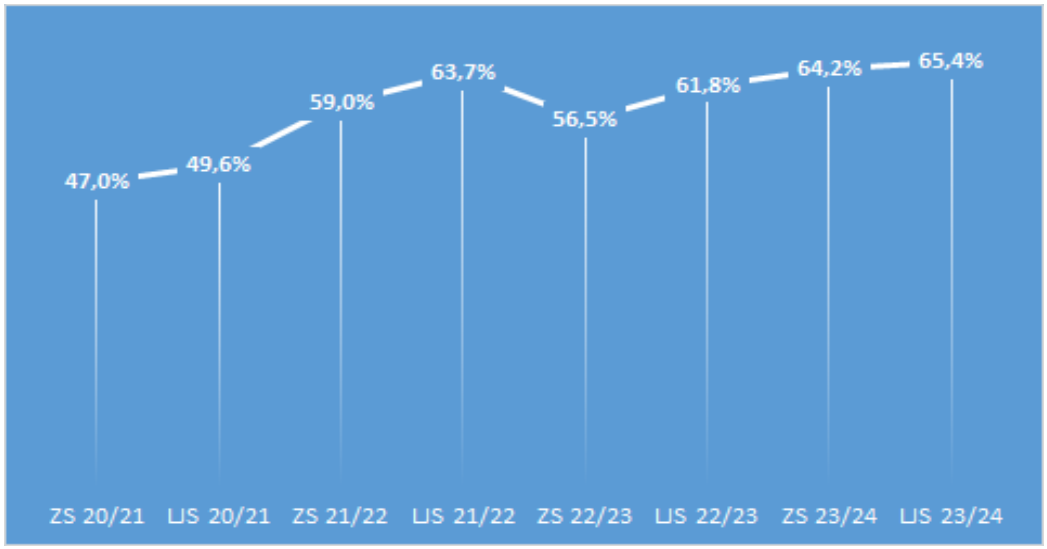


Figure 50. *Creates and uses various resources available through the DL platform.*

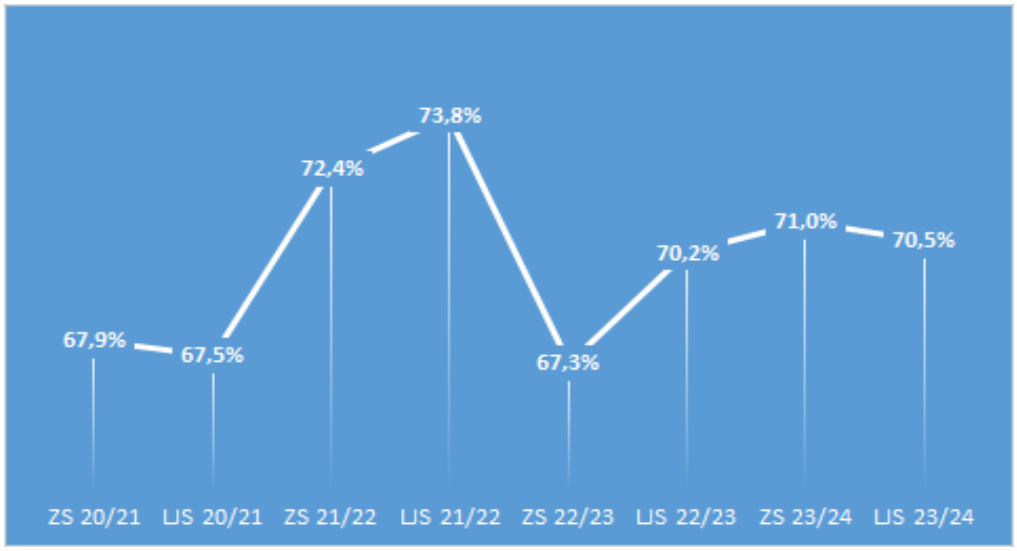


Figure 51. *E-learning resources are appropriately organised.*

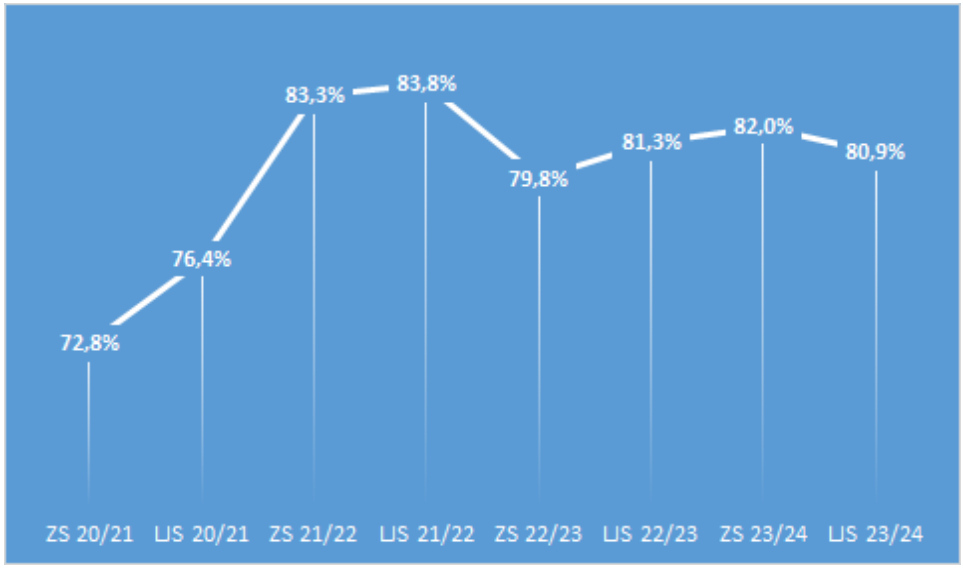


Figure 52. *Is motivated and performs teaching responsibilities conscientiously.*

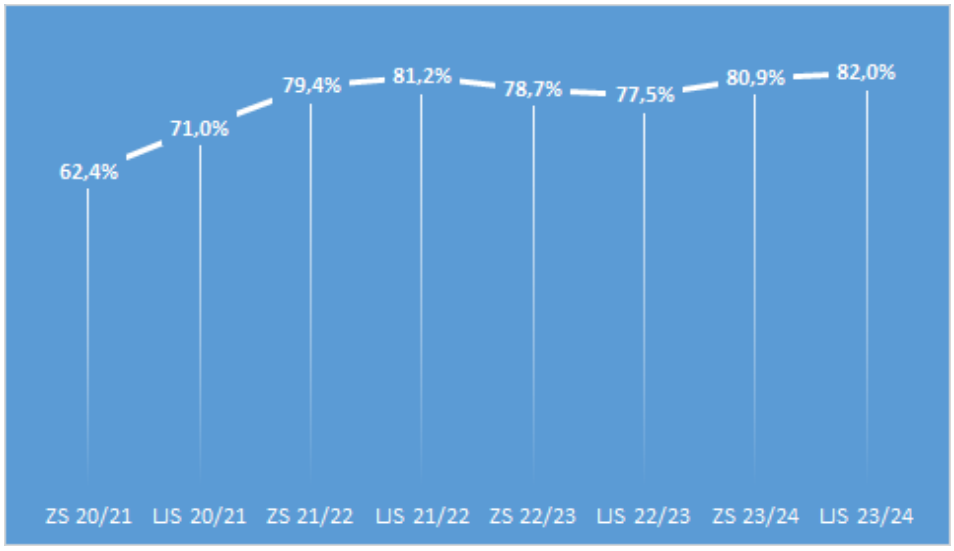


Figure 53. *Engages students in discussion and encourages their active participation in the learning process.*

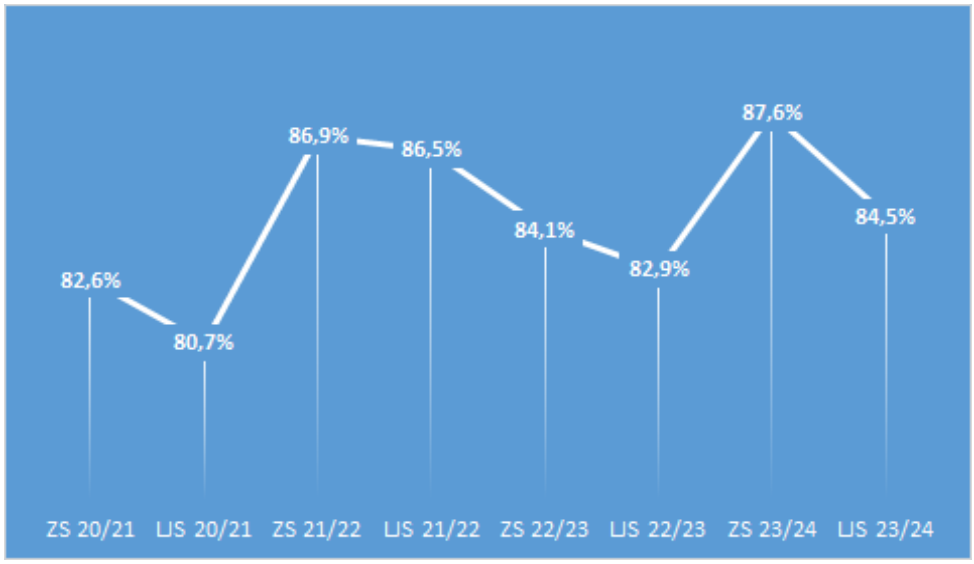


Figure 54. *Treats students fairly and respectfully.*

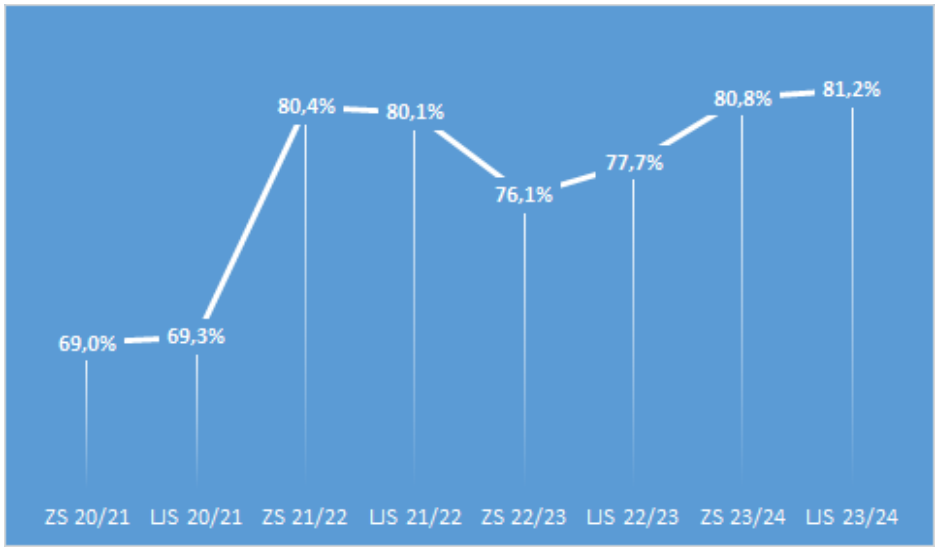


Figure 55. *Provides students with appropriate feedback and assessment of their assignments.*

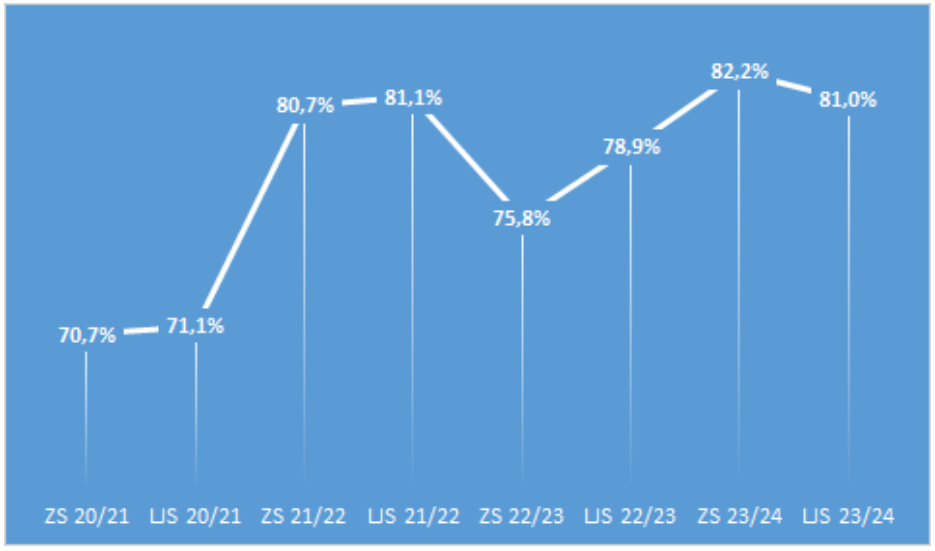


Figure 56. *Provides students with consultations via the DL platform or e-mail communication.*

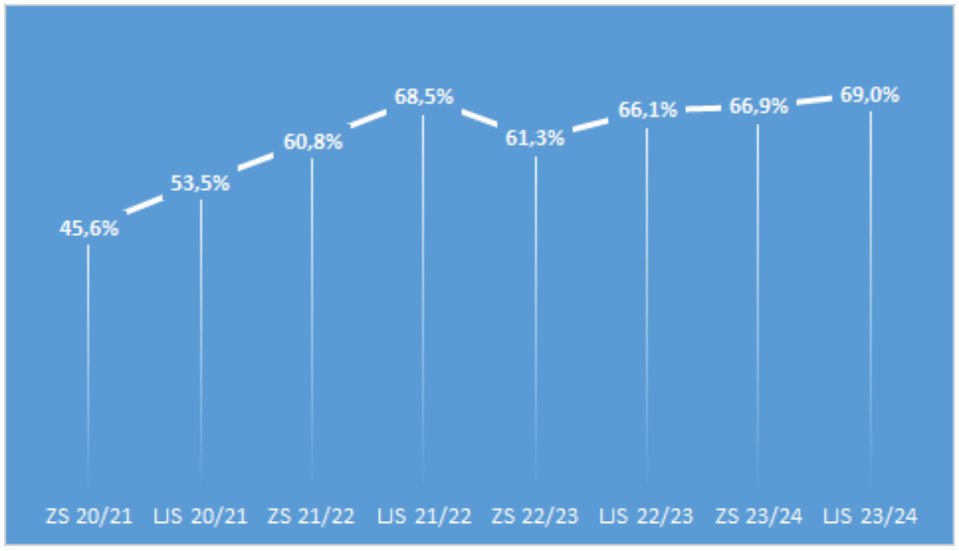


Figure 57. *Applies a variety of teaching methods and instructional approaches.*

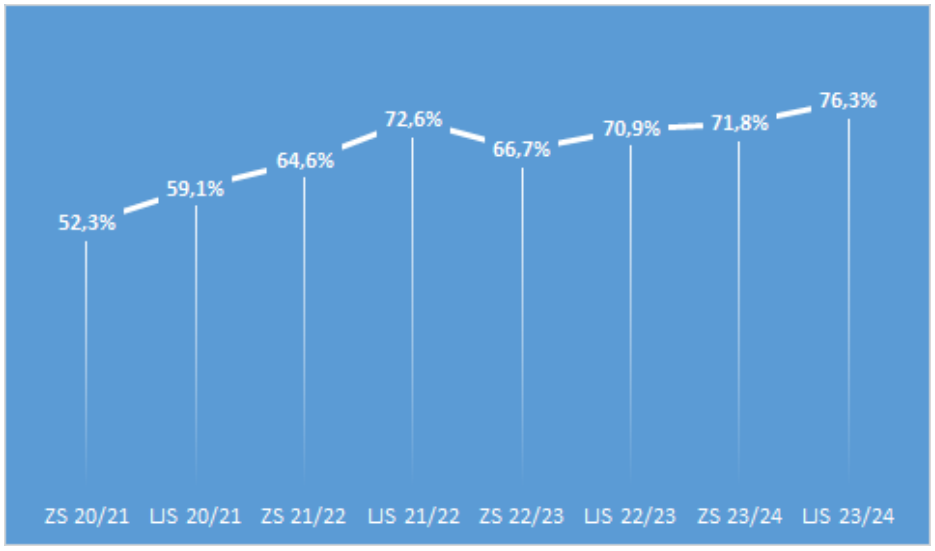


Figure 58. *Encourages students to engage in independent research and learning.*

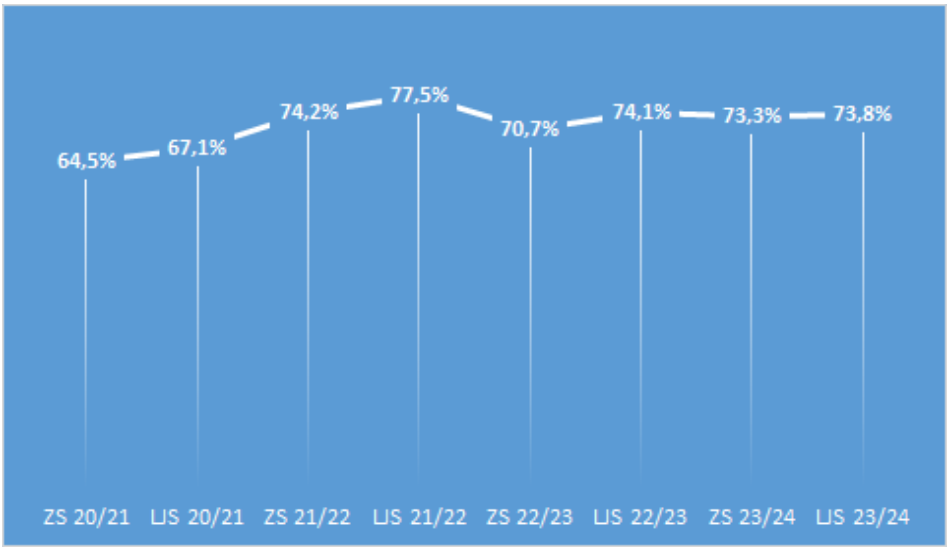


Figure 59. *Overall evaluation of teachers and teaching assistants.*

Supporting evidence for statements (b) and (c) is presented in the table below, which summarises the occurrence of unsatisfactory average scores (below 2.0 on a five-point scale) for individual questionnaire items (recorded for certain teachers and teaching assistants), identified shortcomings in teaching based on responses to open-ended questions, and the number of adopted corrective measures and additional recommendations for improving the teaching process by semester.

Semester	Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire?	Have any deficiencies in teaching been identified (based on the responses to open-ended questions)?	Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance?	Number of additional recommendations adopted for improving the teaching process
Summer semester 2018/19.	No	Yes	4	10
Winter semester 2019/20.	Yes	Yes	6	6
Summer semester 2019/20.	The questionnaire was adapted for online teaching	Yes	1	4
Winter semester 2020/21.	Yes	Yes	6	6
Summer semester 2020/21.	No	No	0	3
Winter semester 2021/22.	No	No	0	4

Summer semester 2021/22.	No	No	0	5
Winter semester 2022/23.	Yes	Yes	6	5
Summer semester 2022/23.	No	Yes	5	5
Winter semester 2023/24.	Yes	Yes	3	5
Summer semester 2023/24.	No	Yes	1	5

Table 21. *Occurrence of unsatisfactory average scores for individual questionnaire items, identified shortcomings in teaching, adopted corrective measures, and additional recommendations for improving the teaching process.*

The results of the 2021/22 Evaluation of the Faculty Study Programmes, including the IKM Study Programme, as previously mentioned, were reviewed by the Quality Assurance Committee in the presence of the Faculty Management (Dean, Vice-Deans, and Secretary). The Committee adopted the Report on the Evaluation of the Faculty Study Programmes containing a total of fifty recommendations for the improvement of study programmes. The Report was subsequently reviewed and adopted by the Faculty Council.

Of the 47 adopted recommendations, 20 (42.5%) had been implemented by 29 October 2023, when the Faculty submitted the completed institutional evaluation questionnaires to the University Rectorate for the purposes of the University's internal institutional evaluation in the reaccreditation process (see the Information on the Data Provided by the Faculty of Islamic Studies in the Questionnaires for Collecting Data from University Members for the Preparation of the Internal Evaluation Report for the Reaccreditation of the University of Sarajevo, adopted at the 10th regular session of the Faculty Council held on 1 November 2023. By the completion of the Self-Evaluation Report, an additional four recommendations had been implemented, bringing the total to 24 (51%).

It should be emphasised that the implementation of a significant number of recommendations depends on the actions, approval, or support of external stakeholders, primarily the Islamic Community in Bosnia and Herzegovina as the Founder of the Faculty and the Government of Sarajevo Canton (e.g. development of occupational and qualification standards, curriculum revisions, financing the employment of new academic staff, etc.).

Between 2018 and 2020, the Faculty, in cooperation with the Directorate for Education and Science of the Islamic Community in Bosnia and Herzegovina, implemented a research project on the competencies of the Islamic Community workforce. The results were published in the study *Competencies of the Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: El-Kalem Publishing Centre and Faculty of Islamic Studies, 2022). The findings provide valuable feedback from alumni of the Faculty of Islamic Studies and other faculties of the Islamic Community, as well as from employees of the Islamic Community who graduated from other higher education institutions. These findings are significant for future revisions and innovations of study programmes and for the systematic planning of professional development. The study sought to identify areas requiring improvement in the competencies and qualification structure of employees of the Islamic Community in order to anticipate future development needs and adapt the knowledge, skills, and competencies of staff to changing social conditions, demographic developments, and

technological progress, thereby increasing overall organisational effectiveness. Among other topics, the study examined the competencies of imams, Islamic religious education teachers, educators in Islamic Community student dormitories, and teachers of Islamic subjects in madrasas (*muderris*), all of which are professions open to graduates of the IKM Study Programme under the regulations of the Islamic Community in Bosnia and Herzegovina. The results of this study, which directly links graduate competencies with labour market needs, will be used in the next revision of the study programmes.

During the 2019 revision of the IKM Study Programme, three new courses—Imam-Muallim Practical Training I–III were introduced with the objective of strengthening the connection between academic study and practical professional training in response to labour market needs. The relevance of the learning outcomes of the IKM Study Programme to the labour market was also confirmed by the competent bodies of the Faculty's Founder—the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina—which granted their approval to the programme revisions in 2019, 2020, 2022, and 2023.

Pursuant to the Conclusion of the Riyasat of the Islamic Community in Bosnia and Herzegovina No. 02-03-2-2150-2/20 of 11 June 2020, the Centre for Training and Human Resources implemented a research project analysing the age and educational structure of the Islamic Community workforce, in accordance with the Rulebook on the Collection, Processing, Use, and Protection of Personal Data within the Islamic Community. During the implementation of this project, the Centre cooperated with the Directorate for Education and Science, the Directorate for Religious Affairs, organisational units and institutions of the Islamic Community, including the Faculty of Islamic Studies.

3.9.3.3. *The Faculty monitors and evaluates the implementation of the internationalisation action plan, the benefits arising from signed international cooperation agreements, the percentage of international students and academic staff, the number and progress of its students participating in study and training abroad, the employability of graduates, and related indicators.*

The Faculty does not have an adopted internal internationalization action plan and, consequently, does not have procedures for monitoring and evaluating its implementation. However, the University has adopted the *International Cooperation Development Strategy* (2018/2019–2022/2023), which defines one strategic objective, three operational objectives, and activities through which these objectives are to be implemented. It also provides brief descriptions of activities, deadlines, the budget, activity coordinators, sources of funding, and indicators for monitoring the implementation of the Strategy, within the framework of the action plan (Chapter A.4).

This Strategy was incorporated as an integral part of the *Development Strategy of the University of Sarajevo for the Period 2019–2023*, which defines as Strategic Objective M1 the institutionalization of the internationalization process at the University, together with the development of strong conditions for strengthening “internationalization at home”, with the aim of creating an attractive, stimulating, creative and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

The *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* identifies "Student and Teacher Mobility" as one of the strategic tasks under 7.1.5.

There are no adopted procedures at the Faculty level for monitoring the benefits arising from signed international cooperation agreements and the progress of students undertaking professional development abroad. There is also no evidence that analyses of the benefits of such cooperation/professional development are conducted at the Faculty level, accompanied by recommendations for improvement measures. However, the University Rectorate's International Relations Office prepares annual reports on the University's international cooperation with the aim of monitoring the number of signed international agreements and the benefits arising from them, international outgoing and incoming mobility of students, teaching and non-teaching staff, as well as international projects.

At its 7th session held on 30 August 2023, the Quality Assurance Committee, and subsequently the Faculty Council at its 8th regular session held on 6 September 2023, adopted the Report on the Employability of Faculty Graduates for the Period 2019–2022, which also included graduates of the IKM Study Programme. The report contained recommendations aimed at: a) increasing the employability of graduates within the institutions of the Faculty's Founder; b) strengthening the alignment between the qualifications awarded by the Faculty and labour market needs through the development of occupational and qualification standards, as well as the alignment of learning outcomes with these standards; and c) undertaking further revisions of study programmes to ensure their continued alignment with labour market requirements. These activities demonstrate that the results of graduate employability analyses are systematically considered and that improvement measures are planned in cooperation with the Faculty's Founder. Furthermore, during the self-evaluation process, several of the adopted recommendations had already been implemented (see Chapter 3.7).

3.9.3.4. *The quality, modernity, and availability of resources are evaluated through surveys conducted among academic staff and students.*

The Rulebook on Student Evaluation of Academic Staff Performance and the Successful Implementation of Curricula at the University of Sarajevo (2018) stipulates that comprehensive evaluations of study programmes shall be conducted. In addition to other indicators, these evaluations include the assessment of the quality, modernity, and availability of resources related to study programmes.

As previously mentioned, the Faculty conducted an Evaluation of the Faculty Study Programmes during the 2021/22 academic year, which also included the IKM Study Programme. Students in the final semester of their studies had the opportunity to evaluate, alongside other quality indicators, the quality, modernity, and availability of resources related to the study programme.

The results of the 2021/22 Evaluation of the Faculty Study Programmes were reviewed by the Quality Assurance Committee, in the presence of the Faculty Management (Dean, Vice-Deans, and Secretary). The Committee adopted the Report on the Evaluation of the Faculty Study Programmes, which included the evaluation results and a total of fifty recommendations for the improvement of study programmes. The Report was subsequently reviewed and adopted by the Faculty Council at its 7th regular session held on 30 June 2022.

The Quality Assurance Committee and, subsequently, the Faculty Council adopted a number of recommendations accompanying the 2021/22 Evaluation Report. Among other objectives, these recommendations aimed to improve the quality, accessibility, and modernity of resources related to the study programmes (see the *Information on the Data Submitted by the Faculty of Islamic Studies in the Questionnaires for the Internal Institutional Evaluation of the University of Sarajevo,* adopted at the 10th regular session of the Faculty Council held on 1 November 2023). The majority of these recommendations have since been implemented.

Examples of adopted recommendations	**Implemented recommendations**
The library should play an important role in improving the overall learning experience for students by: a) providing physical and digital access to library resources; b) offering physical space for learning, research, and team project work; c) conducting training/tutorials for students; and d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning). Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services: a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program; b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research; c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met; d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars)	a) – g)

e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources; f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities; g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library resources important for students' and teaching staff's research projects via the Faculty's website; h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks (such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly encouraging them to read, and assessing this type of student activity as part of their final grade.	
The Committee recommends: a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization; b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary; c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October.	a) – c)

Table 22. Examples of Adopted and Implemented Recommendations of the Faculty Quality Assurance Committee Following the 2021/22 Evaluation of Faculty Study Programmes

As previously mentioned, the Faculty's academic staff participated in the University-wide survey assessing the quality, modernity, and availability of resources supporting study programmes during the 2022/23 academic year, which also covered the IKM Study Programme. According to the report submitted by the University's Quality Assurance Office to the Chairs of the Quality Assurance Committees on 24 November 2023, 23 out of 27 members of the Faculty's academic staff (85.19%) participated in the survey.

At its 3rd session held on 30 May 2024, the Faculty Quality Assurance Committee adopted the Report on the Results of the Academic Staff Survey, together with recommendations, which were subsequently reviewed and adopted by the Faculty Council at its 6th regular session held on 5 June 2024. A number of recommendations aimed at further improving the Faculty's performance, particularly in the field of scientific research, were adopted.

The Report showed that:

a) Academic staff awarded a score of 4.00 or higher to the following criteria:

- sense of belonging to the institution (4.78);
- feeling of personal safety in the workplace (4.65);
- institutional reputation (4.64);
- job satisfaction (4.57);
- availability of office equipment and materials (4.55);
- cleanliness and maintenance of the working environment (4.52);
- office/workplace conditions (4.50);
- the institution adequately addresses students' needs (4.50);
- technical equipment and support (4.45);
- communication between academic and administrative staff (4.45);
- the institution appropriately promotes, monitors, and evaluates the quality of the teaching process (4.45);
- the institution provides opportunities for academic staff to express suggestions and concerns regarding Faculty operations (4.45);
- possibility of submitting complaints without fear of retaliation (4.43);
- feeling that academic staff contributions are valued and appreciated (4.41);
- material and technical working conditions (4.41);
- availability of library resources (4.41);
- quick and efficient access to information (4.30);
- the institution promotes open communication and teamwork among employees (4.27);
- informal recognition of academic staff contributions (4.18);
- the institution appropriately promotes, monitors, and evaluates international cooperation and mobility of academic staff, other employees, and students (4.09);
- opportunities for professional development in teaching (4.09); and
- opportunities for professional development in research (4.05).

b) Academic staff awarded a score of 3.99 or lower to the following criteria:
- formal recognition of contributions (3.95);
- institutional support for monitoring and evaluating scientific research (3.95);
- institutional research capacity (3.95);
- number of administrative staff available to achieve institutional objectives (3.95);
- availability of relevant journal databases (3.73);
- number of academic staff available to achieve institutional objectives (3.77); and
- workload related to duties not directly associated with teaching (3.27).

The Faculty Council adopted the recommendations of the Quality Assurance Committee for improvement with regard to the criteria listed under b). These include, among others, introducing the practice of granting awards and recognitions to the most successful researchers among the academic staff, as well as for social/institutional contributions; paying due attention to updating the research profiles of academic staff (Google Scholar, ORCID and COBISS), as well as implementing the Faculty Dean’s decision on recording scientific research activities and international cooperation activities using the prescribed form; preparing an annual analysis of the scientific output of academic staff; initiating an interdisciplinary scientific research project of significance to the Islamic Community or of broader social significance, through cooperation among a larger number of Faculty departments, as well as cooperation with departments of other faculties of the Islamic Community; involving Third-Cycle students in scientific conferences organized or co-organized by the Faculty; organizing doctoral days at the Faculty with the aim of presenting and discussing the research progress of Third-Cycle students and reaching agreements between supervisors and doctoral students on participation

in scientific conferences and the publication of joint papers in journals; ensuring that the Faculty Library subscribes to digital editions of the most important international journals in the field of Islamic studies; specifying the days of the week on which, as a rule, meetings of Faculty bodies should be held and limiting the duration of meetings in order to reduce the administrative workload of teaching staff.

3.10. ACADEMIC STAFF AND STUDENT MOBILITY

3.10.3.1. ***The mobility of academic staff and students within the study programme is promoted and enhanced through joint applications and participation in projects with other higher education institutions in Bosnia and Herzegovina and abroad.***

Activities aimed at promoting the mobility of students and academic staff through joint project applications and participation in collaborative projects with other higher education institutions in Bosnia and Herzegovina and abroad are regulated and implemented in accordance with the legal and institutional framework governing the University, which the Faculty, as its constituent member, fully observes. The relevant regulations include:

a) *Law on Higher Education of the Sarajevo Canton* of 2022 (Articles 108 and 109, paragraphs (1) and (2));
b) *Statute of the University of Sarajevo* of 2023;
c) Decision of the University Senate on the Conclusion of Inter-Institutional Agreements;
d) *Rulebook on Mobility at the University of Sarajevo* of 2018.

The existing legal and regulatory framework of the University provides an adequate basis and a supportive institutional environment for initiating student and staff exchange projects. This is particularly evident in the Erasmus programme, which currently represents the principal, most beneficial, and most frequently used mobility scheme for the Faculty's academic staff and students, including those enrolled in the Study Programme for Imams, Khatibs and Mu'allims (IHM).

A particular advantage of the current regulatory framework is its flexibility, which enables University members to independently initiate, apply for, and implement Erasmus KA171 and similar mobility projects in cooperation with partner institutions whenever fewer than three University faculties participate in a given consortium. In addition to facilitating and accelerating the establishment of cooperation agreements, this approach strengthens institutional autonomy while simultaneously enhancing the responsibility of individual University members.

Furthermore, the University's International Relations Office provides continuous professional support to the Faculty's Vice Dean for International Cooperation by ensuring the timely dissemination of information required for initiating and managing mobility projects, as well as by offering ongoing assistance in addressing unforeseen circumstances that may arise during project implementation.

Another favourable circumstance is the considerable interest expressed by partner faculties, particularly those from several European Union countries, in establishing cooperation with the Faculty through student and staff exchange programmes. As a result, the Faculty has developed

an extensive network of international partners, raising, at times, the question of the optimal number of inter-institutional cooperation agreements.

On the other hand, it has been observed that the procedures for concluding and implementing Erasmus+ mobility agreements differ considerably among programme countries. For example, procedures applied in Germany and Belgium differ significantly from those in Türkiye and Slovenia. Consequently, additional guidance and timely clarification from the University's International Relations Office regarding country-specific administrative requirements would further facilitate the implementation of mobility projects. Moreover, national education agencies responsible for approving applications for KA171 and similar mobility projects in certain countries (e.g. Türkiye) tend to prioritise student mobility over staff mobility. This may present challenges to the long-term sustainability of mobility agreements, particularly in situations where incoming students do not possess sufficient proficiency in the Bosnian language.

In accordance with the applicable regulatory framework, since 2019 the Faculty has successfully applied for and concluded Erasmus+ inter-institutional agreements with four (4) universities in Germany (the University of Tübingen, Friedrich-Alexander University Erlangen–Nuremberg, Osnabrück University, and Paderborn University), one (1) university in the Netherlands (Radboud University), one (1) in Belgium (KU Leuven), one (1) in Slovenia (the University of Ljubljana), one (1) in North Macedonia (Faculty of Islamic Sciences), and four (4) universities in Türkiye (Fatih Sultan Mehmet Vakıf University, Istanbul University, Marmara University, and Ibn Haldun University). As universities from Erasmus+ programme countries determine the allocation and use of the awarded EU funds, only some of these agreements have included mobility opportunities for both academic staff and students (Tübingen, Erlangen–Nuremberg, Osnabrück, and KU Leuven), whereas others have been limited to academic and/or administrative staff mobility (Paderborn, Radboud, Fatih Sultan Mehmet Vakıf University, Istanbul University, and Marmara University). In the latter cases, particularly with the Turkish partner universities, the allocated funds were generally limited and intended primarily for reciprocal visits of administrative staff responsible for international cooperation, with the aim of planning, initiating, and strengthening future collaboration. Furthermore, due to the COVID-19 pandemic, part of the mobility funding allocated for the 2019/2020 academic year (Radboud University) remained unused. Since 2019, a total of ten (10) members of the Faculty's academic staff have participated in Erasmus+ staff mobility programmes, while nine (9) academic staff members from partner universities have visited the Faculty under the same programme. With regard to student mobility, ten (10) Faculty students have participated in Erasmus+ student exchange programmes. Unfortunately, no students enrolled in the Study Programme for Imams, Khatibs and Mu'allims (IHM) have participated in Erasmus+ mobility to date. On the other hand, since 2019 the Faculty has hosted three (3) incoming Erasmus+ students from partner institutions.

In addition to the Erasmus+ programme, and in cooperation with the University's International Relations Office, one Faculty student each year spends two semesters at Qatar University undertaking advanced Arabic language studies. This programme has been successfully implemented for the past six years, during which nine (9) Faculty students have participated. In accordance with the principle of rotation, two (2) students from the IHM Study Programme have so far benefited from this opportunity.

3.10.3.2. ***Mechanisms for bilateral and multilateral student exchange with foreign higher education institutions through various exchange programmes and networks, including the recognition of study periods, grades, and ECTS credits earned during the exchange, have been established.***

Mechanisms for bilateral and multilateral student exchange with foreign higher education institutions through various student exchange programmes and networks, including the recognition of study periods, grades, and ECTS credits earned during the exchange (e.g. Erasmus mobility programmes), have been established and operate in accordance with the regulations governing the University, which the Faculty, as one of its constituent units, fully observes. These include:

1. *Law on Higher Education* of 2022 (Articles 108 and 109, paragraphs (1) and (2)) concerning student mobility;
2. *Statute of the University of Sarajevo* of 2023 (Articles 193, 194, 195 and 196);
3. *Rulebook on Mobility at the University of Sarajevo* of 2018.

The mechanisms for implementing bilateral and multilateral mobility of students and academic staff primarily encompass activities aimed at promoting, encouraging, and facilitating participation in mobility programmes, monitoring their implementation, and subsequently recognising the ECTS credits and grades earned during the mobility period.

In this regard, participation in mobility programmes is promoted in cooperation with the University's International Relations Office by publishing relevant information on Erasmus mobility opportunities, international scholarships, and international events on the Faculty's website. In addition, the Faculty independently promotes mobility through presentations on available exchange opportunities for students, meetings with representatives of the Faculty Student Association, and calls for applications to exchange programmes with partner universities with which the Faculty has concluded direct Erasmus inter-institutional agreements. Information on these agreements, as well as calls for applications for active Erasmus mobility programmes, is regularly published on the Faculty's website.

Recognition of ECTS credits earned during mobility is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the Learning Agreement, without the need for an additional formal recognition procedure (Article 10 of the Rulebook on Mobility), while respecting the principle of maximum flexibility stipulated in Article 11 of the Rulebook. Consequently, the Faculty has not encountered any difficulties in recognising the ECTS credits earned by its outgoing students. Should any disputes arise regarding the recognition of completed courses or awarded ECTS credits, they are resolved with the support of the Vice Dean for Academic Affairs.

It is noteworthy, however, that student interest in participating in Erasmus mobility programmes has remained relatively limited. At the same time, academic staff have only recently begun to participate more actively in mobility programmes, most commonly citing extensive teaching and other professional responsibilities at their home institution as the primary reason for their previous limited involvement.

3.10.3.3. ***The higher education institution strengthens the human and financial capacities of its international relations services and supports two-way mobility of academic staff and students. The service monitors and evaluates mobility and submits an annual Report on the***

Mobility of Academic Staff and Students, together with recommendations for improvement, to the Senate.

The University's International Relations Office is responsible for promoting and implementing international cooperation projects and programmes, as well as student and academic staff mobility schemes. It also monitors the University's participation in international networks and memberships, organises the annual **Staff Week**, the Scholarship Fair, the **Exhibition+** event, and other activities aimed at promoting the internationalisation of the University. The Office consists of the Vice Rector for International Relations, the Head of the Office, and Senior Professional Associates, who work closely with the Vice Deans for International Relations of the University's constituent units in planning and implementing the University's international activities.

Unlike the University, the Faculty, as one of its constituent units, does not have a dedicated International Relations Office. Consequently, responsibilities related to international cooperation are carried out by the Vice Dean for International Relations with the support of student volunteers. The practice of engaging student volunteers, or student assistants for international cooperation, has been in place since the 2021/22 academic year and has significantly enhanced the Faculty's international activities, given that the volume and scope of these activities exceed the capacity of the Vice Dean alone. At the same time, this arrangement has highlighted certain limitations associated with the temporary nature of student volunteer engagement. Since this practice is relatively recent, the Faculty is still in the process of clearly defining the roles, responsibilities, and rights of student volunteers while also seeking a more sustainable solution for supporting international cooperation activities. As student engagement is generally voluntary and temporary, typically ending with the conclusion of the academic year, maintaining continuity within the international relations team remains a long-term challenge.

With the support of student assistants, the Vice Dean for International Relations monitors and assesses the implementation of mobility activities, occasionally conducting surveys among participating students to evaluate their experiences. However, standardised procedures for the systematic evaluation of mobility programmes have not yet been established.

D. MASTER IN ISLAMIC STUDIES

3.1. QUALITY ASSURANCE POLICY OF STUDY PROGRAMS

3.1.4.1. *The higher education institution has adopted and publicly available internal quality assurance policy for study programmes as part of its strategic management*

As a full member of the University, the Faculty refers to the quality assurance policy adopted at the University level. At its 43rd regular session held on 30 November 2017, the University Governing Board adopted the Decision on the Establishment of the Quality Assurance and Quality Management System at the University of Sarajevo (Decision No. 02-8395/17), an integral part of which is the Quality Policy of the University of Sarajevo. Pursuant to this Decision, the normative basis of the quality assurance and quality management system consists of the University's general regulations: the Statute, the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo, the Study Rules for the First, Second and Third Cycles of Study, and the Rules on Detailed Criteria for the Promotion of Academic Staff. The Decision is of a general nature and applies to quality assurance in various aspects of study programmes, including teaching and research activities, as well as the work of professional, administrative, and technical staff.

In December 2023, the University Senate adopted the Quality Manual, within which the University's Quality Policy and the Quality Policy for Study Programmes were updated. Pursuant to the Quality Policy for Study Programmes, the strategic commitment of the University is to recognise and support excellence as the fundamental principle guiding all participants involved in the implementation of study programmes, primarily staff and students, and to ensure the conditions necessary for achieving high programme quality standards. Among other things, the quality of study programmes is ensured through the establishment of working methods and standards that promote excellence and creativity; aligning the University's activities with European and national quality assurance standards, legislation and other regulations at all levels in Bosnia and Herzegovina, as well as with the University's regulations; continuous evaluation of the achieved level of study programme quality by all relevant stakeholders and the adoption of measures to eliminate identified deficiencies and enhance quality; the development of new and the modernisation of existing study programmes; improvement of teaching delivery, including teaching methods and assessment procedures; providing support to staff and students in their efforts to achieve excellence by encouraging mobility and professional development; strengthening internationalisation; and other related activities.

The normative basis for quality assurance of study programmes consists of the following University regulations:

- Statute of the University of Sarajevo (2023):

Part Eight of the Statute is dedicated to the quality assurance and quality management system and refers to:

a) the functions and objectives of the University and its member institutions;
b) procedures for quality assurance within the governance structure;
c) the implementation of study programmes;
d) the improvement of student knowledge assessment and evaluation processes;

e) the introduction and strengthening of self-evaluation, benchmarking, and peer review practices as mechanisms for the continuous enhancement of quality at the University and its member institutions;
f) the scientific research, artistic, and artistic research activities of the University member institutions;
g) human resources;
h) the infrastructure of the University and its member institutions;
i) information systems and technologies;
j) information and access to information; and
k) international cooperation.

- Rulebook on the Quality Assurance and Quality Management System (2019):

This Rulebook is currently in the process of being amended with the aim of aligning it with the new *Law on Higher Education (2022)*, the *Statute of the University of Sarajevo (2023)*, and the new *Rulebook on the Accreditation of Higher Education Institutions and Study Programmes in the Sarajevo Canton (2023)*.

- *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies* (2023);
- *Rules of the Third Cycle of Study at the University of Sarajevo* (2024).

A number of other regulations governing internal quality assurance procedures for Study Programmes have also been adopted, including:

- *Rulebook on Awards for Academic and Scientific Research Staff of the University of Sarajevo Based on the Results of Scientific Research* (2022);
- *Rulebook on Awards for Librarians* (2022);
- *Rulebook on Awards and Recognitions* (2021);
- *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes* (2024);
- *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Curricula and Amending Existing Curricula* (2018);
- *Rulebook on Mobility* (2018);
- *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes* (2018);
- *Rulebook on the Use of Plagiarism Detection Software* (2020).

Provisions concerning the quality assurance system are also contained in the *Rules of the Faculty* (Articles 41 and 179–182), adopted by the Faculty Council (No. 03-03-9. Elek. Sjed.-1115/21 of 9 November 2021) in accordance with Article 4 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (No. 02-38-31300/16 of 27 October 2016), concluded between the Government of the Sarajevo Canton and the Islamic Community in Bosnia and Herzegovina. The Rules received approval from the Faculty's Board of Governors on 29 December 2021, the Riyasat of the Islamic Community in Bosnia and Herzegovina (No. 02-03-2-220-4/22 of 24 March 2022), and the University Senate (No. 01698/22 of 27 April 2022). However, in view of the adoption of the new *Law on Higher Education of the Sarajevo Canton* in 2022 and the new *Statute of the University of Sarajevo* in 2023, the Faculty is required to harmonize the adopted *Rules* with the

aforementioned regulations before again seeking the approval of the University Senate and the Government of the Sarajevo Canton.

In addition, provisions concerning the internal quality assurance system at the Faculty are contained in the *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies* of 2024 (Articles 7, 12, 16, 49–51).

Pursuant to Article 6 of the Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo (2019), the quality assurance and quality management system at the University and its member institutions consists of:

a) the University Quality Management Committee;
b) the University Quality Assurance Office;
c) the Quality Assurance Committees of the University member institutions;
d) the Quality Assurance Offices of the University member institutions; and
e) the professional and advisory bodies of the University/member institutions responsible for quality assurance in specific areas.

With the aim of strengthening the quality assurance system at the Faculty, the Faculty Council adopted decisions in 2019 appointing the Vice-Dean for Quality and establishing the Quality Assurance Committee, composed of representatives of the Faculty management, academic staff, administrative staff, and students. Within the Committee, students are represented by members from both the first and second cycles of study. These decisions reflect the Faculty's commitment to developing a quality culture, raising awareness of the importance of quality assurance, and integrating the Faculty into the University's integrated quality assurance and quality management system.

The organisation of the quality assurance and quality management system at the Faculty, pursuant to Article 6 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* (2019), i.e. Article 41 of the *Rules of the Faculty* (2021), and Articles 7, 12, 16, 23 and 49–51 of the *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2024), consists of:

- Vice-Dean for Quality;
- Quality Assurance Committee;
- Quality Assurance Office; and
- Professional and advisory bodies responsible for quality assurance in specific areas.

The organisation of the quality assurance and quality management system at the Faculty constitutes an integral part of the integrated quality assurance and quality management system of the University.

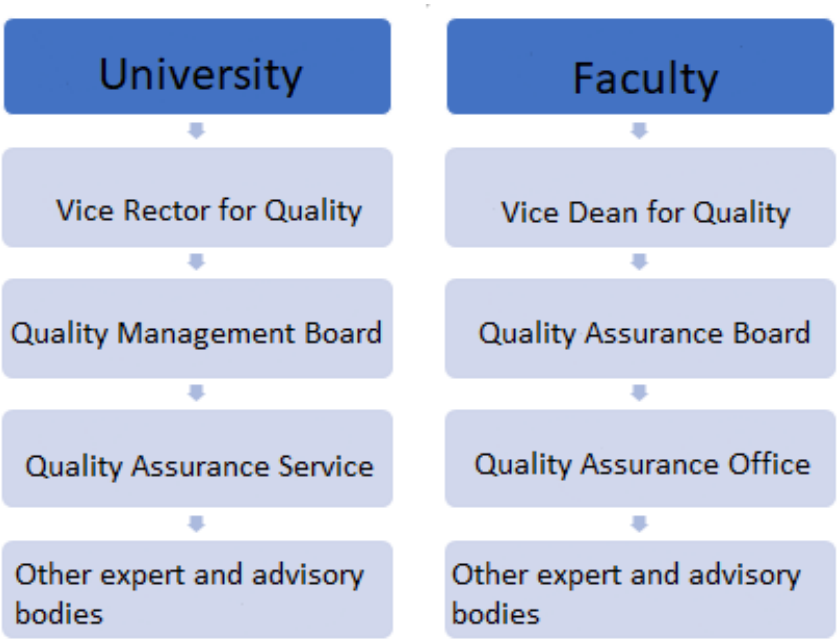


Figure 60. *Organisation of the Quality Assurance and Quality Management System at the University and the Faculty*

Pursuant to the Decision of the Faculty Council on the Amendments to the Decision on the Appointment of the Faculty Committees (No. 03-1-2.red.sjed.-1095/24 of 6 November 2024) and the Decisions of the Faculty Student Association (No. 03-01-1078/24 of 4 November 2024 and No. 03-01-1268/24 of 4 December 2024), the Quality Assurance Committee is composed of:

1. Prof. Dr. Nedim Begović, Chair, Vice-Dean for Quality;
2. Prof. Dr. Ahmet Alibašić, Vice-Dean for Teaching, representative of the teaching staff;
3. Prof. Dr. Dina Sijamhodžić-Nadarević, representative of the teaching staff;
4. Nura Hodžić, MA, representative of the non-teaching staff;
5. Ahmed Avdibašić, representative of First-Cycle students; and
6. Mubina Suljić-Solo, representative of Second-Cycle students.

The duties falling within the scope of work of the Quality Assurance Office were performed by employees of the Faculty's Student Affairs Office from 2019 onwards. Since June 2024, a professional associate has been engaged at the Faculty in the Quality Assurance Office on a 50% part-time basis.

The quality policies are published on the websites of the University and the Faculty. The University regulations constituting the normative basis of the quality assurance and quality management system are published on the websites of the University and the Faculty. The Faculty regulations constituting the initial normative basis of the quality assurance and quality management system are published on the Faculty's website.

There is substantial evidence demonstrating the implementation of the adopted quality assurance policy at the Faculty. Internal quality assurance processes encompass all key areas of the Faculty's activities, including teaching, research, and professional, administrative, and technical support processes.

Examples of activities undertaken to ensure the quality of teaching include: semester evaluations of the teaching process in the Master in Islamic Studies; evaluation of the Master Programme in Islamic Studies; verification of the compliance of proposals for the introduction, amendment, and revision of the curriculum of the Master in Islamic Studies with the applicable standards and regulations; implementation of incentive measures for the most successful academic staff; organisation of professional development seminars for academic staff; management of information relating to various aspects of the Master in Islamic Studies; and other related activities.

Examples of activities undertaken to ensure the quality of research include: encouraging academic staff to participate in international and national research projects; supporting disciplinary and interdisciplinary research projects at the Faculty level; promoting student participation in the research projects of academic staff; encouraging academic staff to apply for federal and cantonal government calls for the co-financing of scientific research projects; organising professional seminars; and other related activities.

The quality of professional, administrative, and technical support processes is promoted through the organisation of professional training activities and the evaluation of the performance of administrative staff, in accordance with the adopted Rulebook on the Performance Evaluation of the Faculty's Administrative Staff.

Annual evaluation of the performance of administrative staff comprises four phases:

a) planning of work objectives;
b) mentoring, i.e. monitoring the implementation of work objectives;
c) performance evaluation (involving students, academic staff, and immediate supervisors); and
d) implementation of incentive and corrective measures.

Evidence of the implementation of the quality assurance policy is presented in greater detail under the remaining criteria (see, for example, Criterion 9, "Continuous Monitoring, Periodic Evaluation and Revision of Study Programmes", which explains the implementation of the Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula).

The Faculty has not adopted its own development strategy, as the preparation and adoption of development strategies for the institutions of the Islamic Community in Bosnia and Herzegovina fall within the competence of the Riyasat of the Islamic Community in Bosnia and Herzegovina (Article 17 of the Rulebook on the Organisation and Operation of the Riyasat, 2014).

However, through the preparation, adoption, and implementation of its annual work plans, the Faculty has actively participated in the implementation of two overarching strategies relevant to its activities:

a) the Development Strategy of the University of Sarajevo for the Period 2019–2023, which defined three strategic objectives in the field of quality assurance:
   1) Q1. Strengthening capacities for internal quality assurance;
   2) Q2. Ensuring higher education quality standards at the University; and
   3) Q3. Promoting and supporting excellence;

b) the Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024, which identified "Quality Assurance and Quality Control" as one of its strategic objectives.

The strategic objectives defined within these overarching strategies are operationalised through the Faculty's annual work plans, which regularly include activities aimed at achieving the continuous improvement of all segments of the Faculty's activities. This demonstrates that the Faculty's internal quality assurance policy constitutes an integral part of its strategic management.

To date, no comprehensive analyses of the implementation of **the *Strategy for the Development of Higher Education and Scientific Research in the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*** have been conducted. The absence of adopted action plans for the implementation of this strategy, including designated activity leads, timelines, performance indicators and resources, makes it difficult to monitor its implementation. Nevertheless, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the area of quality assurance. In December 2023, the Faculty Council adopted the *Report on the Implementation of the Higher Education Strategies in the Area of Quality Assurance and the Action Plan for the Improvement and Enhancement of the Quality System at the University of Sarajevo for the Period 2020–2024*.

The activities through which the Faculty implemented Strategic Objective 7.1.2, "Quality Assurance and Quality Control", from the Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024 are presented in Table 2. The table contains updated information compared to the previously mentioned report adopted by the Faculty Council. For the sake of clarity and readability, it is included as Appendix 3 to the Self-Evaluation Report.

At the University level, no standardised format for action plans supporting the implementation of ***the University of Sarajevo Development Strategy (2019–2023)*** was established, which could have facilitated the monitoring of its implementation. Nevertheless, it may be concluded that the Faculty actively contributed to the implementation of the adopted strategic, i.e. operational, objectives in the field of quality assurance by carrying out the activities presented in Table 3. The table contains updated information compared to the previously mentioned report adopted by the Faculty Council. Table 3 is included in the Self-Evaluation Report as Appendix 4.

The Faculty also participated in the implementation of ***the Action Plan for the Improvement and Enhancement of the Quality System at the University of Sarajevo (2020–2024):***

a) A1.4a Monitoring the Implementation of Activities in Accordance with Adopted Rulebooks

The Faculty continued to apply the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes* through regular semester evaluations of the quality of teaching in the Master in Islamic Studies (during the pandemic, the evaluations were adapted to the delivery of teaching in a digital environment) and one evaluation of the quality of the implementation of the Master in Islamic Studies (in the 2021/22 academic year).

In accordance with the *Rulebook on Plagiarism Detection*, regular plagiarism checks are carried out for doctoral dissertations and papers published in the *Faculty's Proceedings*. The Faculty's teaching staff had the opportunity to attend training on the use of plagiarism detection software for Second-Cycle final theses, while the introduction of this plagiarism prevention mechanism into the regular practice of committees responsible for the assessment and defence of master's theses is planned for the forthcoming period.

Pursuant to the *Rulebook on Awards for Academic and Scientific Research Staff*, two Faculty professors ranked second and fifth, respectively on the list of recipients of University awards and recognitions for 2021. Faculty professors also received University awards for scientific research in 2020, 2022 and 2023.

Pursuant to the *Rulebook on Awards for Librarians*, a Faculty librarian ranked second pursuant to the decision of the University's Library and Information System Committee of 3 June 2022.

Pursuant to the *Rulebook on Awards and Recognitions*, at its meeting held on 22 November 2023, the University Senate adopted the Report of the Committee for the Awarding of University Recognitions (No. 0105-11992/23), according to which a Faculty student with a grade point average of 10.00 ranked first on the list of the University's most successful students in the 2022/23 academic year.

b) A1.4b Preparation and harmonisation of relevant documents, rulebooks, and procedures supporting quality assurance activities prescribed by legislation and quality standards

The Faculty participated in the public consultations on the draft Law on Higher Education of Sarajevo Canton (2022), the draft Statute of the University of Sarajevo (2023), and the draft Study Rules for the First and Second Cycles of Study (2023).

c) A1.5a Defining the methodology for data processing and the list of indicators used to assess the quality of teaching delivery and study programme implementation.

The Faculty's Quality Assurance Committee adopted the documentation for the student evaluation of the performance of academic staff in teaching, which defined the method of data processing and the list of indicators (survey questionnaire items) used to assess the quality of teaching delivery and the implementation of Study Programmes (*Minutes of the 2nd meeting of the Committee held on 5 June 2020*, No. 20/20, 25 June 2020). The list of indicators was adopted at the 43rd meeting of the Faculty Council held on 10 June 2020, together with the Committee's Report on the analysis of the Student Evaluation of the Performance of Academic Staff in the winter semester of the 2019/20 academic year, including recommendations.

The Committee also adopted a list of indicators used to assess the quality of the implementation of Study Programmes (*Questionnaire for the Evaluation of the Study Programme*) (*Minutes of the 2nd meeting held on 25 February 2022*, No. 22/22, 16 March 2022). The list of indicators was adopted at the 7th meeting of the Faculty Council as part of the Report on the Evaluation of Study Programmes in the 2021/22 academic year.

d) A1.5b Preparation of reports on the conducted evaluations of the performance of academic staff and evaluations of curricula

The Faculty Council regularly adopts semester reports on the evaluation of the performance of academic staff in the Master in Islamic Studies, beginning with the summer semester of the 2018/19 academic year. In the 2021/22 academic year, the Faculty Council also adopted the Report on the Evaluation of the Faculty's Five Study Programmes, which included the evaluation of the Master in Islamic Studies.

e) A1.5c Annual integrated report on the conducted evaluations of the performance of academic staff and evaluations of curricula at all faculties

On 31 May 2023, the Faculty's Vice-Dean for Quality submitted the reports on teaching evaluation for the winter and summer semesters of the 2021/22 academic year to the Vice-Rector for Quality and the University Quality Assurance Office. Furthermore, on 30 November 2023, the Vice-Dean for Quality submitted the reports on teaching evaluation for the winter and summer semesters of the 2022/23 academic year to the Vice-Rector for Quality. These reports included the evaluation of teaching in the Master in Islamic Studies.

f) A1.5d Introduction of surveys for academic staff

In November 2023, the Faculty's academic staff participated in a survey conducted by the Quality Assurance Office of the University Rectorate on the availability, quality, and modernity of resources related to study programmes in the 2022/23 academic year, including the Master in Islamic Studies. According to the survey report submitted by the Head of the University Quality Assurance Office to the Chair of the Faculty Quality Assurance Committee on 24 November 2023, 23 members of the Faculty's academic staff participated in the survey (76.7% of the total academic staff). Based on the survey results, the Faculty ranked second among the University's member institutions in terms of the satisfaction of its academic staff with various aspects of the institution's work.

g) P1.6 Extending quality management processes, which are well established in teaching, to other areas

Beginning in mid-2022, the Faculty management introduced the evaluation of the quality of professional, administrative, and technical support processes, i.e. the performance of administrative staff, on the basis of the adopted Rulebook on the Performance Evaluation of Administrative Staff (2022). The evaluation process includes:

a) setting semi-annual/annual work objectives with implementation deadlines (by the immediate supervisor in consultation with the employee);
b) holding periodic meetings between the immediate supervisor and the employee to monitor the implementation of work objectives and provide the necessary guidance and instructions;
c) evaluating performance on the basis of the achievement of work objectives, the application of competencies required for the position, and the report of the Quality Assurance Committee on the quality of support processes (prepared on the basis of evaluations of support processes conducted by academic staff and students); and
d) implementing the consequences of the evaluation process (including recognitions and financial awards for the highest-performing employees, as well as the application of corrective measures).

3.1.4.2. The quality assurance policy for study programmes is aimed at promoting research, learning and teaching, mobility and internationalisation within study programmes, as well as preventing plagiarism in the works of academic staff and students' final theses at all study cycles

According to the Decision on the Establishment of the Quality Assurance and Quality Management System at the University of Sarajevo (2017), the University's quality assurance and quality management system is aimed at the continuous improvement of educational activities, i.e. learning and teaching, scientific research, and alignment with the processes of European integration in higher education, which also implies the achievement of the objectives of mobility and internationalisation.

The revised Quality Policy for Study Programmes, adopted by the University Senate in December 2023, proclaims the University's commitment to developing new study programmes and modernising existing ones through the continuous innovation and improvement of teaching content in accordance with developments in science, engineering, technology, the economy, and society, while preserving the authenticity derived from tradition and the best national and international practices. It also expresses the University's commitment to improving the delivery of teaching, teaching methods, and student-centred assessment, as well as promoting and strengthening internationalisation and providing support for the mobility of academic staff and students.

For the purpose of promoting the quality of learning and teaching, the University Senate adopted the Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula at the University of Sarajevo (2018). In order to promote scientific research, the Rulebook on the Rewarding of Academic and Research Staff of the University of Sarajevo Based on the Results of Scientific/Artistic Work (2022) was adopted. To regulate and promote mobility and internationalisation, the Rulebook on Mobility at the University of Sarajevo (2018 and 2019) was adopted.

The University of Sarajevo Development Strategy 2019–2023 envisaged operational objectives aimed at promoting:

a) research:
   Q3.2. Promotion and Support of Scientific Research Excellence at the University;
b) learning and teaching:
   Q2.2. Improvement of the Quality of the Teaching Process; and
   Q2.3. Improvement of the Quality of Academic Staff;
c) mobility and internationalisation within study programmes:
   Q3.3. Promotion and Support of the Mobility of Academic and Administrative Staff and Students.

The Rulebook on Student Evaluation of the Performance of Academic Staff has so far been implemented at the Faculty through regular semester evaluations of the teaching process and a comprehensive evaluation of study programmes. A comparison of the adopted semester reports on the evaluation of the teaching process from the summer semester of the 2018/19 academic year to the summer semester of the 2023/24 academic year indicates a continuous improvement in the quality of teaching and learning (see Section 3.9).

Faculty professors were continuously among the recipients of the University Senate recognitions and awards, in accordance with the criteria laid down in the Rulebook on the Rewarding of Academic Staff of the University for Scientific Research Achievements, throughout the period from 2020 to 2023.

In accordance with the Rulebook on Mobility, the Faculty's academic staff and students participate in the Erasmus exchange programme. However, no systematic analyses have been conducted on the effects of the implementation of this Rulebook at the Faculty.

Likewise, no analyses have been conducted to determine the extent to which the Faculty contributed to the implementation of the operational objectives of the University Development Strategy 2019–2023 aimed at promoting research, learning and teaching, mobility, and internationalisation.

The University Statute contains provisions aimed at preventing academic misconduct and promoting a system of ethical principles in academic work (Articles 260 and 261). This area is further regulated by:

- *University Code of Ethics* (No. 01-38-1696-1/12 of 27 June 2012);
- *Decision of the University Senate on Amendments to the University Code of Ethics* (No. 01-14-192/21 of 29 September 2021);
- *Rulebook on the Use of Plagiarism Detection Software* (No. 0101-2785/18 of 28 March 2018).

Every two years, the Faculty appoints an Ethics Commission and a Commission for Students' Disciplinary Responsibility (see the *Decision on the Appointment of Commissions*, adopted at the 10th regular meeting of the Faculty Council held on 12 October 2022).

The University's plagiarism detection software is used to check scientific and professional papers published by the Faculty's academic staff and associates in the *Proceedings of the Faculty of Islamic Studies*, as well as doctoral dissertations, for plagiarism. Furthermore, since 24 November 2023, the Faculty's academic staff have been authorised to use the plagiarism detection software for checking second-cycle final theses. As regards first-cycle study programmes, the preparation of final theses is not envisaged.

3.1.4.3. *The policy supports the development of a quality culture in which all internal stakeholders contribute to the quality of study programmes and defines the manner of involving external stakeholders in this process*

The University's *Quality Policy for Study Programmes* expresses a commitment to the systematic monitoring of quality improvement indicators and the continuous evaluation of the achieved level of quality of the University's Study Programmes by all participants in the teaching process, employers, the wider community, and institutions responsible for the accreditation of Study Programmes, with the aim of ensuring the full implementation of all objectives and activities formally defined by the University's quality policies and, where deficiencies are identified, their diligent review, the adoption of measures to eliminate them, and learning from such experience.

Pursuant to Article 8 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, the University's Quality Management Committee

includes representatives of all internal stakeholders in higher education: University management (Rectorate), teaching and non-teaching staff, and students. Pursuant to Article 15 of the same Rulebook, the quality assurance committees of organisational units likewise include representatives of all internal stakeholders in higher education: Faculty management, teaching and non-teaching staff, and students.

Pursuant to Article 6 of the *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo*, the Faculty's Quality Assurance Committee consists of five members: one representative of management (Vice-Dean for Quality), two representatives of the teaching staff, one representative of the non-teaching staff, and two student representatives, namely representatives of the First and Second Cycles of Study.

Pursuant to Article 109 of the *Statute of the University of Sarajevo* (2023), the work of the councils of organisational units includes teachers, representatives of teaching assistants, a representative of professional non-teaching staff, the student Vice-Dean, and student representatives from all three cycles of study. Pursuant to Article 26 of the *Rules of the Faculty* (2021) and the Decision on the Constitution of the Faculty Council for the 2024/25 Academic Year (No. 03-01-874/24 of 1 October 2023), the Faculty Council consists of: teachers employed full-time at the Faculty, representatives of teaching assistants employed full-time at the Faculty, a representative of professional non-teaching staff, the student Vice-Dean, and student representatives from all three cycles of study.

The processes and structures supporting the development of the Faculty's quality assurance policy also include external stakeholders, whose role is presented below:

a) The Islamic Community in Bosnia and Herzegovina (IC BiH), through the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina and the Faculty's Board of Governors, exercises founding and governance rights over the Faculty. The manner of involvement of the Islamic Community in Bosnia and Herzegovina is regulated by the *Agreement on the Status of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (2016), Articles 72, 97, 103 and 170 of the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 36/22), and the *Rules of the Faculty* (2021), as well as by the regulations of the Islamic Community in Bosnia and Herzegovina, namely the *Constitution of the Islamic Community in Bosnia and Herzegovina* (2014), the *Rules on Institutions of the Islamic Community in Bosnia and Herzegovina* (2014), the *Rulebook on the Organisation and Work of the Riyasat* (2014), and others.

The Faculty is obliged to apply the regulations of its founder in its work. At the same time, the Faculty's regulations, the establishment and revision of study programmes, curricula, appointments of academic staff to academic ranks, the appointment and dismissal of the Dean, employment at the Faculty, the annual work plan, the budget, the annual report, and other key documents require the approval of the founder's competent bodies. Furthermore, since the majority of the Faculty's graduates are employed within the Islamic Community in Bosnia and Herzegovina, the Islamic Community, in its capacity as an employer, has a direct interest in the quality of the Faculty's study programmes and in ensuring that the learning outcomes correspond to its workforce needs.

In an effort to enhance the involvement of the bodies of the Islamic Community in Bosnia and Herzegovina (IC BiH) in the quality assurance of Study Programmes, in June 2022, the Faculty Council, as part of the Report on the Evaluation of Study Programmes in the 2021/22 academic year, adopted the recommendation of the Quality Assurance Committee to initiate an initiative towards the founder for the development of occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina. Subsequently, in 2023, it adopted an initiative for the development of the Occupational Standard – Imam and proposed the participation of Faculty representatives in the work of the team responsible for developing this standard.

The Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the *Decision on the Appointment of the Commission for Preparing Draft Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina* (No. 02-03-2-1847-2/24 of 25 April 2024), which included representatives of the Directorate for Education and Science, the Directorate for Religious Affairs, and the Directorate for Legal and Administrative Affairs of the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Council of Muftis of the Islamic Community in Bosnia and Herzegovina, the Faculty of Islamic Studies of the University of Sarajevo, the Islamic Pedagogical Faculty of the University of Zenica, the Islamic Pedagogical Faculty of the University of Bihać, and the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina. Between 10 April and 24 October 2024, the Commission prepared draft standards for eleven occupations and draft standards for three qualifications acquired upon completion of the First Cycle of Study at higher education institutions of the Islamic Community in Bosnia and Herzegovina. At its 30th regular meeting held on 8 November 2024, the Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the standards in draft form, while their final version was adopted by Decision No. 02-03-2-2-2249-2/25 of 15 May 2025.

b) The wider community includes the Faculty's alumni, the governmental sector, the media, and the general public.

In this context, it is important to note that the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, implemented a scientific research project that resulted in the publication of the *Study on the Competencies of the Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (2022). Among other things, the study contains an analysis of the competencies of the Faculty's alumni for performing the occupations of imam, teacher/professor of Islamic Religious Education, professor of Islamic subjects in madrasas (*mudarris*), and educator in the student boarding institutions of the Islamic Community in Bosnia and Herzegovina. The study served as one of the sources used in the preparation of the draft occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina.

The governmental sector influences the implementation of the quality assurance policy through the adoption of laws and secondary legislation regulating higher education, overarching higher education development strategies, approval for the establishment of new higher education institutions and new faculties/departments within existing higher education institutions, determination of student enrolment quotas at public higher education institutions, approval of public funding, and participation in the governance of public higher education institutions through representatives on governing boards. The involvement of the Sarajevo Canton Assembly and the Government of Sarajevo Canton is prescribed by the Law on Higher

Education of Sarajevo Canton, including the provisions contained in Articles 24, 32, 45, 50, and 58.

Through its own website, as well as the websites of the Founder and the University, by inviting media representatives to Faculty events and through the participation of its academic staff in media programmes addressing current social issues, the Faculty seeks to provide the wider public with regular and timely information about all aspects of its activities.

The Guidelines on Ensuring Transparency and the Publication of Mandatory Information on the Official Websites of the Organisational Units of the University of Sarajevo (No. 01-12-116/21 of 22 July 2021) prescribe the mandatory information that must be available on the websites of the University's member institutions. In accordance with these Guidelines, the Faculty has established a section entitled "Transparency of the Faculty's Work" on its website, where all prescribed mandatory information is published.

3.2. DESIGN AND APROVAL OF STUDY PROGRAMS

3.2.4.1. *The higher education institution has established procedures for the creation and adoption of study programmes that involve students and all relevant stakeholders*

The procedure for introducing new and revising existing Study Programmes is regulated by the following acts: the *Law on Higher Education of the Sarajevo Canton* (Article 51), the *Statute of the University of Sarajevo* (Article 159), the *Agreement on the Status of the Faculty of Islamic Studies within the University of Sarajevo* (Article 11), and the *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo*.

The *Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo* of 2024 (hereinafter: the Rulebook) prescribes the procedure and conditions for the adoption of new Study Programmes and the adoption of amendments and supplements to existing Study Programmes of the First, Second and Third Cycles of Study, integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional and specialist studies at the University of Sarajevo, as well as other non-cycle Study Programmes.

According to the Rulebook, the procedure for the adoption of new study programmes at the University is initiated by the University Senate upon the initiative of the proposer, i.e. the organisational unit. The initiative to launch the procedure, together with the proposed names of reviewers, is submitted to the Senate through the Council of the Academic Group. If the Senate accepts the initiative, it adopts a Decision on the Acceptance of the Initiative, appoints reviewers to evaluate the proposed study programme, and instructs the proposer to submit, within 12 months, a proposal for the adoption of the new study programme together with the documentation prescribed by Article 7 of the Rulebook. If the proposer fails to submit the proposal within the prescribed period, it may submit a new initiative to launch the procedure.

The proposer submits the proposal for the adoption of the new study programme to the Senate through the Council of the Academic Group(s), after obtaining a favourable opinion for the continuation of the procedure from the University of Sarajevo Teaching Affairs Office, the University Quality Management Committee, and the Committee for Teaching and Student Affairs. In cooperation with the University Tele-Information Centre (UTIC), the Teaching Affairs Office verifies whether the documentation is complete, whether it contains all elements

necessary for the implementation of the new study programme in the ISSS/eUNSA system, and whether it complies with the Rulebook on the Acquisition and Use of Academic, Professional and Scientific Titles at Higher Education Institutions in Sarajevo Canton. If the Teaching Affairs Office determines that the documentation is incomplete or inaccurate, it returns it to the proposer for revision and/or supplementation. If the Teaching Affairs Office determines that the documentation is complete and in due form, it forwards the proposal to the University Quality Management Committee and the Committee for Teaching and Student Affairs. The University Quality Management Committee verifies whether the contents of the programme proposal refer to the accreditation criteria for study programmes defined in the Decision on the Criteria for the Accreditation of Higher Education Institutions in Bosnia and Herzegovina and provides an opinion on the continuation of the procedure. The Committee for Teaching and Student Affairs verifies whether the contents of the proposal comply with the Rulebook and whether positive reports from two reviewers have been submitted, and provides an opinion on the continuation of the procedure. The proposal, together with the opinions referred to in paragraphs (5) and (6) of Article 4 of the Rulebook, is submitted to the Council of the Academic Group for consideration. If the proposal concerns an interdisciplinary, multidisciplinary or transdisciplinary study programme, it is forwarded to two or more relevant Councils of Academic Groups.

Based on the proposal submitted pursuant to Article 4 of the Rulebook, the Council of the Academic Group submits a proposal to the Senate for the adoption of the new study programme. Based on the proposal referred to in paragraph (1) of Article 5, the Senate adopts one of the following decisions: (a) the proposal for the establishment and implementation of the proposed new study programme is adopted; (b) the proposal for the establishment and implementation of the proposed new study programme is rejected; or (c) the proposal for the establishment and implementation of the proposed new study programme is conditionally accepted, subject to the obligation to revise the proposal in accordance with the Senate's requirements. The Senate is required to adopt its decision no later than 60 days from the submission of a formally complete and duly prepared proposal.

The Senate's decision is delivered to the proposer within eight days from the date of its adoption. If the proposal is adopted, the constituent member/sub-organisational unit is required to submit the curriculum and syllabus, together with the information catalogue, in both printed and electronic form, in Bosnian/Croatian/Serbian and English, to the University Teaching Affairs Office and UTIC within 30 days of the Senate's decision. The information catalogue and the curriculum and syllabus are published in Bosnian/Croatian/Serbian and English on the website of the constituent member. The information catalogue contains the information defined in points (b) and (c) of paragraph (1) of Article 8 of the Rulebook. The curriculum and syllabus contain the information defined in points (b), (c), and (d) of paragraph (1) of Article 8 of the Rulebook. If the proposal is rejected, the proposer has the right to resubmit the proposal for the establishment and implementation of the new study programme after the expiry of 12 months from the date of the Senate's decision. The procedure for introducing a new study programme must be completed no later than six months before the beginning of the academic year in which the programme is to be implemented. The proposer is required to maintain an archive containing all documentation related to the study programme and all subsequent amendments thereto, and to appoint one person responsible for maintaining an up-to-date register of all study programmes at the constituent member and, where necessary, making information on the study programmes available.

As regards the Master in Islamic Studies, which is the subject of this self-evaluation report, it was established before the adoption of this Rulebook, in accordance with the regulations that were in force at the time.

Adoption of Amendments to Study Programmes

According to the Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo, the initiative for the adoption of amendments to a study programme is initiated by one or more sub-organisational units of the Faculty. The Faculty Council adopts a decision either approving or rejecting the initiative. By the decision approving the initiative, the Council simultaneously appoints a committee tasked with preparing the proposal for the amendment of the study programme (hereinafter: the Committee). The Committee's proposal must include an opinion as to whether the proposed amendments modify the existing study programme by more than 30%. If the study programme is amended by no more than 30% compared to the existing programme, the decision on the proposal for amendments is adopted by the Faculty Council. If the study programme is amended by more than 30% compared to the existing programme, the decision on the proposal for amendments is adopted by the University Senate.

The proposal for the amendment of a study programme to be decided upon by the Faculty Council is submitted by the Committee. The Committee submits its proposal, together with the documentation prescribed by Article 13 of the Rulebook, to the Faculty Secretary. In cooperation with the Faculty services and the University Tele-Information Centre (UTIC), the Secretary verifies whether the documentation is complete, whether it contains all the elements necessary for implementing the amendments to the curriculum and syllabus within the eUNSA information system, and whether it complies with the Rulebook on the Acquisition and Use of Academic, Professional and Scientific Titles at Higher Education Institutions in Sarajevo Canton. The Secretary provides an opinion on the proposal's compliance with the Rulebook. The Committee submits its proposal, together with the Secretary's opinion, to the Faculty Council, which adopts one of the following decisions: (a) the proposal for the amendment of the existing study programme is adopted; (b) the proposal for the amendment of the existing study programme is rejected; or (c) the proposal for the amendment of the existing study programme is conditionally accepted, subject to revision. Following the adoption of amendments to curricula and syllabi by the Faculty Council, the Faculty is required to inform UTIC by submitting the Council's Decision together with the documentation on the amendments so that any necessary corrections may be made in the information system.

The proposal for the amendment of a study programme to be decided upon by the Senate is submitted by the Faculty, together with the Committee's proposal and the prescribed documentation, to the University of Sarajevo Teaching Affairs Office. In cooperation with UTIC, the University Teaching Affairs Office verifies whether the documentation is complete, whether it contains all the elements necessary for implementing the amendments to the curriculum and syllabus within the eUNSA information system, and whether the proposed academic title complies with the Rulebook on the Acquisition and Use of Academic, Professional and Scientific Titles at Higher Education Institutions in Sarajevo Canton. If the documentation is incomplete or not in due form, the Teaching Affairs Office returns the proposal to the proposer with recommendations for revision and/or supplementation. If the documentation is complete and in due form, the Teaching Affairs Office forwards the proposal to the Council of the Academic Group for the purpose of submitting a proposal to the Senate. Based on the proposal of the Council of the Academic Group, the Senate adopts one of the

following decisions: (a) the proposal for the amendment of the existing study programme is adopted; (b) the proposal for the amendment of the existing study programme is rejected; or (c) the proposal for the amendment of the existing study programme is conditionally accepted, subject to revision at the request of the Senate. Following the adoption of amendments to curricula and syllabi by the Senate, the Faculty is required to inform UTIC by submitting the Senate's Decision together with the documentation on the amendments so that any necessary corrections may be made in the information system.

In practice, the procedure for the adoption and amendment of study programmes at the Faculty may, in addition to the sub-organisational units (departments), also be initiated by the University of Sarajevo Quality Management Committee, the Faculty Quality Assurance Committee, the founders of the University and the Faculty, and the Dean of the Faculty, based on proposals collected from departments, reports on the evaluation of teaching and study programmes, and recommendations made by the founders. All relevant stakeholders participate in the development and revision of study programmes, including the Faculty management, academic staff, professional administrative staff, and students, who are represented on the Faculty Quality Assurance Committee and the Faculty Council, which considers and adopts the proposed amendments. Following their adoption, the proposal is submitted to the Riyasat of the Islamic Community in Bosnia and Herzegovina and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina for consideration and approval. In addition to being the founder of the Faculty, the Islamic Community in Bosnia and Herzegovina is also the principal employer of the Faculty's graduates. A significant number of Faculty alumni serve in the current composition of these highest governing bodies of the Islamic Community. Upon obtaining the required approvals, the proposal is forwarded to the University Quality Management Committee, the Council of the Academic Group of Humanities, and the University Senate.

Significant amendments to the Master in Islamic Studies were introduced in 2022. On that occasion, students were given the opportunity to obtain a master's degree in the field of Islamic Philosophy. For this purpose, two new elective courses were introduced: (a) *Islam and Contemporary Thought* and (b) *Philosophy of Religion and Issues of Islamic Belief*.

As is customary, the revision process involved academic staff, professional administrative staff, and students. The Islamic Community in Bosnia and Herzegovina participated through the approval of the Riyasat and the Council of Muftis (Decision of the Riyasat No. 02-03-2-1397-7/22 of 22 September 2022 and Decision of the Council of Muftis No. 03-2-101/23 of 10 July 2023). The broader academic community participated through the decisions of the University Senate (Senate Decision No. 01-9-27/23 of 27 April 2023).

The amendments to the study programmes adopted in October 2024 were initiated by the Decision of the Senate of the University of Sarajevo (No. 01-8-75/24 of 24 April 2024), which required all faculties and academies to harmonise the descriptions of their study programmes with the Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo, with the aim of preparing for the accreditation of study programmes.

The most significant changes to the Master in Islamic Studies (newly adopted title: Master in Islamic Studies) were as follows:

1. Revision of the programme description and learning outcomes, taking into account the results of the self-evaluation conducted within the accreditation process and the development of occupational standards;
2. Preparation of learning outcome alignment matrices to verify the correspondence between course-level learning outcomes and programme learning outcomes;
3. Supplementation of the study programme with information on admission requirements and the occupations for which graduates are qualified;
4. Harmonisation of academic, professional and scientific titles with the Rulebook on the Acquisition and Use of Academic, Professional and Scientific/Artistic Titles at Higher Education Institutions in Sarajevo Canton;
5. Revision of the learning outcomes, course content, literature, teaching methods, and assessment methods for all courses;
6. Identification of courses that may, where necessary or upon expressed interest, be offered in Arabic or English;
7. Inclusion of the Sustainable Development Goals (SDGs) in all course syllabi;
8. Introduction of the possibility of enrolling in the Master in Islamic Studies with 180 ECTS credits, subject to the successful completion of a "bridging programme";
9. In the first semester, only one course remained compulsory (*Research Methods*). All other courses in the first semester became compulsory electives. Students choose five out of the eight compulsory elective courses offered, including one course from the specific field in which they intend to complete their master's degree;
10. Introduction of a new specialisation within which students may obtain the degree of Master of Islamic Studies, namely *Qur'anic Recitation (Qirāʾāt)*. This amendment harmonised the Master in Islamic Studies with the doctoral programme offered by the Faculty;
11. In the second semester, students choose one additional course from their selected specialisation and one course from the group of other elective courses;
12. The course *Analytical and Applied Tafsir* was replaced by the course *Principles of Qur'anic Interpretation (Usul al-Tafsir).*

Plan for the Integration of Previously Earned ECTS Credits

Since the proposed amendments did not substantially alter the structure of the study programme, the equivalence of previously earned ECTS credits is fully ensured.

Labour Market Analysis

On this occasion, no labour market analysis was conducted, as the Faculty had previously adopted the *Report on the Employability of Graduates of the Faculty of Islamic Studies, University of Sarajevo, for the Period 2019–2022*, together with the accompanying recommendations of the Faculty Quality Assurance Committee, on 6 September 2023. The recommendations had been adopted by the Committee on 23 August 2023.

The Report covered the generations of students who graduated in the academic years 2019/20, 2020/21, and 2021/22, including graduates of the Master in Islamic Studies. The Report was prepared on the basis of a survey completed by a total of 61 graduates from the aforementioned generations.

On this occasion, the Committee noted that:

a) Following graduation from the Faculty, 59% of respondents (36 out of 61) had found employment, 36% (22 out of 61) were unemployed and registered with an employment office, while 3.3% (2 out of 61) had become self-employed by establishing their own businesses;
b) Among the unemployed graduates, by far the largest proportion were registered with the Sarajevo Canton Employment Service (54%), while the remainder (32.6%) were registered with the employment services of Zenica-Doboj, Tuzla, Central Bosnia, and Una-Sana Cantons;
c) Among those employed, 51.4% had concluded permanent employment contracts, while 48.6% had fixed-term employment contracts;
d) The largest proportion of the Faculty's graduates were employed as imams, accounting for 60.5% (23 out of 61 graduates). Furthermore, 20% of respondents (12 out of 61 graduates) found employment outside the Islamic Community in Bosnia and Herzegovina, in other institutions, companies, and organisations. It was observed that only a very small proportion of graduates were employed as teachers/professors of Islamic Religious Education, namely 3.3% (2 out of 61 graduates), while only 1.6% (1 out of 61 graduates) were employed in other positions within the organisational structure of the Islamic Community in Bosnia and Herzegovina (outside local congregations);
e) Among those employed, 19.7% (12 out of the total of 61 graduates) concluded employment contracts abroad, primarily within Bosniak Islamic communities in the diaspora affiliated with the Islamic Community in Bosnia and Herzegovina;
f) From the time of graduation until obtaining employment, 36% of respondents (22 out of 61 graduates) waited one year, 10% (6 out of 61) waited two years, and 7% (4 out of 61) waited three years. Nineteen students had secured employment before completing their studies.

The Committee made several recommendations, among which the following are highlighted:

a) that the Faculty Council submit an initiative to the Founder for the development of the occupational standard for Imam and the qualification standards for the Bachelor/Master of Islamic Theology and the Bachelor/Master of Imamate as the basis for future revisions of the relevant study programmes. The Riyasat of the Islamic Community in Bosnia and Herzegovina accepted this initiative;
b) that the Dean initiate discussions with the Founder of the Faculty regarding the employment policies of the Islamic Community in order to improve employment opportunities for Faculty graduates within the institutions and organisational units of the Community;
c) that the Dean initiate discussions with the Muftis of the Islamic Community in Bosnia and Herzegovina and potential donors with the aim of considering scholarship schemes for Faculty students, accompanied by an obligation to work within the mufti districts for a specified period of time. In particular, it is necessary to ensure a wider geographical distribution of graduates from Sarajevo Canton to other parts of the country;
d) that the Dean initiate discussions with the Founder of the Faculty regarding employment opportunities for graduates holding the Bachelor of Islamic Religious Education and Religious Pedagogy degree and the Master of Islamic Studies degree (specialisation in Religious Pedagogy) within Majlises (for work with children and youth), as well as the need to revise the regulations governing the employment of educators in madrasas. This recommendation has been partially implemented through the development of occupational standards;
f) that the Students' Association, with the support of the Dean, organise an annual "Career Fair" for final-year students, inviting representatives of Majlises, institutions and bodies of the Islamic Community in Bosnia and Herzegovina, Bosniak Islamic communities in the diaspora,

and other potential employers to present employment opportunities and the competencies required for vacant positions;
g) that, following the example of career development and planning centres operating at certain constituent units of the University of Sarajevo and at other universities in the region and worldwide, activities aimed at advising students on future employment opportunities be planned and implemented by, and/or with the participation of, professional associates responsible for practical training and mentoring of students.

On the other hand, the *Analysis and Management of Human Resources Data of the Islamic Community*, prepared by the Centre for Training and Human Resources of the Riyasat of the Islamic Community in Bosnia and Herzegovina (session of the Council of Muftis and the Riyasat, 3–4 July 2024), indicates that the number of imams retiring due to old age will begin to increase significantly from 2024 onwards. While only three imams retired in 2024, between 2025 and 2028, between 11 and 16 imams are expected to retire annually. During the following decade, this figure is projected to range between 22 and 35 imams per year. The peak of this retirement wave is expected in 2044 and 2045, when as many as 72 imams are projected to retire annually. These figures should also be supplemented by the need to replace imams leaving service for other reasons, such as resignation, appointment to other positions within the Community, disability retirement, death, and other causes.

According to the same analysis, a significant wave of retirements among teachers of Islamic Religious Education is expected to begin in 2033. In order to ensure a sufficient number of qualified replacements, enrolment quotas should be increased five years earlier. The peak of this wave is expected in 2042, when 57 teachers of Islamic Religious Education are projected to retire in a single year. These figures should likewise be supplemented by the need to replace teachers leaving the profession for other reasons, including career changes, transfer to other positions, disability retirement, death, and other circumstances.

3.2.4.2. *Study programmes are aligned with scientific and educational standards and achievements in a particular scientific/artistic field, the requirements of related scientific fields with the aim of acquiring multidisciplinary knowledge, labour market requirements, and international reform processes.*

The Statute of the University, Article 13, paragraph (2), points e) and m), and Article 25, states international quality standards and the European humanistic and democratic tradition, as well as alignment with the European higher education system, as principles of the University's work. The Rulebook on the Proposal of Study Programmes, in Article 7, provides for two reviews when initiating new study programmes. At least one review must be conducted by a reviewer from outside Bosnia and Herzegovina.

The Master in Islamic Studies is a one-year continuation of the first cycle of studies in the field of Islamic Theology and, as such, is focused on contemporary Islamic studies. Given the duration of the programme and the need to focus on the preparation of the final thesis, there is limited space for interdisciplinarity beyond the field of Islamic studies; however, master's theses often transcend the boundaries of narrower scientific disciplines.

The Faculty's management and academic staff generally monitor the activities of other related institutions in Europe, the United States, and Muslim-majority countries. This knowledge is used in the development of curricula and course syllabi, as well as in the delivery of teaching.

Study programmes are largely aligned with labour market requirements. The results of the Study on the Competencies of Islamic Community Personnel in Bosnia and Herzegovina: From Acquired to Required Competencies (El-Kalem and the Faculty of Islamic Studies, University of Sarajevo: Sarajevo, 2022) demonstrate the significant relevance of the competencies acquired through the study programme for labour market needs. Identified discrepancies will be taken into account during future revisions of the programmes.

3.2.4.3. *The objectives of the study programme and learning outcomes are clearly defined and consistent with the content of the study programme and the level of the study cycle, and are aligned with the institution's strategy. The objectives of the study programme and learning outcomes are comparable with the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.*

The *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina* (*Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*), in paragraph 7.1.1.10, provides that "Study Programmes of higher education institutions of the Islamic Community shall, like those of higher education institutions at public universities in Bosnia and Herzegovina, be based on clearly defined learning outcomes, which entails a shift from a concept based on what the teacher is expected to convey to what the student is expected to know."

No systematic monitoring of the implementation of the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* was carried out. In this context, the Faculty conducted its own analysis of the implementation of overarching higher education strategies in the area of quality assurance. In general, the objectives and learning outcomes of the Faculty's Study Programmes are consistent with the strategic orientation of the Islamic Community in Bosnia and Herzegovina towards high-quality higher education for imams, teachers in medresas, and Religious Education teachers (see Activity 7.1.2.3 under the strategic task of Quality Assurance and Control).

Given that the last significant revision of the Faculty's Study Programmes was carried out in 2019, coinciding with the adoption of the *University Development Strategy for the Period 2019–2023*, it is not possible to analyse the alignment of the adopted objectives and learning outcomes of the Study Programmes with the strategic objectives set out in the aforementioned document.

When introducing new and revising existing Study Programmes, the Faculty seeks to compare the objectives and learning outcomes of these programmes with the outcomes of similar programmes nationally and internationally, and to ensure the internal coherence and hierarchy of learning outcomes across the cycles of study.

The Curriculum of the Master in Islamic Studies (2023) provides that, upon completion of the programme, the student will be able to:

1. understand the challenges that contemporary civilisation poses to religion and religious sciences;
2. identify and critically examine the main topics related to the responsible understanding and living of Islam in today's world;

3. convey their knowledge and research findings to contemporary individuals, particularly young people, and participate in the processes of modernising Islamic and educational institutions in general;
4. apply basic pedagogical-psychological and didactic-methodological knowledge and conduct creative contemporary teaching at different levels;
5. write professional and research papers that are linguistically, substantively, and methodologically correct;
6. act independently and responsibly from an Islamic perspective and develop religious life in contemporary society;
7. critically analyse their own religiosity, articulate religious and theological life questions, and formulate open religious visions;
8. shape pedagogical and social groups as communities characterised by deepened and diverse interpersonal relationships, as well as group dynamics based on heterogeneous socialisation;
9. develop quality communication with persons of different ideological, religious, and cultural traditions, work in teams, and accept others and those who are different;
10. demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at an advanced level;
11. perform various cultural, educational, and social activities that require a humanistic education.

The Senate of the University of Sarajevo, by Decision (No. 01-8-75/24 of 24 April 2024), obliged faculties and academies to harmonise the descriptions of their study programmes with the Rulebook on the Procedure for the Adoption and Amendment of Study Programmes at the University of Sarajevo, with the aim of preparing for the accreditation of study programmes. For this purpose, the Faculty Council, at its session held on 23 October 2024, adopted the proposal for the revision of five study programmes. The Founder provided consent to the adopted proposal, which will, in the continuation of the procedure, be submitted to the Senate for adoption. This revision was focused on the vertical and horizontal synchronisation of learning outcomes, including the development of a learning outcomes matrix, as well as appropriate methods for evaluating student achievements. The revised learning outcomes of the Master in Islamic Studies are presented below.

Upon completion of the Master in Islamic Studies, the student will be able to:

1) understand the challenges that contemporary civilisation poses to religion and religious sciences;
2) identify and critically examine the main topics related to the responsible understanding and practice of Islam in today's world;
3) convey their knowledge and research findings to contemporary individuals, particularly young people, and participate in the processes of modernising Islamic and educational institutions in general;
4) independently evaluate Qur'anic and tafsir-related content through the analysis of their key terms, themes, and issues;
5) explain different perceptions of the Sunnah and its normativity throughout the history of Muslim thought;
6) express a personal position on the authority and normativity of the Sunnah, develop quality communication with persons of both the same and different identities based on Sunnah-based instructions, and apply basic principles for successful work with socially

vulnerable and marginalised categories of society and persons with developmental difficulties;
7) contribute to the creation of a new spiritual paradigm based on Islamic sources and participate in dialogue with numerous institutional as well as theoretical critiques of religion as such;
8) independently and collaboratively conduct research on contemporary fiqh-related topics, demonstrating particular sensitivity towards ethical and legal dilemmas in contemporary Bosnian-Herzegovinian society and the broader European context;
9) gain insight into the main archives and libraries for the study of the history of Muslim peoples and societies; and become qualified for research in the fields of history and ethnography of Muslim peoples;
10) critically analyse contemporary Islamic movements;
11) articulate the complexity of issues arising from Muslim presence in Europe;
12) interpret ethical concepts and moral themes, present the fundamental ideas of classical and contemporary Muslim ethical thought, and critically and responsibly examine Qur'anic moral frameworks;
13) independently plan, design, and conduct religious education and creative contemporary religious instruction for all age groups by applying fundamental pedagogical-psychological and didactic-methodological knowledge;
14) write professional and research papers that are linguistically, substantively, and methodologically correct;
15) act independently and responsibly from an Islamic perspective and develop religious life in contemporary society;
16) critically analyse their own religiosity, articulate religious and theological life questions, and formulate open religious visions;
17) shape pedagogical and social groups as communities characterised by deepened and diverse interpersonal relationships, as well as group dynamics based on heterogeneous socialisation;
18) develop quality communication with persons of different ideological, religious, and cultural traditions, work in teams, and accept others and those who are different;
19) critically evaluate issues of culture, social integration, and the prevention of radicalisation, political systems, and the relationship between the state, law, and religion in Western countries;
20) participate in teamwork and manage conflicts;
21) demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at an advanced level;
22) classify and compare Qur'anic readings (qirāʾāt) and interpret their different aspects; interpret the principles of Qur'anic orthography and compare contemporary mushaf editions;
23) perform various cultural, educational, and social activities that require a humanistic education.

When it comes to the comparability of the Master in Islamic Studies with related study programmes in the European Union and Muslim-majority countries (e.g., centres/institutes of Islamic theology in Tübingen and Osnabrück, Germany; Faculties of Theology (Ilahiyat Faculties) in Turkey; the International Islamic University Malaysia, and others), this programme should be viewed as the final stage of the Islamic Theology study programme at the first cycle level. In this context, comparability is reflected in the combination of classical and contemporary approaches to various Islamic disciplines (Qur'anic studies, interpretation and Qur'anic philology, Prophetic tradition, Islamic theology, Islamic law, Islamic civilisation,

Islamic philosophy, Islamic religious pedagogy) with other humanities and social sciences (general philosophy, general pedagogy and psychology, Arabic and English languages, communication studies, management, and others). Almost identical branches of Islamic Studies are represented in the Islamic Theology programme at the University of Tübingen and at Marmara University.

Of the total number of teaching staff engaged in the implementation of the three first-cycle study programmes over the past five years, seven (7) participated in teaching staff exchange programmes, mainly through Erasmus. During the same period, four (4) students of the Master in Islamic Studies, second cycle of studies, stayed at partner institutions (through Erasmus, in Germany, Qatar, Kuwait, and Turkey). Since 2019, the Faculty has been a (co-)organiser of seven international conferences and summer schools:

1. 26–30 August 2019, in cooperation with the Perennia Verba Association from Rome (Italy), the summer school "Ibn Arabi and His Interpreters";
2. 24–26 August 2022, co-organised with the Association for the Study of Travel in Egypt and the Near East (ASTENE), the international conference entitled "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond";
3. 15–16 September 2022, co-organised with ResetDoC, the conference "Getting to Reconciliation: A Comparative Perspective";
4. 18–23 September 2022, in cooperation with the Centre for Islamic Theology in Tübingen, "Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)";
5. 27–29 April 2023, co-organised with the Institute of Art History of the University of Vienna, "Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe";
6. 7–9 October 2023, co-organised with George Mason University, the conference "Islamic Moral Theology";
7. 20–21 November 2023, co-organised with ResetDoC, Georgetown University, Birmingham University, and others, the conference "Islam and Pluralism".

3.2.4.4. *Learning outcomes are defined and specified at each level of the study programme and are linked to qualification standards, the Qualifications Framework in Bosnia and Herzegovina, and the Qualifications Framework for the European Higher Education Area (FQ-EHEA).*

It should be noted that there is no fully developed Qualifications Framework for Bosnia and Herzegovina and that, by the time this report was finalized, the qualification standards within the Islamic Community in Bosnia and Herzegovina had not been adopted in their final version. These are external factors over which the Faculty had no influence. Therefore, our analysis is limited to the alignment of the learning outcomes of the Faculty's Study Programmes with the following documents:

a) *Fundamentals of the Qualifications Framework of Bosnia and Herzegovina* and the *Qualifications Framework for the European Higher Education Area*;

b) existing regulations of the Islamic Community in Bosnia and Herzegovina containing provisions on the competencies required for performing the duties of imam, chief imam,

Islamic Religious Education teacher/professor, and teacher/professor and educator in medresas (*Rulebook on Imams* of 2008, *Rulebook on Religious Education Teachers* of 2011, *Rules of Medresas*, and the *Curriculum of Medresas*);

Given that the qualification standards acquired upon completion of the First Cycle of Study at higher education institutions of the Islamic Community in Bosnia and Herzegovina had only recently been adopted in draft form, and that qualification standards for the Second Cycle of Study had not yet been developed, it was not possible to analyse the relationship between the learning outcomes of the Faculty's Study Programmes and the relevant qualification standards. However, it is possible to determine the alignment of the learning outcomes of the Study Programmes with the *Fundamentals of the Qualifications Framework of Bosnia and Herzegovina* and the *Qualifications Framework for the European Higher Education Area*.

As previously stated, learning outcomes are defined at the level of the Study Programmes and subsequently at the level of each course. Learning outcomes encompass knowledge, skills and values, as well as subject-specific and generic competencies. As part of the latest revision (October 2024), vertical and horizontal synchronization of learning outcomes with the learning outcomes matrix was carried out.

It should be noted that approval of the Study Programmes and the defined learning outcomes of these programmes is granted by the highest bodies of the Islamic Community in Bosnia and Herzegovina, the Faculty's founder and the principal employer of its graduates. In addition, the regulations of the Islamic Community in Bosnia and Herzegovina (*Rulebook on Imams*, *Rulebook on Religious Education Teachers*, *Rules of Medresas*, and *Curriculum of Medresas*) prescribe the qualifications required for establishing an employment relationship, as well as job descriptions. Thus, for example, Article 51 of the Rulebook on Imams stipulates that an imam, among other duties, performs the following:

- conducts maktab (religious education) classes;
- leads the congregation in performing daily prayers;
- delivers religious sermons (wa'z) in a mosque or prayer space (mesjid);
- delivers Friday (Jumu'ah) and Eid sermons and leads the congregation in prayer;
- performs funeral prayers (janazah) and other religious rites for deceased Muslims;
- works on promoting and distributing Islamic publications issued or recommended by the Islamic Community in Bosnia and Herzegovina;
- maintains the official registers of the congregation and the mosque chronicle;
- informs Muslims about the importance of waqf and other forms of assistance for the needs of the Islamic Community in Bosnia and Herzegovina;
- follows Islamic literature with the aim of improving their own Islamic education and applies the acquired knowledge in practice;
- performs Islamic marriages (nikah) within their congregation upon authorisation by the chief imam.

Similarly, Article 2 of the Rulebook on Religious Education Teachers stipulates that a religious education teacher is a person who, in accordance with the provisions of the Rulebook, conducts Islamic religious education classes, i.e., engages in educational work in preschool, primary, and secondary educational institutions, regardless of their teaching, scientific, or associate title and regardless of the type of contractual relationship with the educational institution.

3.2.4.5. ***The curriculum contains at least: an overview of compulsory and elective courses, the general content of the teaching material for each course (divided according to the number of weeks/teaching units within one semester), student workload per course, the credit value of each course expressed in accordance with ECTS, methods of assessment and evaluation of students' continuous acquisition of knowledge, the ECTS credit value of the final thesis at the first and second cycle of studies, depending on the status of the institution, quality assurance methods, a list of compulsory and supplementary literature for each individual course, and the compulsory and specific equipment required for the implementation of the programme/course according to the requirements of the scientific/artistic field.***

The Curriculum of the Master in Islamic Studies contains all the necessary elements prescribed by this subcriterion. Quality assurance methods were incorporated during the latest revision of the programme (October 2024). In addition, the Faculty's website contains a separate section entitled "Quality Assurance"**,** which provides relevant information and regulations related to the quality assurance of study programmes. Regarding the equipment required for the implementation of the programme/courses, it mainly consists of computers and projectors.

The Faculty has left the assessment of student workload in individual courses to the respective course teachers. The Vice-Deans for Teaching and Quality Assurance became involved only in cases where students expressed concerns regarding excessive workload. During the latest revision, the Commission for Amendments to Study Programmes conducted an assessment and adjustment of workload for individual courses according to the formula that one ECTS credit corresponds to 25–30 hours of student work.

The Faculty uses the templates for course catalogue and implementation syllabi prescribed by the University. Each syllabus contains: the course code, the number of ECTS credits assigned to the course, the course status (compulsory or elective), the number of hours of lectures, seminars, and practical classes, the year and semester in which the course is delivered, the course holder within the relevant field, prerequisites for enrolment if applicable, course content, weekly thematic units, learning outcomes, teaching methods, knowledge assessment methods with the grading structure, and compulsory and elective literature. In most syllabi, all sections have been consistently completed, particularly following the revision conducted in October 2024.

During the revision in October 2024, improvements were made to the teaching methods and assessment methods in the syllabi, which had not always been specified in previous curricula. According to the new curricula, the most frequently used teaching methods include: lectures, practical classes, seminars, teamwork, pair work, practical work, textual methods, visual-demonstrative methods, workshops, case studies, independent assignments, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutorial groups, discussion and dialogue-based methods, etc. The most frequently used assessment methods specified in the syllabi include: written examinations, oral examinations, combined models consisting of written and oral examinations, mid-term tests, quizzes, case study analyses, analysis of practice diaries, research and other projects, etc.

3.2.4.6. *The higher education institution ensures: interdisciplinarity/multidisciplinarity of the curriculum, internationalisation of the curriculum, interaction with professional practice, implementation of practical training, and active participation of students in scientific/artistic research within the framework of the study programme.*

The Faculty ensures interdisciplinarity and multidisciplinarity of study programmes to a significant extent, which is demonstrated by the presence of courses not only from Islamic sciences but also from other humanities and social sciences. In practice, the majority of courses within the departments of Qur'anic philology, Islamic civilisation, Islamic philosophy, religious pedagogy, and religious psychology are not strictly disciplinary, i.e., theological, but rather establish correlations with other humanities or social sciences.

The Faculty does not ensure internationalisation of curricula and study programmes to a sufficient extent, considering that there are no courses delivered in the English language. Such courses have never been offered at the first cycle of studies. For two years, the Faculty had one second-cycle study programme delivered in English, but it has not been active since the academic year 2021/2022. In addition, students are reluctant to participate in study stays abroad. On the other hand, the Faculty frequently hosts visiting lecturers and professors (internationalisation at home). Thus, it regularly engages foreign lecturers for English (from the United States) and German (from Austria), and occasionally hosts guest lecturers from abroad (the United States, Germany, Russia). Furthermore, in certain courses, consultation-based instruction in English is provided for foreign students staying at the Faculty within the Erasmus student mobility programme. A number of Faculty students complete their imam-mu'allim practical training in Islamic Community of Bosnia and Herzegovina congregations abroad, in the United States and several Western European countries, where they have the opportunity to become acquainted with different cultures and communities.

Regarding practical training, it is mainly implemented at the first cycle of studies. Only students who choose to specialise in the field of Religious Pedagogy within the Master in Islamic Studies have practical training amounting to 4 ECTS credits, as indicated in the Curriculum.

Students are partially (i.e., within certain departments) involved in scientific research projects within the framework of the study programme. An example is the participation of students in research projects of the Department of Sharia Law (Fiqh): Bibliography of Works in Fiqh**;** Main Trends in the Interpretation of Sharia through Responses to Questions Raised in Bosnia and Herzegovina, 2000–2005**.** If the study of Qur'an recitation is considered within the scope of artistic engagement, then this involvement is significant.

3.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

3.3.4.1. *Academic staff involved in teaching are adequately prepared and motivated for this activity and, in preparing for teaching, take into account the results of student surveys evaluating the quality of learning and teaching.*

Teaching evaluations have been conducted almost continuously since 2016. Starting from the summer semester of the 2019/20 academic year, they have been conducted in accordance with the provisions of the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Study Programmes, adopted on 19 December 2018*.

The *results of the first evaluation surveys* were, in some cases, worryingly poor. However, thanks to the continuous efforts undertaken within the established internal quality assurance system, there has been a significant reduction in deficiencies in the delivery of teaching, although there is still room for improvement. The issue of the impact of student evaluations on the quality of teaching and the motivation of teaching staff is addressed in greater detail under Sub-criterion 9.2.

The Faculty rewards the highest-rated teachers and teaching assistants (pursuant to the Decision of the Faculty Board of Governors No. 01-UO-2-232/23 of 23 February 2023), while the University rewards teachers who publish papers in citation databases and with renowned international publishers.

The professional competence of academic staff is ultimately assessed by the University Senate when promoting teaching and academic staff to higher academic ranks. Since the Faculty became part of the University, the University Senate has rejected the Faculty Council's proposals for appointment to academic ranks in only a few cases.

3.3.4.2. *Academic staff motivate and involve students in assuming an active role in research, scientific research and the educational process, with appropriate guidance, consultations and support.*

At the second cycle of study, seminar papers and other research papers may be included in each course.

Teaching staff have clearly designated office/online consultation hours with students, lasting at least five teaching hours per week, which provide opportunities to encourage students to take an active role in the teaching and research process. Consultation hours are published on the Faculty's DL platform.

Part-time students are informed in a timely manner about their obligations and opportunities to attend classes. Special consultation-based teaching is organized for them at the Faculty according to a schedule established for each semester. In addition, the Faculty's academic calendar specifies the teaching weeks during which part-time students may follow classes via the Faculty's DL platform in a hybrid format, i.e. simultaneously in the classroom and online.

The availability of academic staff for student consultations, as well as the encouragement of students to assume an active role in the teaching and research process, are also evaluated and

analysed within semester teaching evaluation reports, which include corrective measures and other recommendations for improvement.

Individual Faculty departments involve students in the implementation of professional or scientific research projects, with student engagement being taken into account in the overall assessment structure of the relevant courses.

As an example of good practice in involving students in international professional projects, we may mention research on the attitudes of Muslims in Bosnia and Herzegovina towards the payment of zakat and the organization of zakat collection in Bosnia and Herzegovina, the results of which were partially presented in a paper by two Faculty teaching staff members published in the journal *Novi Muallim*.

In accordance with the Report on the Evaluation of Study Programmes for the 2021/22 academic year and the recommendations of the Faculty Quality Assurance Committee adopted by the Faculty Council, the Vice-Dean for Scientific Research sends calls to the Faculty departments to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects as part of compulsory or elective courses at the first and second cycles of study. Student participation in these projects may be assessed as part of the course grade.

In the Master in Islamic Studies, 66 final theses were defended in the period from 2019 to 2023. Graduates of the study programme obtained the academic title of Master of Islamic Studies in the following fields:

- Qur'anic Interpretation (Tafsir) – 14 graduates;
- Prophetic Tradition (Hadith) – 11 graduates;
- Islamic Theology (Aqidah) and Comparative Religions – 9 graduates;
- Islamic Law (Fiqh) – 8 graduates;
- Islamic Civilization – 7 graduates;
- Islamic Religious Education and Religious Pedagogy (Tarbiyah) – 14 graduates;
- Islamic Philosophy (Falsafah, Hikmah and Irfan) – 1 graduate.

In accordance with the Report on the Evaluation of Study Programmes for the 2021/22 academic year and the recommendations of the Faculty Quality Assurance Committee adopted by the Faculty Council, recommendations are continuously communicated to the Faculty departments to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects as part of compulsory or elective courses. Student participation in these projects may be assessed as part of the course grade (e.g. as points awarded for a seminar paper, etc.).

3.3.4.3. *Students are assessed through publicly available procedures for fair, transparent and consistent assessment, as well as through various forms of assessment of knowledge and skills, in accordance with the specific features and objectives of the study programme.*

The Faculty strives to ensure that students are assessed in accordance with the provisions of the *Statute of the University of Sarajevo* (Articles 183–187) and the *Rules of Study for the First and Second Cycles of Study at the University of Sarajevo* of 2023 (Articles 44–54). The Dean and the Vice-Deans for Teaching and Quality generally respond effectively to student

complaints concerning non-compliance with the provisions of the Statute and the Rules. There have been no significant changes in these regulations to the methods of assessing student achievement compared to the previous rules. Teaching staff and students can familiarise themselves with the assessment rules by consulting the *Rules of Study* available on the Faculty's website, as well as through explanations provided by the Vice-Deans for Teaching and Quality at Council meetings and during dedicated consultation sessions.

The methods of assessment are defined in the course syllabi, which form part of the curriculum (Master in Islamic Studies). As evident from the syllabi, continuous assessment is envisaged and implemented for all courses and generally consists of at least three components: a seminar paper or other assignments during the semester, a midterm examination, and a final examination. Examination schedules, results, and dates for reviewing examination papers are published on the Faculty's DL platform.

In practice, students occasionally complain about deviations from the published assessment methods, which are generally resolved through discussions between the Dean and the Vice-Deans for Teaching and Quality and the relevant teacher or teaching assistant, or with the students concerned.

To date, no comprehensive and in-depth analysis has been conducted of the alignment of the prescribed assessment methods with the objectives and learning outcomes of the Study Programmes. However, with a view to improving practice in this area, a professional seminar for teaching staff on the topic "Aligning the Assessment of Student Achievement with Learning Outcomes" was held at the Faculty on 7 June 2024. The seminar included a theoretical component and an analysis of written examinations administered by the Faculty's teaching staff based on a selected sample, with examples of good practice and recommendations for improvement.

In recent years, the most successful students have participated in the delivery of teaching as demonstrators. This practice has proven beneficial, as it has provided young colleagues with an opportunity to gain practical experience, enabled the Faculty to become better acquainted with their capabilities, and provided support to teaching staff, particularly in cases where no teaching assistant is assigned to a course.

3.3.4.4. *Assessment procedures regulate the organization of tests and examinations, the assessment criteria and methods applied by examiners and examination committees, transparency of assessment, and students' right to appeal against assessment decisions.*

Assessment procedures are regulated by Articles 44–55 of the *Rules of Study of the University of Sarajevo* and are generally applied consistently, with minor deviations (e.g. the examination schedule is not always published within the first two weeks of the academic year, as stipulated by Article 68 of the *Rules of Study*). The Faculty is part of the e-UNSA system, which has significantly facilitated the procedures for examination registration, recording grades, maintaining records of passed examinations, and analysing pass rates. There are occasional student complaints regarding the inability to gain insight into the assessment methods applied by individual teaching staff, but such cases are rare.

3.3.4.5. *The higher education institution has a procedure defining the process of preparation, structure and assessment of students' final thesis for a given cycle of study, as well as the rights and obligations of students and supervisors and the requirements for supervision.*

The Master in Islamic Studies provides for the preparation of a final thesis in the second semester. The process of preparation, structure and assessment of the final thesis, as well as the rights and obligations of students and supervisors and the requirements for supervision, are defined by the *Rules of Study for the First and Second Cycles of Study at the University of Sarajevo.* The procedures prescribed by the Rules are consistently implemented, under the supervision of the Vice-Dean for Teaching, Heads of Departments and the Student Affairs Office.

3.3.4.6. *Student representatives are involved in the work of higher education institution bodies responsible for the management of and decision-making on study programmes.*

Article 68, paragraph (4) of the Law on Higher Education provides that: "Members of the council of a higher education institution unit shall include the Vice-Dean for Students and at least one student representative from each cycle of study organized at the higher education institution, elected by the student council or the student association of the higher education institution." Article 109, paragraph (1), item e), as well as items (6) and (7) of the Statute of the University regulate the method of election and the duration of the term of office of students who are members of the Council.

In practice, the Faculty Council includes the Vice-Dean for Students and three student representatives, with one student representing each cycle of study, which at the beginning of the 2023/24 academic year accounted for 17% of the Council's membership. Evidence of their participation is provided in the minutes of the Faculty Council meetings.

Student members of the Council generally attend its meetings and most frequently participate in discussions that directly concern their studies and standards of student life.

3.3.4.7. *The higher education institution has established mechanisms and procedures for providing students with support and counselling regarding their future career development.*

The *Rulebook on the Internal Organisation and Job Classification of the Faculty* provides for two positions of Professional Associate for Mentoring and Educational Support to Students. According to the Rulebook, the Professional Associate for Mentoring and Educational Support to Students, among other duties:

- coordinates and partially implements the academic orientation programme for students enrolled in the first year of the first cycle of study;
- within a 40-hour working week, provides 20 contact hours with students;
- continuously works on developing students' motivation for learning, professional development and acquisition of new knowledge, skills and competences;
- particularly encourages students to learn foreign languages and coordinates their participation in language-learning programmes.

Due to budgetary constraints, these positions have not yet been filled; however, the Faculty management is working towards filling them. At present, given the relatively small number of

students at the Faculty, students frequently have individual consultations with teaching staff regarding these matters. Finally, students have access to the functional Student Support Office of the University Rectorate.

3.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

3.4.4.1. ***Admission of students to a study programme at any cycle of study is carried out on the basis of legal provisions and clear and transparent criteria, including assessment of candidates' knowledge, aptitudes and abilities, as well as their previous educational achievements, in accordance with analysed societal needs and the resources available for the implementation of the programme. The admission call is publicly announced on the institution's website and in the media.***

As a full-fledged member of the University, the Faculty conducts student admission and enrolment procedures in accordance with the applicable normative acts: the *Law on Higher Education of the Sarajevo Canton*, the *Statute of the University of Sarajevo*, and the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

The enrolment procedure for each academic year begins with the Faculty Council determining a proposal for the number of students to be admitted as full-time students, full-time self-financing students, part-time students, or international students. The proposal must receive the approval of the Faculty's founder, the Riyasat of the Islamic Community in Bosnia and Herzegovina, and is subsequently submitted through the University Senate to the Government of Sarajevo Canton for approval. Following the approval of the Sarajevo Canton Ministry of Education, Science and Youth, the University's admission call is adopted and, together with the Faculty's internal admission call, which provides detailed information on the admission procedures, criteria and scoring methods, is published on the Faculty's website.

UNSA Admission Call for the First and Second Cycles, 2024/25

Since the 2020/21 academic year, the process of selecting and admitting candidates has been carried out through the unified ISSS/e-UNSA information system (the Faculty has been using e-UNSA since June 2022). The Commission for the Admission and Enrolment of Candidates verifies the submitted applications, while the system ranks candidates according to the adopted criteria. The unified ranking lists also include candidates from countries formed following the dissolution of the former Socialist Federal Republic of Yugoslavia (SFRY), thereby ensuring equal access and equal opportunities for all candidates who meet the requirements of the admission call. Following the publication of the ranking lists, candidates have the right to appeal to the Faculty Council, after which the final ranking lists are established and the enrolment of admitted candidates is carried out. The ranking lists are publicly available and published using the code assigned to candidates upon registration for online enrolment.

Second-cycle ranking lists 2024/25

The enrolment plan provides for the admission of a certain number of part-time students. In order to enable them to acquire the knowledge, skills and competences defined by the learning outcomes of the study programmes, the *Rules of Study* require that classes for part-time students

be organized in the classroom for at least one third of the number of hours prescribed for full-time students. The remaining teaching is organized online, through various forms of consultation, and in other appropriate formats. Students who are employed may study only with part-time student status.

The syllabi of all courses within the study programmes contain precise information on methods of assessing knowledge and achievement, a list of student obligations, and required and recommended literature, which students are introduced to during the first classes of the semester. All curricula and study programmes are published on the Faculty's website.

Based on the University's academic calendar, the Faculty prepares its own academic calendar in accordance with students' practical obligations related to the month of Ramadan, as well as other Faculty activities.

The teaching schedule is published on the Faculty's DL platform and contains all prescribed elements: the name of the study programme, the study year, the name of the course, the time and location of classes, and the names of the teaching staff involved in teaching. An electronic record of delivered classes is maintained through the Faculty's DL platform.

Student knowledge is assessed through written, oral and practical forms of assessment, in accordance with the curriculum. Examination schedules, including the time and place of examinations, are published on the DL platform. Examination results are mandatorily published on the e-courses on the DL platform, together with the dates for entering grades in students' grade books and reviewing examination papers. Students' performance, i.e. the grades achieved, is entered into the grade books and the eUNSA system, after which examination registration forms are printed and submitted to professors for signature. Subsequently, the grades are entered into the official student registers, the forms of which are prescribed by the *Rulebook on the Content and Form, Method of Maintaining Official Student Registers and Records of Issued Diplomas*. The signed and certified examination registration forms are filed in students' personal files and retained permanently.

At the end of each examination period, an analysis of student pass rates is conducted, and, based on the results, necessary adjustments are implemented in accordance with Article 51 of the *Rules of Study*. At the end of each semester, a student evaluation of the teaching process is conducted, the results of which are analysed and taken into account as a corrective measure for the subsequent period. Student progression, as well as the rate and reasons for withdrawal from studies, are regularly recorded and analysed, with recommendations for corrective measures.

Second-cycle students select a supervisor and thesis topic for the preparation of their final theses. The procedure for registering, preparing and defending the final thesis is prescribed by the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

Students with disabilities have the right to individualized arrangements in the implementation of the teaching process and when taking examinations (e.g. students with motor impairments have been permitted to take examinations orally). Faculty students who achieved a grade point average of 9.5 or higher in the previous academic year are eligible for scholarships from the Fund for Scholarships for Exceptionally Talented Students of the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. With the support of the "Bosniaks" Fund, the "Gazi Husrev-beg" Fund from Germany, and the Ćurčić

Waqf, five permanent annual scholarships have been secured. In addition, the "Bejtul-mal" Fund of the Riyasat of the Islamic Community in Bosnia and Herzegovina awards scholarships to students who obtain the required number of points in its scholarship competition.

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

Procedures have been established governing the recognition of qualifications on the basis of Articles 281 and 282 of the *Statute of the University of Sarajevo*. Article 281 provides as follows: "(1) Recognition of a foreign higher education qualification is a procedure through which the holder of a qualification is granted the right to access employment (professional recognition), or the right to continue education (academic recognition). (2) Recognition of a foreign higher education qualification shall be carried out in the manner and under the conditions established by law and the *Rulebook on the Recognition of Foreign Higher Education Qualifications*, adopted by the University Senate, while respecting the autonomy of theological faculties with regard to the right to professionally recognize such qualifications." Based on the aforementioned provisions of the University Statute, the *Rulebook on the Recognition of Foreign Higher Education Qualifications* was adopted.

The Faculty's founder adopted the *Rulebook on Specific Criteria in the Procedure for the Recognition of Foreign Higher Education Qualifications in the Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. The main specific feature is that the Faculty has the authority to conduct not only academic but also professional recognition of foreign qualifications. Namely, with the aim of improving the recognition procedure, during the public consultation on the draft Statute of the University adopted in 2023, the Faculty proposed that its autonomy as a theological institution be recognized in the area of both academic and professional recognition. Based on this proposal, a provision was incorporated into Article 281 of the Statute granting the Faculty autonomy in the area of professional recognition. Article 10 of the *Rulebook on the Recognition of Foreign Higher Education Qualifications* regulates the conduct of the professional recognition procedure "while respecting the autonomy of theological faculties with regard to the right to professionally recognize such qualifications."

The procedure is the same as that applicable to academic recognition, which is regulated by Article 13 of the same Rulebook: "For the purpose of conducting the academic recognition procedure, the Dean of the Faculty shall, by decision, appoint a Commission consisting of three to five members from the scientific field or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought." The procedure for academic recognition of a foreign higher education qualification includes an administrative review and a professional assessment, and, where necessary, verification of the authenticity of the educational document. The administrative review entails determining the formal and legal compliance of the application submitted. The professional assessment is conducted by the Commission responsible for carrying out the recognition procedure. Verification of authenticity is conducted where there are indications that the submitted document is not authentic. The Commission submits to the Council a report containing a recommendation for adopting a decision on the application for recognition of the foreign higher education qualification. Based on the Commission's report and recommendation, the Council is required to decide on the application for academic recognition of a foreign higher education

qualification within 30 days. The decision on the application is signed by the Dean of the Faculty. The applicant has the right to lodge an appeal against the decision with the University Senate.

As a member of the University, the Faculty acts in accordance with the regulations governing the work of the University, including those governing the recognition of foreign qualifications. Since the University has aligned its regulations on the recognition of foreign qualifications with the principles of the Lisbon Recognition Convention, it is ensured that the procedures conducted by the Faculty in this area are indirectly aligned with the Lisbon Recognition Convention.

In accordance with the provisions of Article 282 of the University Statute, the *Rulebook on the Equivalence of Previously Acquired Academic Titles, Scientific and Professional Qualifications* was adopted. This Rulebook regulates the procedure and criteria for the equivalence of previously acquired academic titles, as well as scientific and professional qualifications at the University. The Dean of the Faculty appoints a five-member Commission to conduct the equivalence procedure at the request of an interested party. After reviewing the required documentation, the Commission submits a proposal specifying the corresponding academic title/scientific or professional qualification that may be recognized for the applicant. Upon completion of the prescribed procedure, a certificate is issued on the prescribed form, which also contains the grade point average achieved in the previous study programme, which is transferred and taken into account for the purpose of exercising rights.

The equivalence of examinations passed at other higher education institutions, as well as the procedure for the equivalence of examinations passed by University students, is carried out in accordance with a general act adopted by the University Senate.

Pursuant to Article 282 of the Statute, the procedure for the equivalence of examinations passed at the University is regulated by the *Rulebook on the Equivalence of Examinations Passed at the University of Sarajevo*. In the Faculty's practice, the equivalence procedure is carried out in the following cases:

- Transfer from one Study Programme to another;
- Transfer from another related faculty;
- Transfer from a pre-Bologna study programme to a Bologna study programme;
- Recognition of examinations in similar courses passed at another organisational unit of the University;
- Recognition of examinations passed as part of a student exchange programme.

Pursuant to Article 4, paragraph (3) of the *Rulebook on the Equivalence of Examinations Passed at the University of Sarajevo*, a Commission for conducting the equivalence procedure was established (Decision on Amendments to the Decision on the Appointment of Faculty Commissions).

After a student submits an application for equivalence using the prescribed form, together with the required supporting documentation, the Committee reviews the submitted documents and makes a proposal regarding the equivalence of examinations passed for the programme to which the student is transferring. Based on the proposal, the Dean of the Faculty issues a decision on equivalence, against which the applicant has the right to appeal to the Faculty Council. The decision of the Faculty Council is final. Upon completion of the procedure, the

grades recognized through the equivalence procedure are entered into the student's file and the e-UNSA system. The Student Affairs Office maintains a register of decisions on equivalence.

In recent academic years, Faculty students have begun participating in the Erasmus mobility programme. The application and participation procedure is regulated by the Rulebook on Mobility at the University of Sarajevo. The required documentation is available on the Faculty's website, facilitating the application process and implementation of student exchanges. Upon completion of their exchange period, students are granted recognition of the corresponding examinations completed during the exchange. In the 2023/24 academic year, there was neither outgoing nor incoming student mobility at the Faculty; however, applications were submitted by eight candidates for the 2024/25 academic year.

3.4.4.3. *Graduates are awarded a document explaining the qualification obtained, including the learning outcomes achieved, as well as the context, level, content and status of the studies they attended and successfully completed.*

A student who has passed all examinations prescribed by the enrolled Study Programme and fulfilled all other obligations stipulated by the regulations governing higher education shall be awarded the corresponding academic title or professional/scientific qualification in accordance with the *Rulebook on the Acquisition and Use of Academic Titles and Scientific and Professional Qualifications at Higher Education Institutions in the Sarajevo Canton*. Upon successful completion of the study programme and pending the issuance of the diploma, the Faculty issues a certificate of completed studies as a public document, the form and content of which are prescribed by the *Rulebook on the Content of Public Documents*. Along with the certificate of completion of the respective cycle of study, a certificate of examinations passed, indicating the grades and number of ECTS credits, is issued. Both documents are printed from the unified e-UNSA system and remain valid on a temporary basis until the diploma and Diploma Supplement are issued.

Diplomas and Diploma Supplements are issued in Bosnian and, since the 2022/23 academic year, also in English. Due to the specific format of these documents and the fact that they contain the signature of the Reisul-ulema of the Islamic Community in Bosnia and Herzegovina, the Faculty previously printed them independently, unlike other University member institutions whose diplomas are printed directly from the ISSS/e-UNSA system. However, in the 2023/24 academic year, the Diploma Supplements of Faculty graduates were printed from the aforementioned system, while the Faculty prepared the diplomas independently. The diploma contains the name of the Faculty and the academic title and degree obtained by the holder. The Diploma Supplement is issued mandatorily together with the diploma to provide detailed information on the level, nature, content, system and rules of study, as well as the student's achievements during the course of study. The Rulebook on the Content of Public Documents stipulates that the Diploma Supplement contains the following information: identification of the qualification holder, name of the qualification, name of the study programme and level of the study cycle, achievements obtained during the course of study, mode of study, system and rules of study, academic and professional opportunities provided by the qualification, professional status of the qualification holder, eligibility for enrolment in the next level of study, additional information, and certification.

The certificate of completion of studies is issued immediately after the completion of studies, while diplomas for the first and second cycles of study are awarded once a year at the formal graduation ceremony for University graduates and master's degree holders. Diplomas for the

third cycle of study are awarded twice a year at the formal ceremony for the conferral of doctoral degrees.

In the 2023/24 academic year, 10 students completed the second-cycle study programme Master in Islamic Studies. The graduation ceremony for graduates and master's degree holders was held on 1 February 2025, pursuant to a decision of the University Senate.

3.5. HUMAN RESOURCES

3.5.4.1. *The number of competent academic staff (teaching staff and associates) and non-academic staff required for the quality implementation of the study programme is in accordance with the relevant act of the competent educational authority prescribing licensing criteria.*

The Faculty operates in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. *Teaching Plans* for the Master in Islamic Studies are adopted before the beginning of the academic year. The workload of teaching staff in the Master in Islamic Studies is within the framework established by these Standards and Norms. Occasionally, due to teachers' retirement or the promotion of teaching assistants to teaching positions, workload exceeds the prescribed norm; however, such excess workload generally remains within the limits set by the Standards and Norms.

In the implementation of teaching in the Master in Islamic Studies, during the summer semester of the 2023/24 academic year, 14 teaching staff members were engaged (7 full professors, 6 associate professors and 2 assistant professors), together with 5 associates (4 senior teaching assistants and 1 teaching assistant), two of whom were external teaching staff members from the University of Tuzla and the University of Zenica. Given that 109 students were enrolled in the Master in Islamic Studies in the 2023/24 academic year, the student-to-teaching-staff ratio was 8:1, while the student-to-associate ratio was 22:1. There are no foreign teaching staff members engaged on a continuous basis. Foreign teaching staff are occasionally engaged as guest lecturers for individual classes.

Teaching staff and associates involved in the Master in Islamic Studies study programme are regularly reminded that they are required to be available for five teaching hours per week for student consultations, which is generally observed. Office consultation hours are published on the DL platform under the "Consultations" section. The availability of teaching staff and associates is not a frequent subject of complaints in student evaluations or submissions.

The Vice-Dean for Teaching monitors the coverage of teaching in the Master in Islamic Studies study programme when preparing the teaching plan for each academic year. The Faculty Secretary regularly analyses the number and structure of academic staff involved in the Master in Islamic Studies study programme according to gender, length of service, academic rank and career progression. Finally, the Vice-Dean for Quality and the Quality Assurance Committee conduct surveys and analyse student evaluations of teaching in the Master in Islamic Studies study programme and propose measures for improvement, the implementation of which contributes to improving the situation. More information on the engaged teaching staff is available on the Faculty's website.

The Quality Assurance Committee regularly implements and reports on semester teaching evaluations for the Master in Islamic Studies study programme and monitors the implementation of adopted recommendations. To date, there has been no case in which the overall teaching performance of a Faculty-employed teaching staff member or associate involved in the Master in Islamic Studies study programme was rated below 2.5, which would have required the Dean to adopt a corrective measure pursuant to the Rulebook on Student Evaluation of the Performance of Academic Staff. However, there have been low ratings for individual items in the survey questionnaire, as well as comments that required the adoption and implementation of corrective measures.

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

Although the University, i.e. the Faculty, has not adopted a single document defining a human resources management policy covering all the areas encompassed by the above criterion (recruitment of academic staff, duties and workload, criteria for professional development, promotion and professional training, and mechanisms for monitoring the performance of academic staff, together with measures for improvement), these areas are regulated by various regulations adopted by the Government of the Sarajevo Canton, the University and the Faculty.

The *Law on Higher Education of the Sarajevo Canton* (2022) regulates the acquisition of academic ranks (Articles 111–120), elections to academic ranks (Articles 121–131), establishment of employment relationships and, in general, the labour-law status of academic staff (Articles 132–138), as well as other matters relating to academic staff (Articles 139–142). The Law also contains general provisions on recruitment, protection of rights, and the coordinated activities of non-teaching staff employed in the professional services of organisational units and the University's central services (Articles 143–145).

The *Statute of the University of Sarajevo* likewise contains provisions on the requirements for election to academic ranks (Articles 224–232), the election procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243). It also contains general provisions on recruitment, protection of rights, and the engagement of professional, administrative and technical staff (Articles 262–265).

The *Rules of the Faculty of Islamic Studies of the University of Sarajevo* regulate various aspects of human resources management at the Faculty, including the requirements for election to academic ranks (Articles 139–146), the procedure for election to academic ranks (Articles 147–160), the engagement of academic staff (Articles 161–165), non-teaching staff (Article 169), and the rules of conduct, rights and obligations of academic staff (Articles 170–178).

Criteria for the Election to Academic Ranks and Recruitment of Staff

Article 112 of the Law, i.e. Article 226 of the University Statute, stipulates that the requirements for election to academic ranks at higher education institutions are defined across four areas: scientific achievements and contribution, teaching abilities and contribution, contribution to the internationalization process, and social contribution, in accordance with the Guidelines for Election to Academic Ranks at the higher education institution. Article 112 of

the Law prescribes the minimum requirements for election to the academic ranks of Teaching Assistant, Senior Teaching Assistant, Assistant Professor, Associate Professor and Full Professor. Pursuant to Article 111, item f) of the University Statute, at its 4th regular meeting held on 5 April 2023, the Faculty Council adopted the *Proposal of the Guidelines for Election to Academic Ranks at the University of Sarajevo – Faculty of Islamic Studies* and submitted them to the competent service of the University Rectorate for further consideration. However, the Guidelines for Election to Academic Ranks at the University level have still not been adopted, pursuant to Article 116 of the Law, i.e. Article 227 of the University Statute, and these Guidelines should contain more detailed criteria for the election and promotion of academic staff.

According to Article 224 of the University Statute, a member of academic staff is, as a rule, elected in one scientific branch within a scientific field. However, a member of academic staff may also be elected in several related scientific branches within a scientific field. It is also stipulated that the University Senate, upon the proposal of the council of an organisational unit, shall establish the classification of courses within scientific areas, fields and branches. Until this classification is adopted, the University applies the *Decision on Determining the Parent Areas and Parent Courses of Higher Education Institutions of the University of Sarajevo* (2008).

According to Article 233 of the University Statute, before the beginning of the academic year, the council of an organisational unit is required to prepare and submit to the University Senate and Board of Governors a Dynamic Plan of Needs for announcing calls for applications for the election of academic staff to the same or a higher academic rank. In accordance with the adopted Dynamic Plan of Needs, the organisational unit initiates the procedure for the election of a member of academic staff upon obtaining the prior approval of the Senate. The election of academic staff is conducted on the basis of a public call for applications. The council of the organisational unit determines the proposal for announcing the call for applications for the election of academic staff and submits the decision to the University Senate. The Senate considers the proposal of the council and adopts a decision to announce the call for applications, which is published in at least one daily newspaper and on the websites of the University and the organisational unit, either a) no later than four months before the expiry of the election period of the existing member of academic staff or b) no earlier than six months before such expiry, which shall not be considered an early election. By way of exception, in the case of launching new Study Programmes, the teaching need is met through the announcement of calls for applications for all academic ranks. Pursuant to Article 9, paragraph (3) of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo*, in the procedure for the election of a member of academic staff, the Faculty is required to obtain an authorization (*murasela*) from the Raisu-l-Ulama of the Islamic Community in Bosnia and Herzegovina for the candidate proposed for election. More detailed provisions on obtaining the authorization (*murasela*) are contained in Article 154, paragraphs (4–6) of the *Rules of the Faculty*.

According to Article 236 of the University Statute, for the purpose of preparing a proposal for election to an academic rank, the faculty council appoints a Commission for Preparing the Proposal for Election. The Commission consists of at least three teachers, the majority of whom must be from the narrower scientific field for which the candidate is being elected, and all members must hold the same or a higher academic rank than the rank to which the candidate is being elected. Where, for justified reasons, it is not possible during the appointment of the Commission for Preparing the Proposal for Election to academic ranks to satisfy the

requirement that the majority of Commission members be from the narrower scientific field for which the candidate is being elected, the council of the organisational unit shall, with an explanation, determine an appropriate scientific field and may propose the appointment of the Commission for Preparing the Proposal for Election on that basis. Where a member of the Commission for Preparing the Proposal for Election is from another organisational unit or another higher education institution, the council of the organisational unit initiating the election shall, when appointing the Commission members, determine whether the scientific field of such member corresponds to the narrower or related scientific field relevant to the election. The Commission is required to submit a written report containing a proposal to the faculty council within 30 days of its appointment, taking into account whether all prescribed requirements for election to the relevant academic rank have been fulfilled. The Commission is required to comply with the deadlines for preparing, drafting and submitting the report, and any failure to meet the deadlines for preparing the report shall be considered a serious breach of employment obligations.

According to Article 237 of the University Statute, the decision on election to an academic rank shall be adopted in the manner and according to the procedure prescribed by the Law and the Statute. The Law regulates the deadlines in the election procedure (Article 122), the composition of the Commission (Article 123), the deadline for preparing and submitting the Commission's report (Article 124), the determination of the proposal for the decision on election by the council of the organisational unit, i.e. adoption of the decision on election by the Senate of the higher education institution (Article 125), and the obligations of the Dean in the election procedure (Article 126). The decision of the Senate of the higher education institution is final, and an action may be brought before the competent court in Sarajevo within 30 days of receipt of the decision (Article 125, paragraph (4)). The *Rulebook on Labour Relations at the University of Sarajevo* (2019) regulates the establishment of employment relationships with teaching and non-teaching staff (Articles 14–16).

Staff Duties, Workload and Responsibilities

The duties, workload and responsibilities of teachers, teaching assistants and professional associates involved in the teaching process are further regulated by the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton* of 2019 (Articles 17–22).

According to Article 218 of the University Statute (2023), academic staff are required, in their teaching and scientific or teaching and artistic work, to:

a) prepare and deliver lectures, practical classes and other forms of teaching according to the established timetable;
b) fully implement, through their personal presence and engagement, the prescribed curriculum and syllabus for the course for which they are engaged;
c) ensure the uninterrupted delivery of all forms of teaching;
d) assist students in mastering teaching and scientific content and in preparing for knowledge assessments by organising and holding regular consultation hours and, where necessary or at the request of students, additional consultation hours;
e) encourage students' independent work and involve them in professional, scientific research and artistic activities;
f) inform students about the objectives, content, required literature and methods of delivery of the course for which they are responsible, as well as about the

methods and criteria for monitoring their work, assessing their knowledge and grading.

In accordance with the teaching delivery plan, teachers deliver lectures, practical classes and other forms of teaching, while teaching assistants conduct practical classes and, exceptionally, in coordination with the responsible teacher, parts of lectures and seminars. The *Statute of the University of Sarajevo* also regulates the requirements for election to academic ranks (Articles 224–232), the procedure for the election of academic staff (Articles 233–238), the engagement of academic staff (Articles 239–243), and professional, administrative and technical staff (Articles 262–267).

The *Rulebook on the Internal Organization and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2021) defines the requirements for the employment of teaching and non-teaching staff, as well as descriptions of their duties and responsibilities. The *Rulebook on Labour Relations at the University of Sarajevo* (2019) establishes the rights, obligations and responsibilities arising from and related to employment of teaching and non-teaching staff at the University. The rights, obligations and responsibilities of Faculty employees are further regulated by the *Rulebook on Labour Relations at the Riyasat of the Islamic Community in Bosnia and Herzegovina and its Institutions in Sarajevo* (2003, 2015).

Criteria for the Professional Development of Staff

Pursuant to Article 140 of the *Law on Higher Education of the Sarajevo Canton*, a higher education institution is required to analyse evaluations of the results of teaching and research conducted by academic staff, as well as the work of scientific research staff, as part of the process of continuous improvement. Based on the analysis, a quality improvement plan, i.e. a plan and programme of professional training for all employees, shall be developed, with particular emphasis on ethics, pedagogical and methodological competencies, and digital competencies, with the aim of ensuring the quality of all business processes at the higher education institution. Pursuant to Article 146 of the Law, with the aim of regularly carrying out its activities and improving and enhancing the level of knowledge required to perform tasks within its activities, the higher education institution/organisational unit shall provide professional development, training, international exchange and performance evaluation for non-teaching staff.

With the aim of regularly carrying out its activities and improving and enhancing the level of knowledge required to perform tasks within its activities, the University/organisational unit provides professional development, training and international exchange. The forms and manner of exercising the right to professional development and training of non-teaching staff are regulated in greater detail by the *Rulebook on Labour Relations* and other general acts of the University (Article 266 of the *Statute of the University*). The *Rulebook on Labour Relations at the University of Sarajevo* contains more detailed provisions on the right and obligation of employees to receive education, training and professional development, the forms of education, training and professional development, and the manner in which this right is exercised (Articles 41–46).

Pursuant to Article 4 of the *Rulebook on the Performance Evaluation of Non-Teaching Staff at the Faculty*, one of the objectives of employee performance evaluation is to create conditions for making appropriate decisions on employee rewards and professional development. Article 22 of this Rulebook provides for the mandatory inclusion of employees in appropriate

professional development programmes based on a recommendation made as part of the performance evaluation.

Professional training programmes for teaching and non-teaching staff are implemented at the University and the Faculty. Since September 2013, the University has implemented the TRAIN programme (*Training & Research for Academic Newcomers*). The objectives of the programme are related to improving the knowledge and skills of academic staff in three thematic areas: the educational process (curriculum design and teaching effectiveness), research (research methodology and information literacy), and the development of communication skills (networking, teamwork, etc.). Three teaching assistants and two professional associates from the Faculty attended the second cycle of this programme in the 2023/24 academic year.

The Faculty organises annual professional seminars and other training programmes for its staff. Thus, on 6 June 2023, a professional seminar was held for teaching staff on the topic "Application of Innovative Working Methods in University Teaching" and for non-teaching staff on the topic "Support Processes at the Faculty – Identifying Problems and Ways of Resolving Them". On 7 June 2024, a professional seminar for teaching staff was held on the topic "Aligning the Assessment of Student Achievement with Learning Outcomes".

International staff exchange at the Faculty is enabled through the Fulbright, Erasmus and other mobility programmes, which will be discussed in greater detail under Criterion 10, "Mobility of Academic Staff and Students".

The Faculty conducts regular semester evaluations of the performance of academic staff in teaching and adopts reports containing corrective measures. The evaluation procedures, as well as the adoption and implementation of corrective measures, will be discussed in greater detail under Sub-criterion 9.2.

Transparency in the Application of the Above Criteria

The criteria for the recruitment, professional development, and professional and scientific advancement of academic staff are applied transparently. Dynamic Plans of Needs are adopted at meetings of the Faculty Council, i.e. the University Senate, and the public can be informed about them through the minutes of meetings of these bodies, which are available on the websites of the Faculty and the University. For example, at the 8th regular meeting of the Faculty Council held on 6 September 2023, the *Proposal for Adopting a Decision on the Adoption of the Dynamic Plan of Needs for Announcing Calls for Applications for Election to Academic Ranks for the 2023/2024 Academic Year* was adopted. Calls for applications for election to academic ranks, i.e. calls for the employment of non-teaching staff, are published in at least one daily newspaper and on the websites of the University and the Faculty. An example is the published public call for the employment of a professional associate for methodological practice and practicum in religious pedagogy and religious psychology and a professional associate for imam-muallim practice and practicum in imamate. Commission reports containing proposals for election to academic ranks are published on the Faculty's website seven days before their adoption at meetings of the Faculty Council. In addition, the proposals adopted by the Faculty Council for election to academic ranks and the University Senate's decisions on election are publicly available through the websites of the Faculty and the University. For example, at the 10th regular meeting of the Faculty Council held on 1

November 2023, the *Commission's Report Containing a Proposal for Election to the Academic Rank of Senior Teaching Assistant in the Scientific Area of Qur'anic Philology* was adopted.

Criteria and guidelines for the implementation of mobility, as well as reports, documents and publications concerning University/Faculty staff, are available on the University's website. Various mechanisms are applied to monitor the performance of the Faculty's academic staff:

a) recording the delivery of teaching in accordance with the Teaching Plan and the Faculty's Academic Calendar, and submitting monthly reports to the University Senate on the implementation of teaching;
b) semester evaluation of the teaching process, i.e. the performance of academic staff in teaching;
c) assessment by the Commission for Preparing the Report Containing a Proposal for Election to an Academic Rank, i.e. assessment by the Faculty Council of the fulfilment of the requirements for election to academic ranks, which includes demonstrated teaching skills and experience acquired in the teaching process, as evidenced by positive student evaluations, supervision of students' final theses at the Second and Third Cycles of Study, implementation of projects, and achieved results in scientific research;
d) submission of an annual report on the work of members of academic staff to the Dean, i.e. the Faculty Council.

3.5.4.3. *Academic staff are committed to research, i.e. scientific research and artistic work, particularly through international scientific research projects, as well as joint activities of mentors and students aimed at identifying grants or scholarships.*

Since the establishment of the Faculty in 1977, its mission has been twofold: (a) scientific – the development of contemporary interpretations of Islam; and (b) educational – the education of highly qualified professionals to meet the needs of the Islamic Community in Bosnia and Herzegovina and the wider community.

The Faculty's scientific research activities, as a higher education institution of the Islamic Community in Bosnia and Herzegovina and a member of the University, are carried out on the basis of state and cantonal laws, regulations of the Islamic Community in Bosnia and Herzegovina, general acts of the University and the Faculty, and adopted strategic documents. These include the following regulations and documents: the *Framework Law on Higher Education in Bosnia and Herzegovina* (*Official Gazette of Bosnia and Herzegovina*, No. 59/07) (Articles 1–5), the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 33/17) (Articles 3, 7, 9, 24, 28, 34 and 39), the *Law on Scientific Research Activities of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 26/16) (Articles 2–8), the *Statute of the University of Sarajevo* (Part VI, Articles 190–220), the *Rulebook on Awards and Recognitions of the University of Sarajevo*, the *Rules of the Faculty of Islamic Studies of the University of Sarajevo* (Articles 16, 17, 121, 122 and 124), the *Strategy for the Development of Scientific Research/Artistic Research at the University of Sarajevo* (2017), and the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* (Sarajevo: El-Kalem – Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, 2016).

The results of the Faculty's scientific research activities include scientific books and papers by the Faculty's teachers and teaching assistants, published worldwide in journals specialising in Islamic studies, as well as in journals covering social, religious, cultural and civilizational topics. In addition to Bosnian, papers by the Faculty's teaching staff have been published in English, Arabic, German, French, Spanish, Albanian, Persian, Turkish and Slovenian, or have been translated into these languages. The scientific research work of the Faculty's teaching staff has been recognised and valued both in the Bosnian and Herzegovinian and regional contexts, as well as at the international level.

The Faculty maintains records of chapters published in books and conference proceedings from scientific conferences held in the country and abroad. Additional efforts are being made to increase the number of published books, textbooks and papers in reputable journals.

Type of work	**2019.**	**2020.**	**2021.**	**2022.**	**2023.**	**2024.**
Books and textbooks	7	4	12	13	2	8
Articles published in peer-reviewed journals	6	3	2	1	4	3
Articles published in other scientific and professional journals	47	40	59	29	14	20
Conference Papers	9	4	6	1	4	18
Artistic Research; (concerts, performances, exhibitions, etc..)	1	/	/	2	2	_

Table 23. *Number of papers published by the Faculty's teachers and teaching assistants from 2019 to 2024*

As an example of the international visibility of the Faculty's teaching staff in scientific research, we highlight the scientific monograph by Prof. Dr. Nedim Begović, *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house *Routledge – Taylor and Francis Group* in London and New York in 2022; the collection of legal documents with accompanying commentaries by Prof. Dr. Nedžad Grabus, *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publishing house *Brill*; and the long-standing engagement of Prof. Dr. Ahmet Alibašić as co-editor of Brill's *Yearbook of Muslims in Europe*.

The research profiles of the Faculty's academic staff on platforms such as Google Scholar, ORCID, COBISS, Scopus and others provide insight into the scientific research results of the Faculty's academic staff and the level of reception of these results at the national, regional and international levels (see Table 5, provided as Appendix 5 to this report).

In accordance with the *Rulebook on Awards for Academic and Scientific Research Staff of the University of Sarajevo* and decisions of the University Senate, Prof. Dr. Nedim Begović ranked 23rd on the list of recipients of University awards for scientific research in 2020; Prof. Dr.

Nedžad Grabus and Prof. Dr. Nedim Begović ranked second and fifth, respectively, in 2021, while Prof. Dr. Dina Sijamhodžić-Nadarević ranked 26th in 2022 and 2023. From 2020 to 2023, the aforementioned Faculty professors published scientific books and/or papers with renowned international publishing houses and, on this basis, received annual awards for scientific research. Academician Enes Karić, Professor Emeritus, received the Federal Award for Science in 2023.

The number and quality of research and project activities of teachers and teaching assistants are often limited by their workload in the teaching process and additional administrative duties, which could be reduced by employing an appropriate number of non-teaching staff, in accordance with the adopted job classification.

The Vice-Dean for Scientific Research regularly encourages academic staff to plan scientific research activities within the Faculty, with the registration and approval of projects and the possibility of using budget funds allocated for this purpose within annual work plans.

Each year, the Faculty, in cooperation with the Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, "El-Kalem", publishes new books by the Faculty's teachers and teaching assistants.

The Faculty's scientific research and professional activities are enhanced through cooperation with other institutions of the Islamic Community in Bosnia and Herzegovina, as well as with other higher education institutions worldwide, through scientific research or professional projects, including:

- RESILIENCE (REligious Studies Infrastructure: tooLs, Experts, conNections and CEnters) is a project implemented within the EU Horizon 2020 research and innovation programme, in whose application the Faculty successfully participated, with Prof. Dr. Ahmet Alibašić serving as one of the three project directors. The project remained active until 2025. Its current focus is on the transnational mobility of researchers (Transnational Access – TNA) and the acquisition of a database for research in the field of religious studies (ReReSearch);
- Since 2019, Prof. Dr. Senad Ćeman has participated in the international research project entitled "IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750)". The project was implemented from 2019 to 2023, with Prof. Dr. Ćeman participating as a researcher in Working Group 3 – Beyond Borders. The purpose of the research was to provide a transnational and interdisciplinary approach capable of overcoming the segmentation that currently characterises the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean;
- On 15 February 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society (SZIG/CSIS) in Fribourg for the implementation of the scientific research project "Professionalising Spiritual Care in Plural Societies – Switzerland and BiH" (Profesionalizacija duhovne skrbi u pluralnim društvima: Švicarska i BiH). The project is being implemented from 1 September 2024 to 12 February 2026. The principal investigator is Prof. Dr. Aid Smajić, while the Faculty team leader is Prof. Dr. Ahmet Alibašić;
- "Bibliography of Works on the Islamic Community" in cooperation with the Institute for Bosniak Islamic Tradition (IITB), the Gazi Husrev-beg Library (GHB), the Bosniak

Institute and BZK Preporod (since September 2019); Prof. Dr. Zehra Alispahić participated in the project.

Among the professional projects, the following may be highlighted:

- The TRAIN project of the University of Sarajevo – a professional development programme for the University's academic staff (Prof. Dr. Dina Sijamhodžić-Nadarević is a lecturer in the modules Didactics of Higher Education and Curriculum Planning in Higher Education);
- "Monitoring Educational Work in Medresas", a project implemented in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. The participants in the programme were Prof. Dr. Dina Sijamhodžić-Nadarević, Prof. Dr. hfz. Kenan Musić, Prof. Dr. Almir Fatić and Prof. Dr. Senad Ćeman;
- Prof. Dr. Nedžad Grabus was a member of the project team of the scientific research project "Pod nebom vedre vjere", organised by the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, while Prof. Dr. Zehra Alispahić worked on the promotion of the project and on the 60 accompanying dialogue programmes.

The Faculty is frequently the organiser or co-organiser of significant international conferences and gatherings of researchers from different parts of the world. Some of these conferences include:

- Conference: "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond" (Sarajevo, 24–26 August 2022);
- International Conference: "Getting to Reconciliation: A Comparative Perspective" (Sarajevo, 15–16 September 2022);
- International Conference: "Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges and Perspectives" (Sarajevo, 17–18 November 2022);
- International Conference "Konak and Villa: Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe", organised in cooperation with the Institute of Art History of the University of Vienna, the Austrian Cultural Forum and the European Research Council (Sarajevo, 27–29 April 2023);
- "Trends in Higher Education and Strengthening Teaching and Scientific Research Cooperation between the University of Sarajevo, Faculty of Islamic Studies and Shenandoah University (USA)" (Sarajevo, 12–13 June 2023);
- The Oslo Coalition on Freedom of Religion or Belief and the Faculty organised a seminar and book launch entitled *Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws*, edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen and Christian Moe. The book was translated from English by Prof. Dr. Nedim Begović and Nizama Ahmed, MA. Prof. Dr. Ahmet Alibašić and Prof. Dr. Nedim Begović gave presentations at the seminar and book launch, which was moderated by Prof. Dr. Asim Zubčević (Sarajevo, 20 September 2023);
- "Islamic Moral Theology and the Future" was a conference organised under the auspices of the Abu Sulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation, in cooperation with the Faculty (Sarajevo, 7–10 October 2023);

- "Islam and the Challenge of Pluralism in a Globalised World" was a conference organised by the Faculty, GHB, the international initiative ResetDoc and the Moulay Hicham Foundation (Sarajevo, 18–19 November 2023). A public panel discussion under the same title presenting the results of the conference and the work of the project working group was held at the Gazi Husrev-beg Library (Sarajevo, 20 November 2023);
- In cooperation with the Agency for Halal Quality Certification, the Faculty organised the 2nd European Halal Congress on 28–29 May 2024;
- In cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty organised the first gathering of professors from Islamic faculties in the Balkans, at a conference entitled "Higher Islamic Education in the Balkans: Prospects for Development and Cooperation", held on 26–27 September 2024;
- In cooperation with the Center for Islam in the Contemporary World (CICW) at Shenandoah University (USA) and the Center for Advanced Studies in Sarajevo, the Faculty organised an international conference on "Islam and Contemporary Challenges" on 5–6 October 2024.

The Faculty's teachers and teaching assistants participate in a significant number of scientific conferences in Bosnia and Herzegovina and around the world. In addition to publishing papers in scientific journals and other periodical publications, they publish translations of scientific works from English and Arabic, review research projects, books and articles, edit translations of scientific works, and are engaged as editors of co-authored books, conference proceedings and journals both domestically and abroad.

Students enrolled in the Master in Islamic Studies have access to the Faculty's modern, well-equipped classrooms, reading room and library, which holds more than 25,000 library items. The scientific research work of the Faculty's teachers and teaching assistants is facilitated to some extent by access to scientific databases to which the University subscribes.

The Faculty has procedures and resources to support scientific research and the activities of academic staff involved in the Master in Islamic Studies Study Programme. Mechanisms are in place to support academic staff and students in obtaining grants and scholarships. In accordance with the *Law on Scientific Research Activities of the Sarajevo Canton* (Article 8: "Provision of Financial Resources for Scientific Research Activities"), the University provides funding annually to support scientific research activities, which is allocated to the University's organisational units through a public call issued by the Sarajevo Canton Ministry of Education, Science and Youth. The Sarajevo Canton Ministry for Science, Higher Education and Youth informs the public of the publication of the Public Call for Co-financing Scientific Research/Artistic Research and Research and Development Projects from the Sarajevo Canton Budget. In accordance with the prescribed forms of co-financing, the Faculty's teachers and teaching assistants were entitled to use funding under the following programmes in the period from 2022 to 2024:

- B.1c: Co-financing the costs of the technical preparation and defence of doctoral dissertations at the University of Sarajevo;
- B.2: Strengthening capacities for internationalization;
- B.2.3: Introduction of programmes/modules/cycle and non-cycle programmes in foreign languages / digital portals, innovative materials promoting the achievements of Bosnia and Herzegovina in science and the arts (paperless internationalization, *greening*);

- B.3: Co-financing the organisation of and participation in conferences/events and the publication of scientific articles. Funding received under the programme;
- B.2.3: Introduction of programmes/modules/cycle and non-cycle programmes in foreign languages. The funds were used to prepare a special programme in English: The Lifelong Learning Program "Introduction to the Study of Islam".

Based on the individual research activity plans of the Faculty's departments, an annual plan of the Faculty's research activities is prepared, involving teachers and teaching assistants participating in the Master in Islamic Studies Study Programme. The Faculty also supports these research activities through funding from its own annual budget. The Faculty's completed and ongoing projects include the publication of the *Monograph of the Faculty of Islamic Studies of the University of Sarajevo 1977–2017*, the publication *The Role of Waqf in the Development of the Faculty of Islamic Studies in Sarajevo*, the study *Work-Related Stress among Imams in Bosnia and Herzegovina: Situation, Causes and Coping*, regular professional workshops and seminars organised in cooperation with the Konrad Adenauer Foundation and the other two theological faculties in Bosnia and Herzegovina entitled "Strengthening the Rhetorical Competencies of Young Religious Leaders", as well as other activities.

3.5.4.4. *Administrative and support staff are provided with opportunities for professional development through participation in training programmes, particularly in the areas of information systems and management systems.*

As part of its annual work plan and Academic Calendar, the Faculty provides for at least one professional seminar for Faculty employees, including both teaching and non-teaching staff. Thus, on 29 November 2019, a seminar for teaching and non-teaching staff on establishing a quality assurance system at the Faculty was held at Hotel "Han", Bjelašnica. Subsequently, on 6 June 2023, a seminar was held at Hotel "Tarčin Forest Resort & Spa" for non-teaching staff on the topic "Support Processes at the Faculty of Islamic Studies: Identifying Problems and Possible Solutions", and for teaching staff on the topic "Application of Innovative Working Methods in University Teaching".

During the COVID-19 pandemic, several training sessions were organised for students enrolled in the Master in Islamic Studies on the use of digital technologies in the teaching process and specialised applications supporting administrative work. Namely, starting in 2019, the Faculty introduced its own online learning platform, which is regularly improved in accordance with needs, with the involvement of professional and administrative staff. The same applies to the University of Sarajevo Information System (eUNSA), which the Faculty started using in 2022.

Article 22, paragraphs (4) and (5), of the *Rulebook on the Performance Evaluation of Non-Teaching Staff at the Faculty* provides that, where "an employee is rated 'unsatisfactory performance', the immediate supervisor shall mandatorily: (a) prepare a Performance Improvement Plan; (b) propose referring the employee to a professional development programme if, having regard to the nature of the duties of the relevant position, such development may contribute to improving the employee's work performance. (5) The Dean shall decide on the type of professional development programme referred to in paragraph (4) of this Article in consultation with the immediate supervisor and the Quality Assurance Committee."

In addition to the above case, pursuant to Article 22, paragraph (3), the Dean may "adopt a decision to refer an employee to a professional development programme recommended as part

of the performance evaluation, regardless of the rating assigned to the employee's performance, with the aim of further professional development and improving the employee's work performance."

In accordance with identified needs, individual members of the non-teaching staff have attended additional training programmes, such as training in the use of IT applications and other areas, with financial support from the Faculty.

3.6. RESOURCES AND FINANCING

3.6.4.1. ***The resources for the implementation of the Study Programme are sufficient and accessible to students, in accordance with the Agency's Recommendations on the Criteria for Licensing Higher Education Institutions and Study Programmes in Bosnia and Herzegovina and the relevant act of the competent education authority prescribing licensing criteria.***

The Faculty provides all the necessary resources for the uninterrupted implementation of the teaching and scientific process within the Master in Islamic Studies Study, in accordance with the Agency's Recommendations on the Criteria for Licensing Higher Education Institutions and Study Programmes in Bosnia and Herzegovina and the regulations of the Sarajevo Canton. These include the engagement of a sufficient number of academic staff employed on a permanent basis, administrative and technical staff, adequate spatial capacities (1.5 square metres per student), material and technical resources, and IT resources, with a minor deviation in terms of the number of available computers. However, access to all necessary platforms and content is provided through the wireless network, as well as all other elements necessary in the context of resources for the implementation of the Master in Islamic Studies.

3.6.4.2. ***The mandatory and specific equipment required for the implementation of the Study Programme/courses, according to the requirements of the scientific field/narrower scientific field, is available. The higher education institution provides mandatory and supplementary literature for each individual course, the content of which supports the implementation of the course.***

The Faculty has a library that supports the Faculty's teaching and scientific research activities. The library acquires, professionally processes, preserves and makes available books, journals, newspapers and electronic resources (*Library | FiN*).

The library enriches its collection through purchases, exchanges, donations and legal deposit copies. The librarian is responsible for the acquisition policy, in consultation with the Library Committee, departments, the Vice-Deans for Teaching and Scientific Research, and teaching staff, as well as in response to users' requests, all in accordance with the needs of scientific research, teaching and professional activities. Library materials are professionally processed and catalogued using a unified processing system based on international standards. The library collection has been entered into an electronic database and is searchable by all parameters (author, title, publisher, keywords, etc.) through the Faculty's DL platform. The Faculty budget provides funds for the regular annual renewal of the library collection.

Users of the library collection include students of the Master in Islamic Studies, academic staff, professional and external associates, and other Faculty employees.

All necessary literature, both mandatory and supplementary, is available in sufficient quantities, with no fewer than three copies, in the Faculty's reading room, while most of the literature, particularly mandatory literature, is also available in electronic form.

The library collection comprises approximately 25,000 volumes (11,500 titles) of monographic and periodical publications. In addition to Bosnian, the library collection includes books and journals in Arabic and English, as well as Turkish, German, Albanian and other languages.

The most widely represented scientific fields in the library are religion in general, particularly Islam and all its disciplines; philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, as well as architecture and the arts.

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

The Faculty's IT resources are fully utilised in support of the teaching and scientific research process for the purposes of the Master in Islamic Studies. A sufficient number of computers has been installed in the reading room, and, given that students have their own devices, including mobile phones, tablets and laptops, the entire building, as well as the Faculty's ancillary facilities, is covered by high-speed wireless Internet, providing access to all relevant platforms, particularly the library platform for catalogue searches. The Faculty has access to the following databases: EBSCOhost, CEEOL, and others. One of the most recent activities aimed at establishing a unified library and information system has been integration into the COBISS membership system.

3.6.4.4. *The higher education institution monitors the implementation of the investment plan for physical resources and equipment for scientific research and teaching and educational activities.*

Within the budgetary funds provided by the Riyasat of the Islamic Community in Bosnia and Herzegovina, budget items are continuously allocated for the maintenance, renewal and improvement of physical resources and equipment necessary for scientific research and teaching and educational activities. At present, the material and technical requirements are fully met, including equipment for the delivery of teaching, employees' work and other necessary resources, while the equipment is modernised every year, with newer and more appropriate equipment being procured according to needs. All classrooms are equipped with computers and projectors, the premises are covered by wireless Internet, the reading room has computers used for searches, and the Faculty's library is integrated into all relevant processes at the University and within the Riyasat of the Islamic Community in Bosnia and Herzegovina, particularly in terms of access to databases and literature.

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

Through the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty has access to all institutions founded by the Riyasat. Particularly important as research resources are the Gazi Husrev-beg Library in Sarajevo, the Institute for Bosniak Islamic Tradition in Sarajevo, and the Institute for Religious and Social Research in Tuzla. Since the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic

Pedagogical Faculty of the University of Zenica, the Faculty has the possibility, on the basis of inter-institutional cooperation, to use the resources of these higher education institutions. The Faculty has also concluded cooperation agreements with numerous institutions outside Bosnia and Herzegovina, among which the following are particularly noteworthy: Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. Most recently, a cooperation agreement was signed with the Institute in Ankara.

3.7. INFORMATION MANAGEMENT REGARDING STUDY PROGRAMS

3.7.4.1. *A system for the regular collection and processing of information on all aspects of Study Programmes (student success rates, student attrition, student satisfaction, graduate employability, and similar indicators) has been established and is used to improve the quality of Study Programmes.*

The Faculty has established a system for the regular collection and analysis of data on key aspects of the Master in Islamic Studies. This system includes analyses of examination attendance and pass rates, student progression and study success, student attrition, student satisfaction with teaching and the Study Programme, and the employability of graduates, which are used as an important source of information in the process of improving the quality of the Study Programme.

Information management for the Master in Islamic Studies is carried out in three key phases, as shown in the chart below. In the first phase, data are collected on all relevant aspects of the Study Programme. Following analysis of the collected data, the Quality Assurance Committee prepares reports containing recommendations, which are considered and adopted at meetings of the Faculty Council. In the final phase, the Faculty implements the adopted recommendations, monitors their effects, and, based on the insights gained, continuously improves the quality of the Study Programme.



Figure 61. *Phases of Information Management on the Master in Islamic Studies at the Faculty*

3.7.4.1.1. *Examination Attendance and Pass Rates*

As already stated, the Faculty has established a system for the regular collection, processing and analysis of data on students' examination attendance and pass rates, as well as the adoption and implementation of recommendations of the Quality Assurance Committee and conclusions of the Faculty Council.

I *Reports*

During the 2022/23 academic year, the following were adopted:

a) *Reports on Examination Attendance and Pass Rates by Examination Session:*

- January–February examination session of the 2022/23 academic year: student examination attendance and pass rates in the winter semester of the 2022/23 academic year, 4th regular meeting of the Faculty Council, No. 03-03- 4. Red. sjed. - 369/23, held on 5 April 2023. (*Report on Student Pass Rates in the January–February Examination Session 2022/23 with a Proposed Conclusion for the Faculty Council*);

b) *Reports on Examination Attendance and Pass Rates by Academic Year:*

- Report on the examination pass rates of UNSA-FIN students in the **2022/23 academic year**, by year of study, study year and course; adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2, Quality;
- Report on the examination attendance and pass rates of UNSA-FIN students in the 2023/24 academic year; adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(a), Quality Assurance.

For the 2022/23 academic year, reports were prepared by semester and for the academic year, whereas subsequently the Faculty transitioned to annual reporting, thereby enabling a more comprehensive analysis and better comparability of data.

II Recommendations of the Quality Assurance Committee / Conclusions of the Faculty Council

Based on the analysis of students' examination attendance and pass rates, the following recommendations and measures were adopted:

1. Measures in cases where a low pass rate is identified (less than 30% in a course):

- Organisation of additional classes or consultation hours; (*Report on the Examination Pass Rates of Students at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme, Year of Study and Course*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

2. Measures in cases where an exceptionally high pass rate in courses is identified that significantly deviates from the average pass rate for the Study Programme:

- Analysis of the course catalogue and course syllabi and analysis of written examinations (*Report on the Examination Pass Rates of Students at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme, Year of Study and Course*, adopted at the 11th regular meeting held on 6 December 2023; *Report on Student Examination Attendance and Pass Rates in the 2023/24 Academic Year*).

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations include:

a) Provision of additional classes or consultation hours;
b) Conducting an analysis of written examinations in the 2022/23 academic year and holding a professional seminar for teaching staff on aligning assessment methods with learning outcomes in June 2024.

3.7.4.1.2. Student Progression Rate and Study Success

I *Reports*

The Faculty continuously monitors the student progression rate and study success in the Master in Islamic Studies. The adopted reports for the relevant academic years are presented below.

- 2021/22 academic year – Report on student progression and study success at UNSA-FIN, adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).
- 2022/23 academic year – Report on student progression and study success at UNSA-FIN, adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2, Quality (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme and Year of Study*).
- 2023/24 academic year – Report on student progression and study success at UNSA-FIN, adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(b), Quality Assurance (3rd regular meeting – 4 December 2024).

For illustrative purposes, the Report on student progression and study success for the 2021/22 academic year is presented in greater detail below, providing an overview of the key indicators for the Master in Islamic Studies. The reports for this academic year were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).

Overview of data for the Master in Islamic Studies (percentages in parentheses indicate student progression between years of study):

- First year: 32 students enrolled
- Graduates: 2 students (6.25%)
- Overall graduation within the prescribed duration of study: 6.25%
- Graduates from previous cohorts: 16
-

II Recommendations of the Quality Assurance Committee / Conclusions of the Faculty Council

The recommendations adopted by the Quality Assurance Committee, i.e. the conclusions of the Faculty Council, based on the analysis of data on student progression and graduation for the 2021/22 and 2022/23 academic years, include the following:

a) Initiating an initiative addressed to the Faculty's founder for the categorisation of local communities (džemats) of the Islamic Community in Bosnia and Herzegovina and the establishment of different qualification requirements for the employment of imams depending on the category of the local community (džemat) (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme and Year of Study*).
b) Transforming the majority of compulsory courses in the Master in Islamic Studies into elective-compulsory courses, shifting the focus of assessment towards research papers and synchronising them with the topics of final theses, i.e. master's theses (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme and Year of Study*).
c) Measuring the actual ECTS workload in the Master in Islamic Studies and comparing it with the nominal ECTS workload in order to align the requirements of the Study Programme with students' actual workload (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programme and Year of Study*).

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations include the following specific activities:

a) As part of the revision of the Master in Islamic Studies, adopted by the Faculty Council on 23 October 2024, all courses, except Research Methods, were transformed into elective-compulsory courses;
b) As part of the revision of the Master in Islamic Studies, the actual ECTS workload in the programme was also assessed, and it was determined that it does not significantly deviate from the nominal ECTS workload.

3.7.4.1.3. Dropout Rates and Reasons

The Faculty continuously monitors the rate and reasons for student attrition in the Master in Islamic Studies. The adopted reports for the relevant academic years are presented below.

For the 2021/22 academic year, the rate and reasons for student attrition were analysed for the Master in Islamic Studies, and the data were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (*Proposal of the Report on the Rate and Reasons for Student Attrition at the Faculty of Islamic Studies of the University of Sarajevo in the 2021/22 Academic Year*).

These data indicate that the most common reasons for student attrition are transfer to another faculty, financial and personal reasons, and work and family obligations.

In the 2022/23 academic year, reports on the rate and reasons for student attrition were adopted, covering data for the Master in Islamic Studies and providing insight into the factors affecting student progression. Given the low rate of student attrition identified and the fact that the reasons for attrition were predominantly personal in nature, the Quality Assurance Committee and the Faculty Council did not consider it necessary to adopt recommendations in relation to this report. The documents confirming the adoption of the reports were adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2, Quality (*Report on the Rate and Reasons for Student Attrition at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year*).

In the 2023/24 academic year, reports on the rate and reasons for student attrition were adopted, with the same conclusion as for the previous academic year; consequently, the Faculty Council did not consider it necessary to adopt additional measures. The documents confirming the adoption of the reports were adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3, Quality Assurance (3rd regular meeting – 4 December 2024).

3.7.4.1.4. Student Satisfaction with the Study Programme

The Faculty continuously monitors student satisfaction with the Master in Islamic Studies. The adopted reports for the relevant academic years are presented below.

- 2021/22 academic year – Student satisfaction was assessed as part of a comprehensive evaluation of the Faculty's Study Programmes. The reports were adopted at the 7th regular electronic meeting of the Faculty Council (No. 03-03-7. sjed.-695/22), held on 30 June 2022, under item 3, Quality Assurance (*Report on the Evaluation of Study Programmes in the 2021/22 Academic Year with Recommendations*).
- 2022/23 academic year – Student satisfaction with the Study Programme is regularly assessed through evaluations of academic staff. The reports were adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (*Report on the Evaluation of the Performance of Academic Staff in the Summer Semester of the 2022/23 Academic Year at the Faculty of Islamic Studies of the University of Sarajevo with Recommendations*).
- 2023/24 academic year – The Report on the Evaluation of Teaching was adopted at the 3rd regular meeting of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 2, Quality Assurance (3rd regular meeting – 4 December 2024).

A more detailed overview of the evaluation of teaching and Study Programmes is provided in Sub-criteria 3.9.1 and 3.9.2.

3.7.4.1.5. Graduate Employability Rate

I *Reports*

The Faculty continuously monitors the employability of graduates of the Master in Islamic Studies. The adopted reports for the relevant academic years are presented below.

The *Report on the Employability of Graduates of the Faculty of Islamic Studies in the Period 2019–2022 with Recommendations*, covering graduates of the Master in Islamic Studies

included in the Self-Evaluation process, was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4, Quality (*Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo in the Period 2019–2022 with Recommendations*).

For the 2022/23 and 2023/24 academic years, employability reports were not adopted due to the low response rate among alumni to the survey, and their preparation was therefore postponed until the 2025/26 academic year. In addition to the Faculty's activities, the Islamic Community in Bosnia and Herzegovina's Centre for Training and Human Resources also conducts labour market analyses in order to obtain a broader picture of the employment opportunities available to graduates of the Faculty's Study Programmes. Detailed data on the employability of graduates of all five Study Programmes are already presented in Sub-criterion 3.2.1.

II *Recommendations of the Quality Assurance Committee / Conclusions of the Faculty Council*

The recommendations adopted by the Quality Assurance Committee and the conclusions of the Faculty Council based on the analysis of data on the employability of graduates for the period 2019–2022 include the following:

a) Submitting an initiative to the Faculty's founder for the development of occupational standards and qualification standards for the relevant Study Programmes, with the aim of better aligning learning outcomes and the competencies required in the labour market (*Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo in the Period 2019–2022 with Recommendations*);

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations are reflected in concrete steps taken following their adoption, with the aim of implementing them, including:

a) The Faculty submitted an initiative to the founder for the development of occupational standards, which resulted in the development and adoption in draft form of standards for 11 occupations and three First-Cycle qualifications as part of the process of higher education reform within the Islamic Community in Bosnia and Herzegovina, launched in January 2024. These qualifications are acquired upon completion of the Faculty's Study Programmes. These documents clearly link the qualifications acquired upon completion of the Faculty's First-Cycle Study Programmes with specific occupations. More detailed information on this process is presented in Sub-criterion 4.2.

In the revised First- and Second-Cycle Study Programmes, which were adopted by the Faculty Council in October 2024, the occupations for which graduates of these programmes are trained are precisely defined;

3.7.4.2. *The higher education institution regularly collects and analyses data on the number and age structure of academic staff, gender, the ratio of the number of teachers to students, the ratio of permanent to visiting staff, as well as data from student surveys of academic staff.*

Article 3, paragraph (2), item i) of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* stipulates that the adequacy and currency of the information system, as well as the manner of collecting, processing and using information, constitute one of the areas for quality assessment at an organisational unit. The Faculty currently uses two information systems through which it collects and analyses data for the Master in Islamic Studies concerning the number and age structure of academic staff, gender, the ratio of the number of teachers to students, the ratio of permanent to visiting staff, and data from student surveys of academic staff.

1) e-UNSA

In June 2022, the Faculty ceased using the University's previous information system, ISSS, and began using the University's new unified information system, e-UNSA. All data on academic staff and students of the Master in Islamic Studies were transferred from the ISSS system to the e-UNSA system. This system enables continuous monitoring of data on students, employees, engaged personnel and the teaching process within the Master in Islamic Studies, as well as the generation and analysis of various reports. One of the system's functions is the digitalisation and automation of all processes within this Study Programme concerning, among other things, the number and structure of students, employees and visiting staff, based on the data entered into the system. The system has also accelerated and improved the quality of information exchange among students, academic staff, the Faculty's Student Affairs Office and the University Rectorate. The system also enables data to be translated into any foreign language, facilitating its use by international students and visiting lecturers. The implementation of the unified information system involves continuous activities aimed at developing and improving the system, with a view to enhancing the educational process and activities at the Faculties and the University. All enrolled students, teachers and teaching assistants, as well as employees of the Faculty's Student Affairs Office, have access to the system, subject to certain restrictions regarding access to different types of data. The e-UNSA system is maintained by the University Tele-Informatics Centre (UTIC), with certain access rights granted to the Faculty's Student Affairs Office. More information about the system is available on the website.

2) Faculty DL Platform

The DL Platform is the second information system used by the Faculty to collect and analyse data for the Master in Islamic Studies. Its primary function is to organise an online environment for learning, teaching and assessment, as well as to facilitate more effective communication and information exchange among students, academic staff and the Faculty's Student Affairs Office. However, it is also used as a system for collecting and analysing data on the performance of academic staff, external associates and students. Through this system, the Faculty distributes various types of information to students enrolled in this Study Programme and also carries out numerous procedures and analyses, as well as surveys through which data are collected and analysed. The DL Platform is maintained by SmartLab, a company engaged by the Faculty to design and maintain the platform.

Using these two information systems, as well as through other procedures, the Faculty regularly collects data on the number, gender and age structure of academic staff, the ratio of permanent to visiting staff, the ratio of the number of teachers to students, and data from student surveys of academic staff in the Master in Islamic Studies.

Article 17, paragraph (d), of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* establishes, as one of the responsibilities of the Quality Assurance Office at the Faculty, the updating of the University's information system and application databases, including staff data. The e-UNSA information system includes an HR (Human Resources) database on Faculty employees, which consolidates detailed data on the academic and engaged staff involved in this Study Programme. For each staff member, the following data are entered and regularly updated:

- personal data;
- personal identification number;
- gender;
- date of birth;
- nationality;
- father's full name;
- mother's full name;
- permanent residence address;
- temporary residence address;
- contact telephone number;
- email address;
- information on elections to academic ranks;
- information on signed contracts;
- PIO/MIO data;
- information on engagements at other organisational units; and
- information on workload.

The Faculty's HR employee database will, in the future, enable reports to be generated on the basis of all the above data. In order to protect the personal data of academic and engaged staff, access to the database is restricted, and the data may be accessed through the user accounts of authorised persons, such as employees of the Faculty's Student Affairs Office.

The aforementioned data on the number, gender and age structure of the Faculty's employees are regularly updated in employees' personnel files, as well as in the *Employee Calendar*, which are maintained by the Faculty Secretary, who is responsible for keeping comprehensive statistics on the Faculty's academic and non-teaching staff pursuant to Article 46 of the *Rulebook on the Internal Organization and Job Classification of the Faculty*, in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. Each year, the Faculty Secretary submits a Statistical Report to the Federal Institute for Statistics, containing data on academic staff. The collected data are analysed at meetings of the Faculty Council, as required, on the basis of which further measures are adopted to improve the Faculty's operations, such as updating the Faculty's Dynamic Plan, preparing Teaching Plans, developing the Academic Calendar, as well as other documents that will be presented in greater detail below in the report.

At the 40th regular meeting of the Faculty Council (No. 03-03-40-36/20), held on 15 January 2020, the document *Faculty Employees* was also adopted and analysed, containing tabulated data on the Faculty's employees as of 2020.

FACULTY EMPLOYEES					
FULL PROFESSORS			ASSOCIATE PROFESSORS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	2	8	8	3	11
ASSISTANT PROFESSORS			SENIOR ASSISTANTS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	3	9	6	-	6
ASSISTANTS			ADMINISTRATIVE STAFF		
Professionally	Part-time	Total	Professionally	Part-time	Total
3	-	3	7	-	7
SERVICE STAFF			TOTAL EMPLOYEES		
Professionally	Part-time	Total	Professionally	Part-time	Total
10	-	10	46	8	54

Table 24. *Faculty Employees, 2020*

Of the data, only the number of employees is provided, classified into eight categories and divided into employees (professionally engaged) and external associates (engaged on a fee-based basis). The table shows that, in 2020, the structure of the Faculty's permanent and visiting staff comprised 29 members of academic staff and eight external associates engaged on a fee-based basis. Based on these data, the Faculty's Dynamic Plan of Needs and Teaching Plan were prepared. The table does not include data on the gender and age structure of employees; however, such data can be found in personnel files, the Employee Calendar and the HR database of the e-UNSA information system. The table needed to be updated in order to enable the collection and systematic presentation of data on the gender and age structure of employees, which was done in 2023.

At the 10th regular meeting of the Faculty Council (No. 03-03- 10. Redovna sjed.- 1059/23), held on 1 November 2023, under item 3 of the Agenda, *Information on the Data of the Faculty of Islamic Studies Provided in Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Report on the Internal Evaluation for the Purpose of the Re-Accreditation of the University of Sarajevo*, a document presenting data on Faculty employees through Tables E-1 and E-2 was analysed. Table E-1 presented the age and gender structure of teachers and teaching assistants employed by the Faculty, as of 2023.

Teachers and staff in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	10	10	-	-	-	8	1	1
Associate Professors	8	4	4	-	5	1	2	-

Assistant Professors	3	3	-	-	2	1	-	-
Senior Assistants	4	2	2	1	3	-	-	-
Assistants	1	1	-	1	-	-	-	-
TOTAL	26	20	6	2	10	10	3	1

Table 25. (E-1): *Age and Gender Structure of Teachers and Teaching Assistants Employed by the Faculty, 2023*

The following Table E-2 presents the individual and total number of teachers and teaching assistants who were in permanent employment (members of academic staff) and additional employment (external associates) at the Faculty, as of 2023. For the purposes of this Report, the data were subsequently updated for the 2023/24 academic year.

Academic year	Full Professors		Associate Professors		Assistant Professors		Total number of teachers	Senior Assistants		Assistants		Total number of associates	Total number of teachers and associates
	Employment relationship	External associate	External associate	Employment relationship	External associate	Employment relationship		Employment relationship	External associate	Employment relationship	External associate		
2018/19	6	1	8	4	6	2	27	6	-	3	-	9	36
2019/20	6	2	8	4	6	3	29	6	-	3	-	9	38
2020/21	6	1	10	3	6	3	29	6	-	2	-	8	37
2021/22	2	4	11	2	6	3	28	4	-	2	-	6	34
2022/23	10	3	8	4	3	1	29	4	-	1	-	5	34
2023/24	9	4	9	4	4	-	30	5	-	3	-	8	38

Table 26 (E-2): *Number of Teachers and Teaching Assistants Employed on a Permanent and Supplementary Basis at the Faculty*

Table 27 below provides an updated overview of the age and gender structure of teachers and teaching assistants employed at the Faculty as of 2024.

Teachers and associates in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	9	9	0	0	0	4	4	1
Associate Professors	9	5	4	0	0	7	2	0
Assistant Professors	4	4	0	0	3	1	0	0
Senior Assistants	5	3	2	3	2	0	0	0
Assistants	3	1	2	3	0	0	0	0
TOTAL	30	22	8	6	5	12	6	1

Table 27. *Age and Gender Structure of Teachers and Teaching Assistants Employed by the Faculty, 2024*

Based on the data collected and the identified needs, the Faculty regularly adopts the Dynamic Plan and periodically, as required, makes amendments and additions thereto. Based on data on the number, gender and age structure of academic staff, as well as the ratio of permanent to visiting staff, the Faculty prepares and proposes the Dynamic Plan at meetings of the Faculty Council:

- The Dynamic Plan for the 2020/21 academic year was adopted at the 46th regular meeting of the Faculty Council (No. 03-03-46-1069/20), held on 21 September 2020 (Decision No. 03-03-46-/20);
- The Dynamic Plan for the 2021/22 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. elek. sjed. - 454/21), held on 11 May 2021 (Decision No. 03-03-45-1084/20);
- The Dynamic Plan for the 2022/23 academic year was adopted at the 9th regular electronic meeting of the Faculty Council (No. 03-03-9. redovna elek. sjed. - 913/22), held on 7 September 2022;
- The Dynamic Plan for the 2023/24 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023 (Decision No. 03-03-8. red. sjed. - 830/23);
- The Dynamic Plan for the 2024/25 academic year was adopted at the 8th regular meeting of the Faculty Council (No. 03-03-2.8.red.sjed.-685/24), held on 4 September 2024.

Based on the above-mentioned data on the number, gender and age structure of academic staff, as well as the ratio of permanent to visiting staff, the Faculty discusses the need for the engagement of academic staff at meetings of the Faculty Council, updates the Dynamic Plan, and submits proposals for initiating procedures for recruitment, election to higher academic ranks, or retirement of teaching staff. An example of such a proposal is the First regular meeting of the Faculty Council (No. 03-03-1. Redovna sjed.-16/23), held on 11 January 2023 (item 2, paragraph d): *Proposal for Initiating the Procedure for the Early Election of Academic Staff to the Academic Rank of Associate Professor in the Scientific Area of Aqidah (Dogmatics), Sufism and Comparative Religions – 1 Full-Time Position.*

In addition to data on the number, gender and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data on all students enrolled in the Master in

Islamic Studies, as well as data on their studies and grades by course. These data are accessible to students, the Student Affairs Office, and the respective teachers and teaching assistants. The data can be accessed through the user accounts of authorised persons. The e-UNSA information system currently offers certain possibilities for analysing individual and aggregated data on the number of students, the ratio of the number of teachers to students, and the ratio of permanent to visiting staff, through the generation of various reports that can serve as a basis for taking appropriate measures to improve the Master in Islamic Studies.

At the 10th regular meeting of the Faculty Council (No. 03-03-10. Redovna sjed.-1059/23), held on 1 November 2023, under item 3 of the Agenda, *Information on the Data of the Faculty of Islamic Studies Provided in the Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, a document was analysed presenting data on the number of students enrolled in the Master in Islamic Studies from the 2018/19 to the 2022/23 academic year, presented in two tables, D-2. The tables present the total number of Faculty students by cycle of study, year of study and student category. For the purposes of the Report, the data were subsequently updated for the 2023/24 academic year. For ease of reference, the tables have been extracted as Appendix 6 to the Self-Evaluation Report.

The collected data on the number of students enrolled in the Master in Islamic Studies are periodically analysed at meetings of the Faculty Council, as required, on the basis of which further measures are adopted to improve the Faculty's operations, including defining student admission quotas, ensuring adequate space for the delivery of teaching activities, analysing the teaching norms of teachers and teaching assistants, and engaging additional academic staff. Based on the collected data and the analysis of identified needs, before the beginning of each academic year, the Faculty prepares a Teaching Plan providing an overview of the teaching workload of teachers and teaching assistants in relation to the number of classes and students, as well as an overview of permanent and visiting staff. The Teaching Plan is analysed and adopted by the Faculty Council and subsequently by the University Senate:

- The Teaching Plan for the 2020/21 academic year was adopted at the 2nd electronic meeting of the Faculty Council (No. 03-03-2. elek.-892/20), held on 17 July 2020;
- The Teaching Plan for the 2021/22 academic year was adopted at the 5th electronic meeting of the Faculty Council (No. 03-03-5. elek. sjed.-454/21), held on 11 May 2021;
- The Teaching Plan for the 2022/23 academic year was adopted at the 11th regular meeting of the Faculty Council (No. 03-03-11. Redovna sjed.-1134/22), held on 9 November 2022 (Conclusion No. 01-16-116/22);
- The Teaching Plan for the 2023/24 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-7. Redovna sjed.-636/23), held on 5 July 2023 (Decision No. 03-03-7. Redovna sjed.-661/23);
- The Teaching Plan for the 2024/25 academic year was adopted at the 7th regular meeting of the Faculty Council (No. 03-03-2. red. sjed.-555/24), held on 3 July 2024.

Pursuant to Article 14(e) of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, one of the responsibilities of the Quality Assurance Committee is to "organise, coordinate and implement processes and analyse data obtained through the student evaluation of the performance of academic staff and the effectiveness of the implementation of curricula and study programmes". In accordance with this responsibility, the Faculty regularly collects and analyses data obtained through student surveys of the teaching staff and teaching assistants involved in the Master in Islamic Studies. The student

evaluation procedure is conducted at the end of each semester. The collected data are analysed, after which a report on student evaluations containing recommendations for improving teaching is prepared. This report is analysed and adopted at meetings of the Faculty Council (see Chapter 3.9).

In addition to the regular procedure for evaluating the performance of academic staff by students, at the 8th regular electronic meeting of the Faculty Council (No. 03-03-8. redovna elek. sjed.-776/22), held on 8 July 2022, the Faculty initiated the self-evaluation procedure for the Master in Islamic Studies. The self-evaluation of this programme involved questionnaires for students, through which they evaluated the Study Programme, as well as the Faculty's teaching and non-teaching staff.

Following the survey, at the 7th regular electronic meeting of the Faculty Council (No. 03-03-7. redovna elek. sjed.-709/22), held on 30 June 2022, the Report of the Quality Assurance Committee containing recommendations for further improvement of the Master in Islamic Studies was adopted.

3.8. PUBLIC INFORMATION ABOUT STUDY PROGRAMS

3.8.4.1. ***The higher education institution objectively and in a timely manner informs the public with updated information on all aspects of approved (licensed) and/or accredited study programs it offers, with a special emphasis on the defined learning outcomes and objectives of the study programs. Information on the academic careers of employed and engaged staff is publicly available. A minimum of 50% of the total information is available in English.***

In accordance with Article 49, paragraph (4) of the *Law on Higher Education of the Sarajevo Canton* of 2022 (*Official Gazette of the Sarajevo Canton*, Year XXVII, No. 36): "Higher education institutions are required to publish and continuously update on their website information on the number and profile of all study programmes implemented at the higher education institution."

The Faculty provides the public in a timely manner with updated information on various aspects of the Master in Islamic Studies, with particular emphasis on the defined objectives of the Study Programme and its learning outcomes. On its website, the Faculty publishes current, clear, accurate, objective, impartial, easily accessible and verifiable information on the Master in Islamic Studies. Accordingly, information on this Study Programme is available on the Faculty's website under the "Second Cycle" studies menu.

Transparency in the process of updating curricula and syllabi is reflected in the fact that not only the most recent curricula and syllabi, but also those from previous years, are made available to the public for the purposes of all currently enrolled students:

- In the folder/section for the Master in Islamic Studies, curricula and syllabi from 2016 to 2019 are available so that all currently enrolled students can find information relating specifically to the curriculum and syllabus applicable to their studies (2016, 2018 and 2019);

In addition to the curricula and syllabi, the current *Guide for Future Students of the Faculty* is also publicly available in the same folders. It also serves as an information package for prospective students of the Master in Islamic Studies at the Second Cycle of Study and contains all relevant information on this Study Programme, including curricula and syllabi, as well as the title awarded upon completion, in accordance with Article 143, paragraph (3) of the *Statute of the University of Sarajevo* (2018): "The University/organisational unit is required to publish on its website an information package/student guide containing information on all student rights, including mobility programmes, in accordance with the law and this Statute."

In the aforementioned folder for the Second Cycle of Study on the Faculty's website, in addition to the documents already listed that are common to both cycles of study, additional useful documents for students of this Master's programme are available, as follows:

- Activity Flowchart for the Second Cycle of Study;
- Other required/useful forms:
- Application for Recognition of a Foreign Higher Education Qualification;
- Application for Approval of the Final Thesis Topic;
- Proposal for the Commission for the Assessment and Defence of the Final Thesis;
- Application for the Assessment and Defence of the Final Thesis;
- Supervisor's Consent;
- Report of the Commission for the Assessment and Defence of the Final Thesis;
- Minutes of the Defence of the Final Thesis;
- Master's Thesis Title Page Template;
- Statement of Authenticity.

At the aforementioned link for the Second Cycle of Study, complete and up-to-date information provided by the Faculty is available to the public regarding the exact name of this Master's Study Programme (Master in Islamic Studies), as well as other information on this Study Programme, including the following:

- Information on the intended learning outcomes for the Master in Islamic Studies, which are defined on page 2 of the curriculum and syllabus and presented in tabular form for each individual course;
- Information on the qualification and academic title awarded upon completion of this programme, as defined on page 7 of the *Guide for Students of the First and Second Cycles of Study* (2022);
- The Rules of Study are defined by the document *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*;
- Information on knowledge assessment and student grading is available at the same link, in the curriculum and syllabus for the Master in Islamic Studies, where it is presented in tabular form under the heading "Knowledge Assessment Methods and Grading Structure" for each individual course.

For the Master in Islamic Studies, opportunities for further professional development are available at the following link, while information on employment opportunities for graduates of this Master's programme is also available in summary form on page 21 of the *Guide*.

Neither the curriculum and syllabus nor the *Guide* from 2022 defined the criteria for the selection and admission of students to the Master in Islamic Studies. However, the updated

Guide for Future Students (2025) contains concise information on the admission requirements for the Master in Islamic Studies (p. 26) and the employment prospects for graduates of this programme (p. 28). The revised curricula and syllabi adopted by the Faculty Council as part of the revision of this Study Programme in October 2024 included more precise information on: a) the admission criteria for this Study Programme and b) the occupations in which graduates of the programme may be employed, as already presented in Subchapter 1.6 of the Self-Evaluation Report.

Profiles of the teachers and teaching assistants delivering courses within the Master in Islamic Studies are available on the Faculty's website. The website provides profiles of all teaching staff, with fully updated and harmonized bio-bibliographies (100%). At present, 92% of the updated bio-bibliographies of teaching staff are available in English, while the objective is to ensure full availability of the teaching staff's bio-bibliographies in English as well.

The Faculty continuously works to improve the means and methods of communication with the public. Communication is carried out in several ways.

Through its *website*, the Faculty informs the target groups of all five Study Programmes, including the Master in Islamic Studies, as well as the wider public, about all events and activities at the Faculty, such as master's thesis and doctoral dissertation defences, scientific and professional events organised or co-organised by the Faculty, graduation ceremonies for graduates and master's graduates, book launches, study visits, lectures by guest professors, calls for applications at the Faculty, Commission reports, etc. The folder for Second Cycle studies also contains a dedicated "Notice Board", through which students of this cycle of study, as the primary target group, are informed about various aspects of their studies and news of interest to Second Cycle students. In general, the Faculty communicates with the public primarily through the "News" section, with the sub-sections: "Latest", "Featured" and "Announcements".

The Faculty uses [different forms of communication] with each of its target groups as well as with the public. Faculty representatives participate in job fairs, where they present their Study Programmes, including the Master in Islamic Studies; organise and mark graduation days and graduation ceremonies for master's graduates (2019/20, 2021/22); promote the Faculty and its programmes through television (FTV, Hayat, BIR TV), radio, electronic media and print media.

The promotion of the Faculty to prospective students is very well organised and involves teachers and students, with the support of the Student Affairs Office. The primary target group for the Master in Islamic Studies consists of graduates of the First Cycle of Study at the Faculty; therefore, no specific promotion of this programme outside the Faculty is required.

Relevant information on the mission, vision and strategy, organisational structure and management (Dean's Office, Board of Governors, Faculty Council), academic staff, Study Programmes and academic titles, research activities, as well as events and current activities of the higher education institution, is available on the Faculty's website, which is regularly updated in Bosnian and English. The Faculty monitors and supports the scientific research work of its academic staff and publishes information on the results on its website (completed projects, ongoing projects, documentation).

Through the Faculty's *DL Platform*, the Faculty provides an exclusively internal communication platform whose users include students of the Master in Islamic Studies and Faculty staff. It is used to provide information and communicate on all important aspects of the Study Programme, as well as for teaching, teaching materials, consultation schedules and consultations in the e-classroom, preparation of quizzes and e-examinations, and all other information related to the teaching process, such as publishing examination results and announcements to students by teachers and the Student Affairs Office.

Through the Faculty's Facebook page. This social network is used as a platform for rapidly informing the wider public about all interesting events and activities at the Faculty.

Direct communication with the Faculty takes place via email, as well as by fax or telephone.

The website also contains an Alumni section through which Second Cycle students and graduates can register themselves. It also contains an alumni database for the Master in Islamic Studies in which alumni can be searched. This alumni database is continuously being populated. The Faculty reaches out to its alumni in various ways, as demonstrated by the following television appearance by the Dean, Prof. Dr Mustafa Hasani, as well as the address to alumni by the former Dean, Prof. Dr Zuhdija Hasanović.

Certain procedures and communication strategies for engaging with target groups (potential/prospective students of the Master in Islamic Studies, current students and graduates of this programme, etc.) exist in practice, but have not been formalised in a separate act that would also provide a basis for analysing communication and adopting measures for its improvement. The Faculty has a permanent *Commission for Public Relations and Maintenance of the Faculty Website*, which is the responsible body for this area of activity. The process of publishing information on the Faculty's website is carried out in several stages, starting with the person responsible for preparing/submitting a particular type of information, through the staff member performing the function of website editor, to the external service provider whose employees perform the technical tasks related to publishing and updating the final content, maintaining the website, redesigning it, and other related activities. Currently, there are no specific mechanisms in place for monitoring and analysing user satisfaction with the quality of the website and the information provided. Nevertheless, as part of the evaluation of the Master in Islamic Studies at the Faculty, Second Cycle students have the opportunity to assess the quality of the Faculty's website and DL Platform and to provide suggestions for their improvement.

3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION, AND REVISION OF STUDY PROGRAMS

3.9.4.1. *Procedures for periodic evaluation, improvement, and restructuring of existing study programs are established. Procedures include feedback from students and other internal and external stakeholders.*

The procedure for the internal evaluation of a Study Programme, pursuant to the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 36/22), "shall be carried out continuously and at least once upon the expiry of the duration of the cycle of study in which the Study Programme is implemented" (Article 80, paragraph (3), and Article 93, paragraph (6)). The authority responsible for conducting the evaluation of Study Programmes at all cycles of study is the council of the University's organisational unit (Article 69, paragraph (1), item c). This body analyses the effectiveness of teaching delivery and examinations conducted in courses during the semester and academic year and determines measures for their improvement and enhancement; it analyses the effectiveness of teaching delivery within Study Programmes and determines proposals for preventive and corrective measures to improve teaching (Article 69, paragraph (1), items s–u).

When conducting the evaluation, the opinions of students are taken into account, as the Law guarantees students the right to the "evaluation of the performance of academic staff" (Article 108, paragraph (3), item k) of the Law. It is the responsibility of the higher education institution to analyse the performance results of teaching staff as part of the process of continuous improvement. Based on this analysis, a quality improvement plan, i.e. a plan and programme for the professional training of all employees, is established, with particular emphasis on ethics, pedagogical and didactic competencies, and digital competencies, with the aim of ensuring the quality of all business processes of the higher education institution (Article 140, paragraph (1)). In addition to the results of the scientific and research work of teaching staff, the performance of non-teaching staff is also subject to evaluation, which the higher education institution/organisational unit is required to conduct at the end of each calendar year. Based on the results of this evaluation, a plan for strengthening the capacities of non-teaching staff is established, with the aim of ensuring the achievement of the defined level of quality and building a quality culture (Article 146).

Pursuant to Article 140 of the *Statute of the University of Sarajevo* (No. 01-1093-3-/18 of 28 November 2018), the implementation of a Study Programme is monitored by the council of the organisational unit and the Senate, which submit proposals for its amendments and supplements, taking into account the requirements of service users and the labour market. Study Programmes are subject to evaluation and, where necessary, amendments and supplements at least once upon the expiry of the duration of the cycle of study in which the Study Programme is implemented.

The procedure for evaluating the performance of teaching staff and the effectiveness of the implementation of curricula and syllabi is further regulated by the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (No. 01-1101-99/18 of 19 December 2018).

The *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the University of Sarajevo – Faculty of Islamic Studies* regulates the criteria and procedure for evaluation, the obligations of participants in the evaluation process, as well as the content of standard

evaluation forms for assessing the performance of employees from among the Faculty's non-teaching staff, i.e. professional, administrative and auxiliary-technical staff.

The procedure for revising existing Study Programmes was further regulated by the *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Study Programmes and Amendments to Existing Study Programmes and Curricula and Syllabi at the University of Sarajevo – Consolidated Text* (No. 01-01-2238/21 of 27 January 2021).

Regular updating of courses, relating to the improvement of teaching methods, monitoring recent literature and student achievement, and aligning course content with contemporary knowledge, is not considered a substantial change, but rather forms part of quality assurance. Changes to curricula and syllabi concerning the regular updating of courses are adopted by the council of the organisational unit (Article 14). Along with a request for amendments to the curriculum and syllabus of an existing Study Programme, the council of the organisational unit is required to submit: a) the proposed amendments, b) the reasons for the amendments, and c) the opinion of the organisational unit's Quality Assurance Committee on the compliance of the proposed amendments with the Standards and Norms and on the compliance of the proposed Study Programme quality assurance plan with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (Article 15). On the basis of the opinion received from the Council of the Grouping, the Senate may adopt a decision on: a) approving the request for amendments and supplements to the existing Study Programme, b) rejecting the request for amendments and supplements to the existing Study Programme, or c) conditionally approving the request for amendments and supplements to the existing Study Programme, subject to its revision at the request of the Senate (Article 17).

As of the 2024/25 academic year, a new University regulation governing this area has been applied, namely the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*.

Amendments and supplements to the curricula and syllabi of the Faculty's Study Programmes are adopted by the Senate upon the proposal of the Faculty Council, subject to the prior approval of the Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH) as the competent body of the Faculty's Founder, in accordance with Article 170 of the Law on Higher Education and Article 11 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as Part of the University of Sarajevo*. The University Senate adopts the curriculum and syllabus for religious courses within the Faculty's curriculum and syllabus, without having the authority to amend or abolish them.

The University and Faculty regulations provide for the participation of all stakeholders in the Study Programme revision process (Articles 63 and 109 of the *Statute of the University*, Article 15 of the *Rulebook on the Quality Assurance and Quality Management System at the University*; Article 6 of the *Rulebook on the Internal Organisation and Job Classification of the Faculty*). In accordance with the provisions contained in the aforementioned articles of the University and Faculty regulations, the expert bodies, the Quality Assurance Committee and the Faculty Council, have been appointed.

Teaching and non-teaching staff and students, either personally or through their representatives, participate in the work of bodies that make decisions relevant to the revision process (Quality Assurance Committee, Faculty Council, University Senate), while the Islamic Community in Bosnia and Herzegovina (IC BiH), as the Founder and the principal employer

of the Faculty's graduates, is involved in the process by providing approval for revisions (Article 27 of the *Faculty Rules*).

Decisions adopted in the revision procedure and the revised curricula and syllabi are published on the websites of the Faculty and the University, respectively:

- Master in Islamic Studies (2019);
- Master in Islamic Studies (2023).

The quality of the teaching process in the Master in Islamic Studies is regularly monitored and evaluated within the framework of the semester-based evaluation of the teaching process, corrective measures are adopted, and efforts are made to implement them. The links below refer to the minutes of the Faculty Council meetings at which the teaching evaluation reports were adopted:

- in the summer semester of 2023/24 (3rd regular meeting of the Faculty Council held on 4 December 2024);
- in the winter semester of 2023/24 (6th regular meeting of the Faculty Council held on 5 June 2024);
- in the summer semester of 2022/23 (8th regular meeting of the Faculty Council held on 8 September 2023);
- in the winter semester of 2022/23 (4th regular meeting of the Faculty Council held on 5 April 2023);
- in the summer semester of 2021/22 (9th regular electronic meeting of the Faculty Council held on 7 September 2022);
- in the winter semester of 2021/22 (4th regular electronic meeting of the Faculty Council held on 30 March 2022);
- in the summer semester of 2020/21;
- in the winter semester of 2020/21 (1st thematic electronic meeting of the Faculty Council held on 26 March 2021);
- in the summer semester of 2019/20 (44th meeting of the Faculty Council held on 1 July 2020);
- in the winter semester of 2019/20 (43rd regular meeting of the Faculty Council held on 10 June 2020).

In the 2021/22 academic year, an Evaluation of the Faculty's Study Programmes was conducted, which also included the Master in Islamic Studies.

The general quality indicators of the Study Programme measured through the evaluation of the Study Programmes were:

a) The work of administrative services and general conditions of study at the Faculty;
b) The Study Programme (content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.);
c) Delivery of teaching and examinations;
d) Relations with students and support during their studies;
e) Overall assessment of study outcomes.

Each of the above general indicators includes a number of specific quality indicators contained in the Questionnaire for the Evaluation of the Faculty's Study Programmes.

The results of the Evaluation of the Faculty's Study Programmes in 2021/22 were considered at a meeting of the Quality Assurance Committee, attended by members of the Faculty's Dean's Office (Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of 47 recommendations for improving the Study Programmes. The Report was subsequently considered and adopted at the 7th regular meeting of the Faculty Council held on 30 June 2022.

The implementation of evaluations aimed at improving the quality of the Study Programme is explained in greater detail in relation to Criterion 3.9.

3.9.4.2. *The higher education institution periodically evaluates the curriculum and syllabus, the teaching process, the level of achievement of learning outcomes and their relevance to the labour market through surveys of students, academic and administrative staff, and uses the feedback obtained to innovate and improve the aforementioned.*

The teaching process is systematically monitored and evaluated through regular semester-based teaching evaluations. Reports on teaching evaluations have been considered and adopted by the Quality Assurance Committee and subsequently by the Faculty Council since the summer semester of the 2018/19 academic year. Members of the academic and administrative staff are represented, either personally or through their representatives, on the Quality Assurance Committee and the Faculty Council, and participate in discussions and the adoption of teaching evaluation reports, together with the accompanying corrective measures and recommendations for improving the teaching process.

In the 2021/22 academic year, the first comprehensive evaluation of the curriculum and syllabus, the level of achievement of learning outcomes and their relevance to the labour market was conducted through a student survey, namely through the Evaluation of the Faculty's Study Programmes in the 2021/22 Academic Year, which also included the Master in Islamic Studies.

Members of the academic and administrative staff, either personally or through their representatives on the Quality Assurance Committee and the Faculty Council, participated in discussions and the adoption of the Report on the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year, together with the accompanying recommendations for improvement.

From 31 October to 6 November 2023, the Quality Assurance Office of the University Rectorate conducted a survey of the University's academic staff on the quality, currency and availability of resources related to Study Programmes, including the Master in Islamic Studies, in the 2022/23 academic year, in which members of the Faculty's academic staff participated. According to the results of this survey, the Faculty of Islamic Studies ranked second among the University's organisational units in terms of the satisfaction of its academic staff with various aspects of the institution's operations. At its 3rd meeting held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the Report on the Results of the Survey of the Faculty's Academic Staff, together with recommendations, which was subsequently considered and adopted at the 6th regular meeting of the Faculty Council held on 5 June 2024.

A number of recommendations were adopted with the aim of further improving the Faculty's operations, particularly in the area of scientific research activities.

The results of the semester-based teaching evaluations are regularly analysed by the Quality Assurance Committee and presented in reports containing data on the number and structure of respondents; average ratings of the performance of academic staff (teachers, teaching assistants and external associates) in teaching; proposals for recognition and awards for the three highest-rated teachers, the three highest-rated teaching assistants and the highest-rated external associate; aggregated indicators of the quality of the teaching process according to various criteria/questions from the evaluation questionnaire; the Committee's assessment of the aggregated indicators of progress achieved and areas for improvement; examples of good teaching practices; identified shortcomings; and proposals for corrective measures provided for under the *Rulebook on Student Evaluation of the Performance of Academic Staff in Teaching*, as well as other proposals for improvement. The Committee's reports on the evaluation of the teaching process are considered and adopted by the Faculty Council. The implementation of corrective measures is initiated by the Dean and the Vice-Deans responsible for teaching and quality, in cooperation with Heads of Departments.

It is important to note that improvements in the teaching process are evident from the report for the winter semester of 2020/21 through the report for the summer semester of 2022/23:

a) Aggregated indicators by criteria/questions from the evaluation questionnaire show continuous improvement in the quality of the teaching process;
b) The occurrence of unsatisfactory average ratings (below 2) for individual questions in the evaluation questionnaire requiring the implementation of corrective measures has been reduced to 0%;
c) The occurrence of shortcomings in teaching requiring the implementation of corrective measures (e.g. irregular/non-systematic fulfilment of basic teaching obligations) has been significantly reduced.

In support of the statement under a), the trend in the aggregate score of the adopted teaching quality indicators is presented graphically below. Specifically, the charts show the percentage of students who rated the adopted teaching quality indicators with the highest rating of 5. It can be observed that the majority of indicators (16 out of a total of 17) show an upward trend in ratings, indicating the positive effects of conducting regular semester-based evaluations of the teaching process.

It should be noted that the evaluation of teaching in the Master in Islamic Studies and the other four Study Programmes at the First and Second Cycles of Study is conducted using a single questionnaire; therefore, the analyses and indicators presented below refer collectively to all five Study Programmes.

The percentage increase in the highest rating during the indicated period, according to the teaching process quality indicators, was as follows:

- Encourages students to engage in independent research and learning (24%);
- Applies different forms and methods of teaching (23.4%);
- Engages students in discussion and encourages their active participation in the processing of course content (19.6%);
- Creates various resources enabled by the DL Platform (18.4%);

- Adheres to the subject matter of the course during classes (12.5%);
- Provides students with appropriate feedback and assessment of their assignments (12.2%);
- Enables students to have consultations via the DL Platform or email communication (10.3%);
- Defines the course objectives, students' obligations in the course, literature and student assessment methods in a timely and clear manner (10%);
- Overall assessment of the performance of teachers and teaching assistants (9.3%);
- Is motivated to work and conscientiously fulfils their obligations (8.1%);
- Presents course content clearly and comprehensibly (8%);
- Different e-learning resources are adequately organised (2.6%);
- Treats students fairly and with respect (1.9%);
- Approaches teaching prepared (1.3%);
- The available e-learning materials were useful in the process of mastering the course content (0.4%);
- Made e-learning materials available to students in electronic form (0.1%).

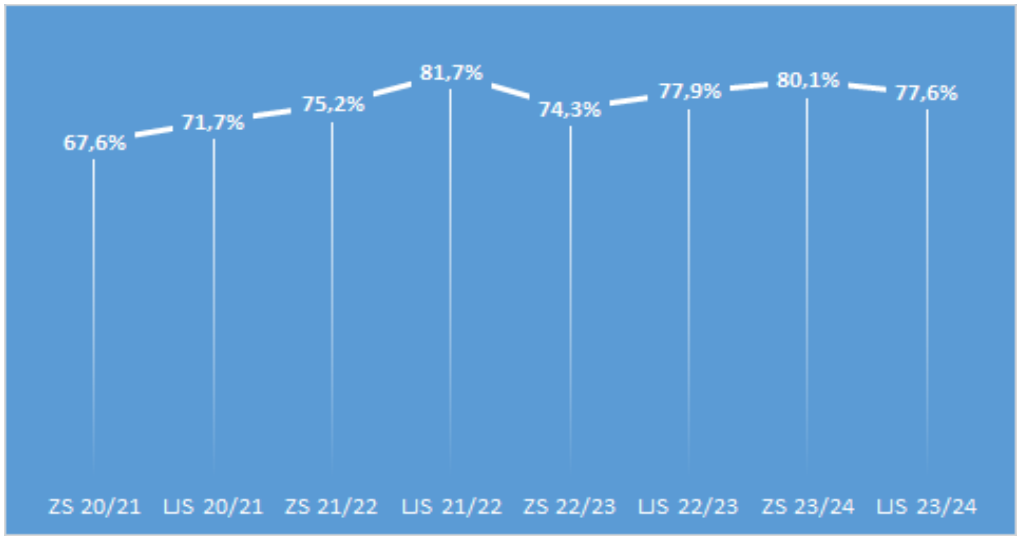


Figure 62. *Defines the course objectives, students' obligations in the course, literature and student assessment methods in a timely and clear manner*

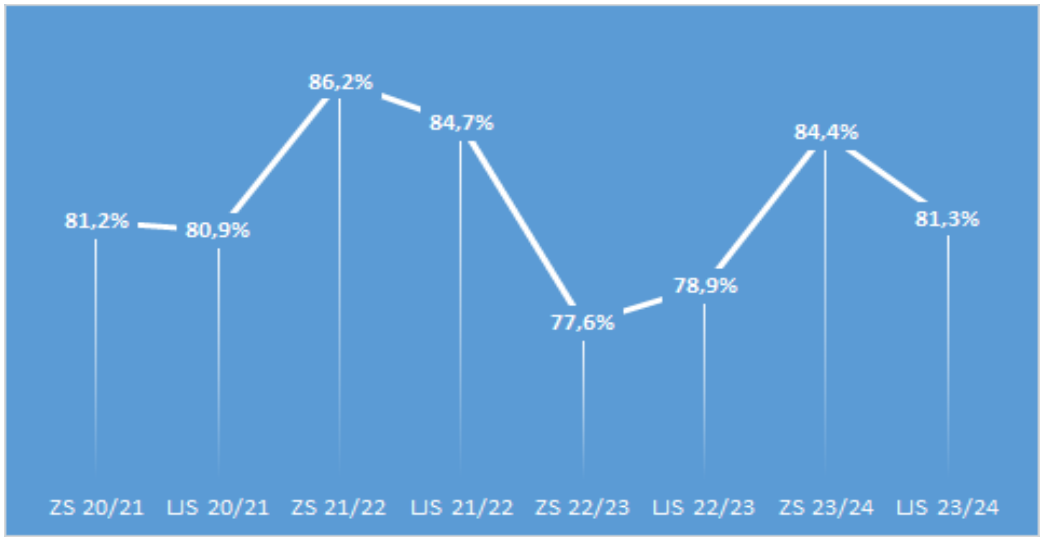


Figure 63. *Made e-learning materials available to students in electronic form*

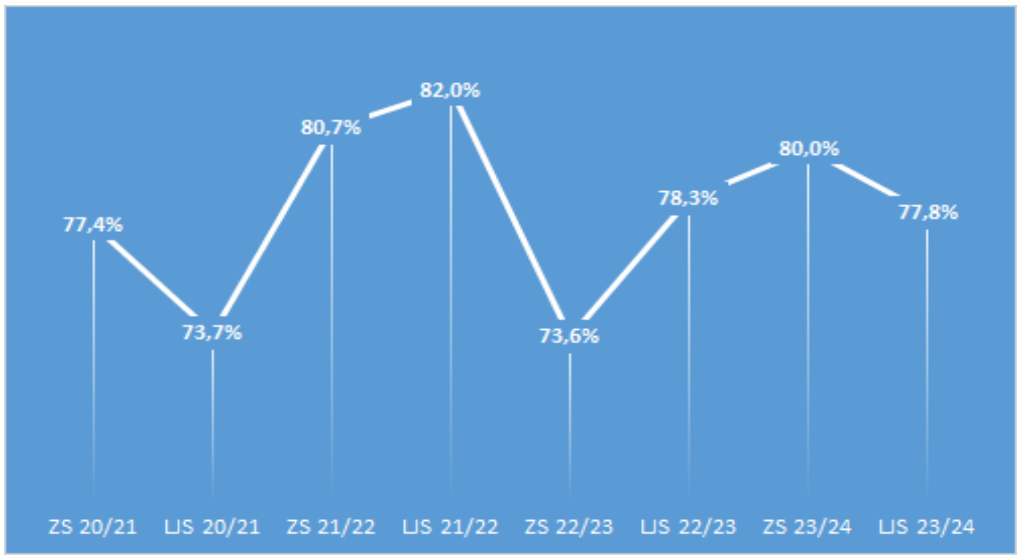


Figure 64. *The available e-learning materials were useful in the process of mastering the course content*

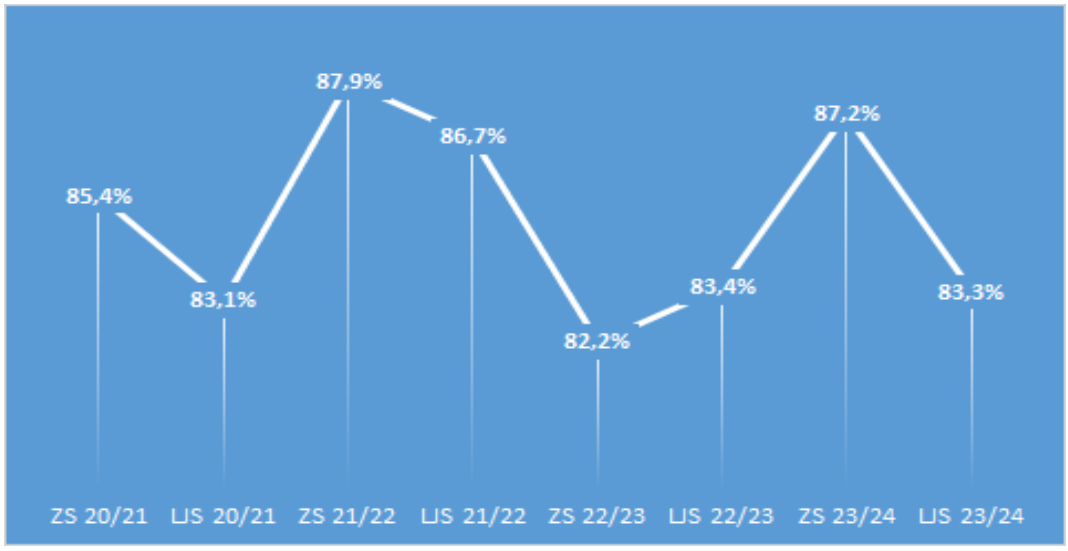


Figure 65. *Conducts classes regularly and on time*

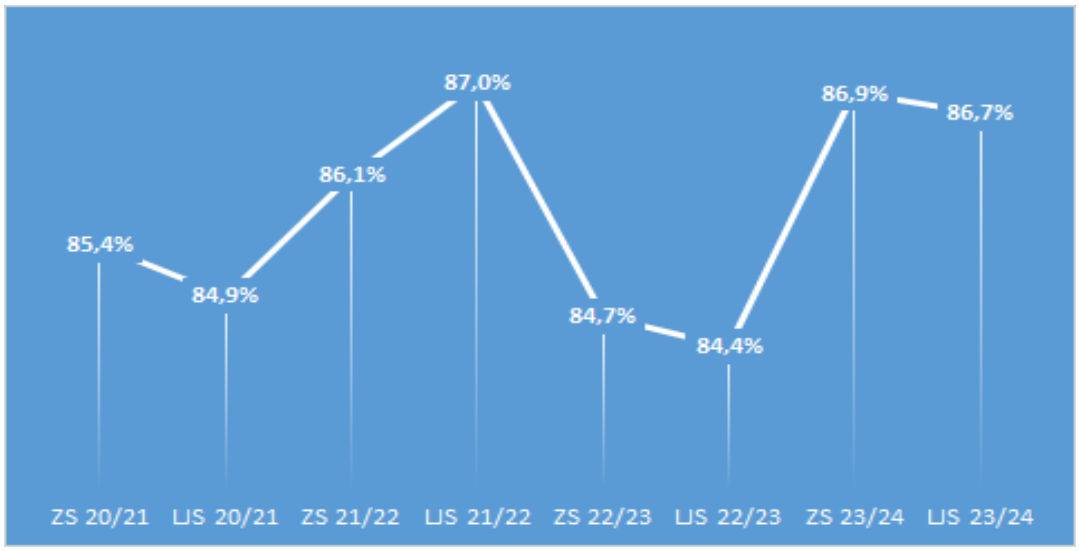


Figure 66. *Approaches teaching prepared*

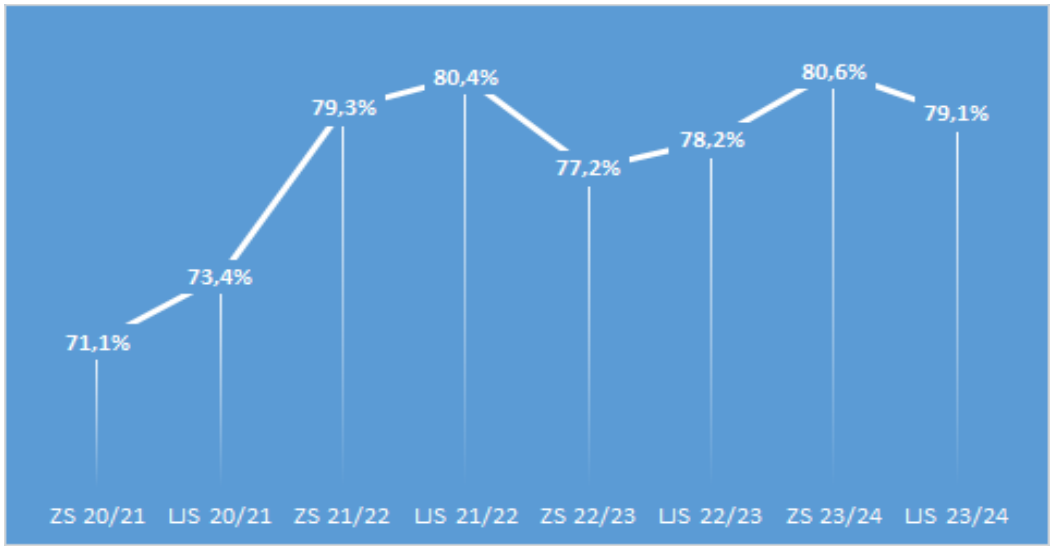


Figure 67. *Presents course content clearly and comprehensibly*

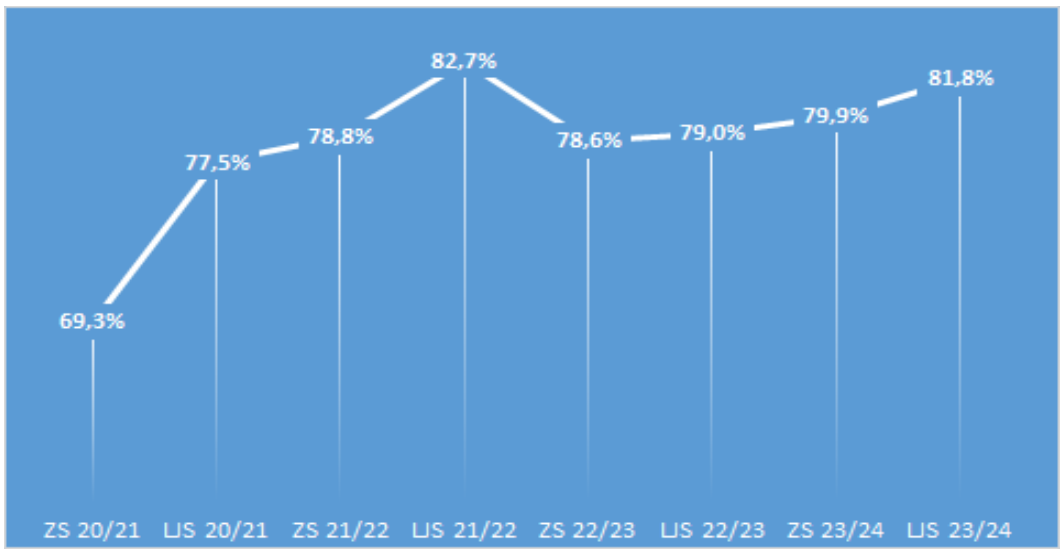


Figure 68. *Adheres to the subject matter of the course during classes*

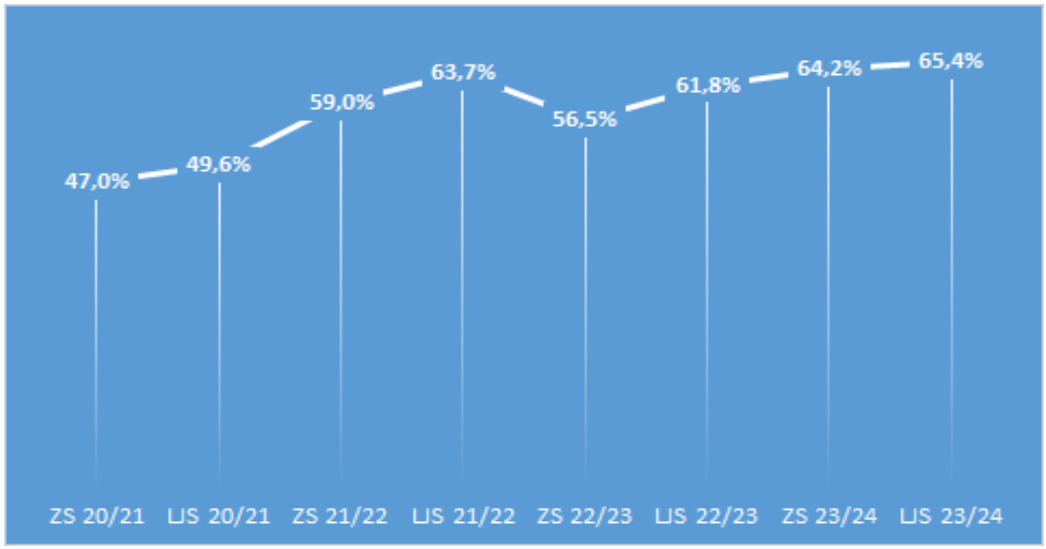


Figure 69. *Creates various resources enabled by the DL Platform*

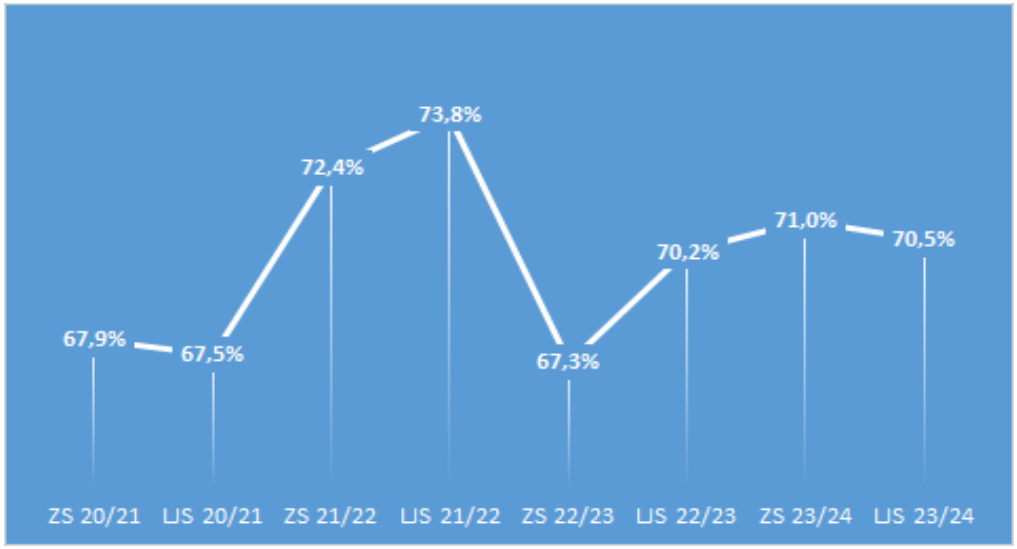


Figure 70. *Different e-learning resources are adequately organised*

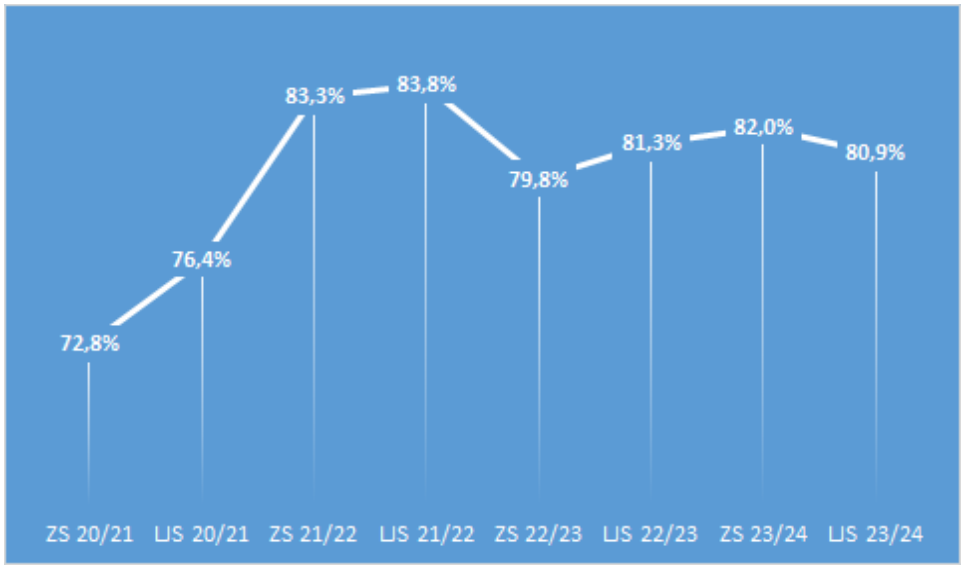


Figure 71. *Is motivated to work and conscientiously fulfils their obligations*

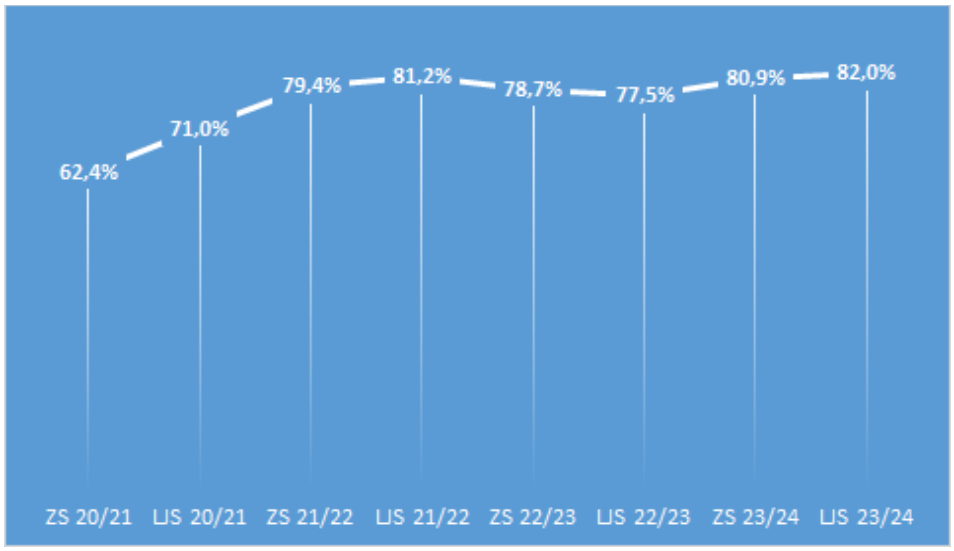


Figure 72. *Engages students in discussion and encourages their active participation in the processing of course content*

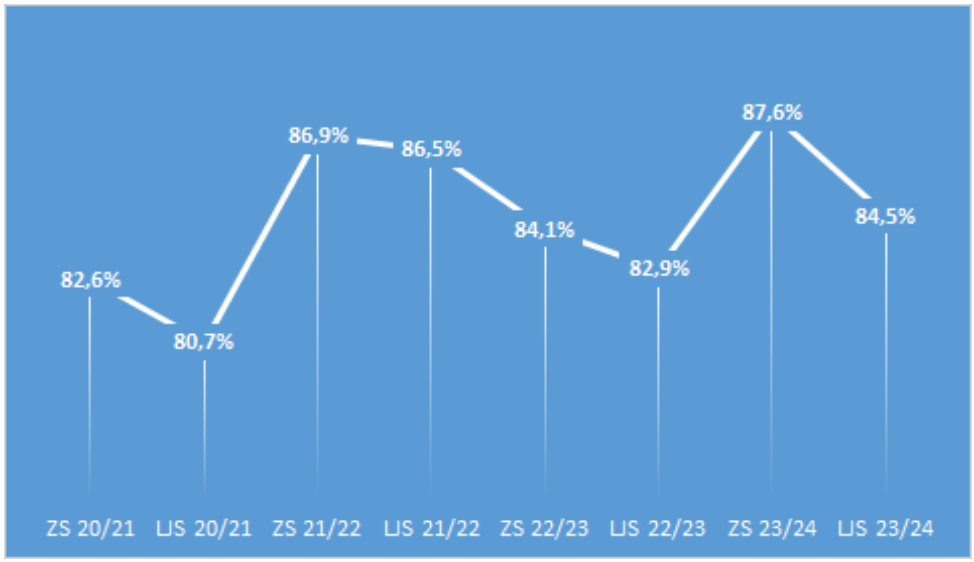


Figure 73. *Treats students fairly and with respect*

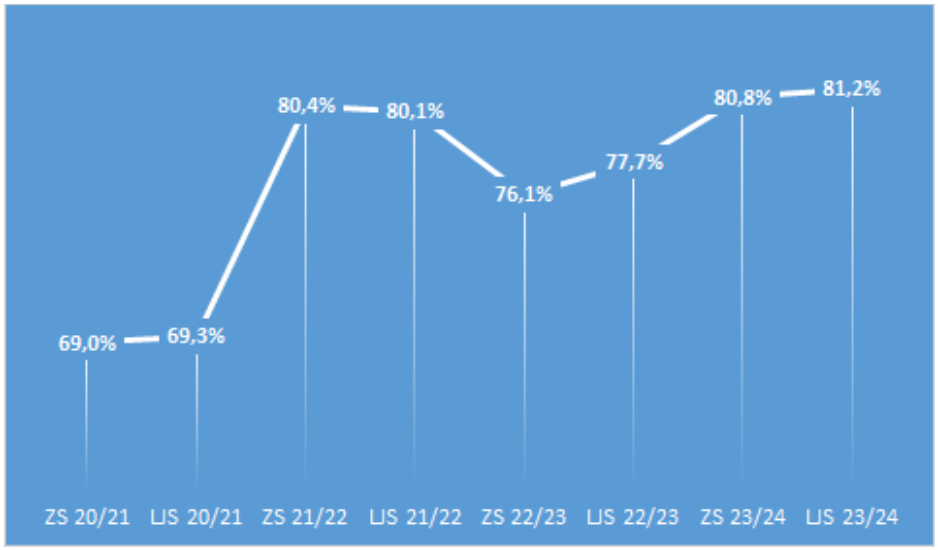


Figure 74. *Provides students with appropriate feedback and assessment of their assignments*

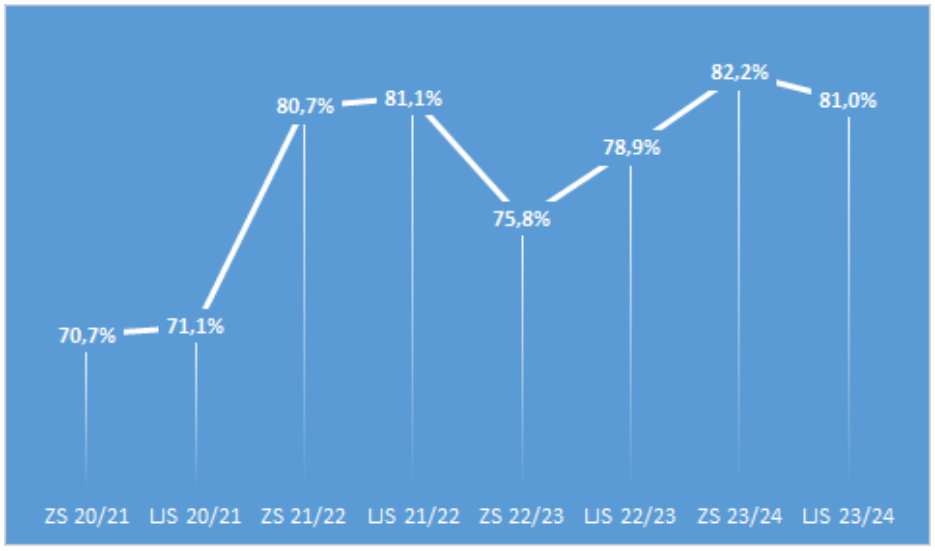


Figure 75. *Enables students to have consultations via the DL Platform or email communication*

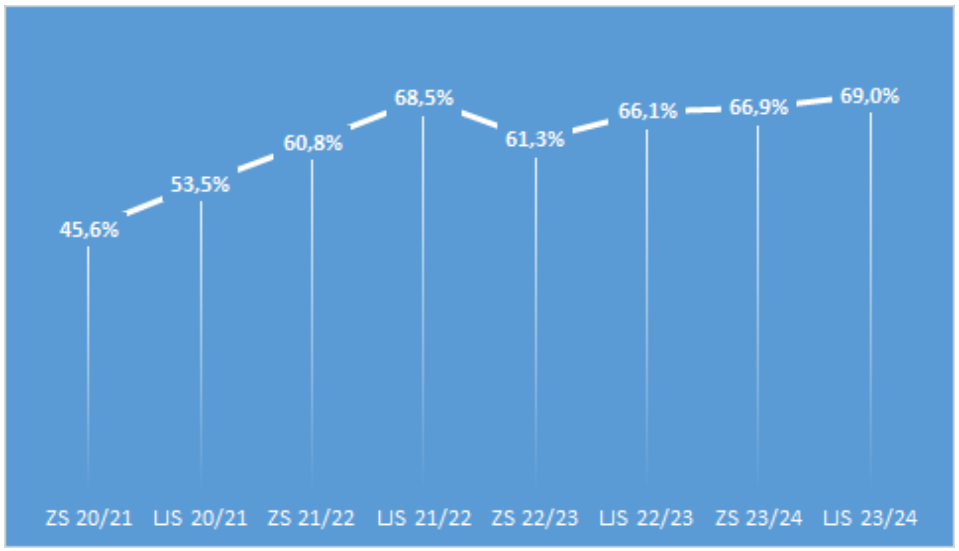


Figure 76. *Applies different forms and methods of teaching*

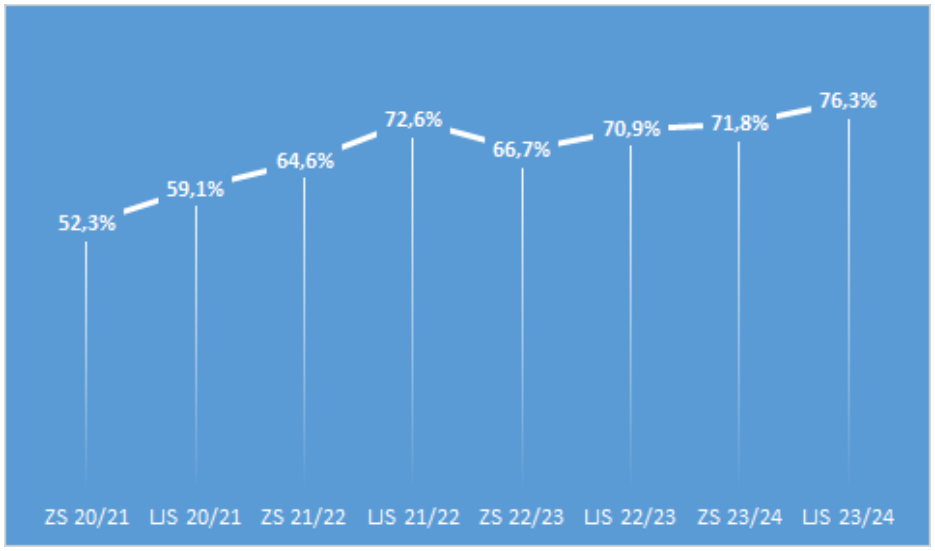


Figure 77. *Encourages students to engage in independent research and learning*

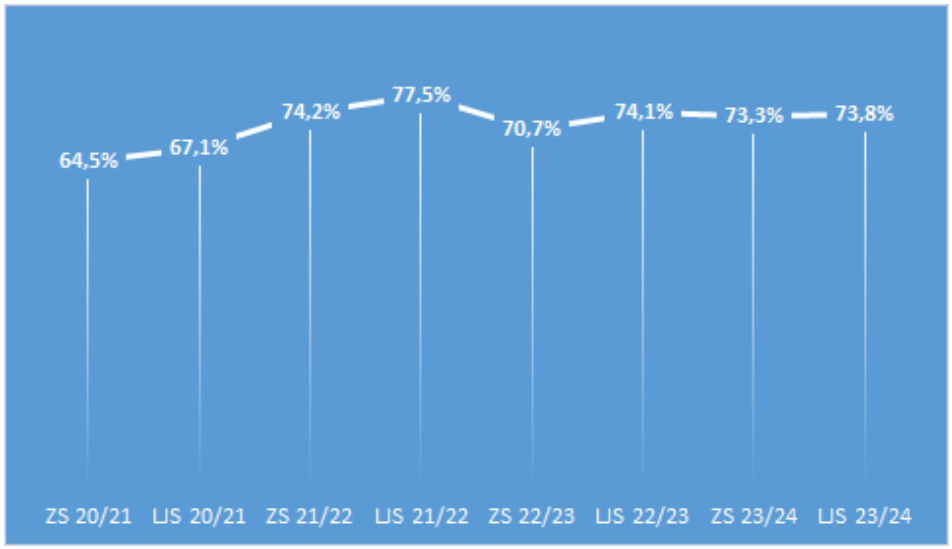


Figure 78. *Overall assessment of the performance of teachers and teaching assistants*

In support of statements b) and c), the table below presents the occurrence of unsatisfactory average ratings (below 2, on a scale from 1 to 5) for individual questions in the evaluation questionnaire (among a certain number of teachers and teaching assistants), shortcomings in the fulfilment of teaching obligations based on responses to open-ended questions, as well as the number of adopted corrective measures and additional recommendations for improving the teaching process, by semester.

Semester	Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire?	Have any deficiencies in teaching been identified (based on the responses to open-ended questions)?	Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance	Number of additional recommendations adopted for improving the teaching process
Summer semester 2018/19.	No	Yes	4	10
Winter semester 2019/20.	Yes	Yes	6	6
Summer semester 2019/20.	The questionnaire was adapted for online teaching	Yes	1	4
Winter semester 2020/21.	Yes	Yes	6	6
Summer semester 2020/21.	No	No	0	3
Winter semester 2021/22.	No	No	0	4
Summer semester 2021/22.	No	No	0	5
Winter semester 2022/23.	Yes	Yes	6	5
Summer semester 2022/23.	No	Yes	5	5
Winter semester 2023/24.	Yes	Yes	3	5
Summer semester 2023/24.	No	Yes	1	5

Table 28. *Occurrence of unsatisfactory average ratings for individual questions, shortcomings in teaching, adopted corrective measures and other recommendations for improving teaching*

The results of the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year, including the Master in Islamic Studies, as previously mentioned, were considered by the Quality Assurance Committee in the presence of members of the Faculty's Dean's Office (Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, containing a total of fifty recommendations for the improvement of Study Programmes. The Report was subsequently considered and adopted by the Faculty Council.

Of the 47 adopted recommendations, 20 (42.5%) had been implemented by 29 October 2023, when the Faculty submitted the completed forms to the University Rectorate for the purposes of the University's internal institutional evaluation as part of the re-accreditation procedure (see the *Information on the Data of the Faculty of Islamic Studies Provided in the Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, adopted at the 10th regular meeting of the Faculty Council held on 1 November

2023). By the time the Self-Evaluation Report was finalised, a further four adopted recommendations had been implemented, bringing the total to 24 (51%).

It is important to note that the implementation of a significant number of the adopted recommendations depends on the actions, approval or support of external factors, primarily the Islamic Community in Bosnia and Herzegovina (IC BiH) as the Faculty's Founder and the Government of the Sarajevo Canton (e.g. development of occupational and qualification standards, amendments to curricula and syllabi, financing the employment of new staff, etc.).

In the period from 2018 to 2020, the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, implemented a scientific research project on the competencies of IC BiH personnel, the results of which were presented in the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: "El-Kalem" Publishing Centre and Faculty of Islamic Studies, 2022). The results of this research provide feedback from alumni of the Faculty of Islamic Studies and other faculties of the Islamic Community in Bosnia and Herzegovina, as well as from IC BiH employees who graduated from other faculties, which is relevant to the process of revising and innovating Study Programmes and systematically planning further education and training for staff. The research sought to identify areas for improving the competencies and qualification structure of IC BiH employees in order to project future development needs and adapt the knowledge, skills and abilities of staff to new conditions, social changes, the structure of the population they work with and technological advances, thereby increasing overall work efficiency. Among other things, the Study included research into the competencies of imams, Islamic Religious Education teachers, educators in IC BiH student dormitories, and teachers of Islamic subjects in madrasas (muderris), which are occupations that, in accordance with the regulations of the Islamic Community in Bosnia and Herzegovina, may be pursued by graduates of the Master in Islamic Studies. The results of the aforementioned Study, which, among other things, links the competencies of Faculty graduates with labour market needs, will be used in the next revision of the Study Programmes.

The 2024 revision of the Master in Islamic Studies focused on aligning learning outcomes, teaching methods and methods of assessing student achievement at course level with programme learning outcomes, including the development of a logical learning outcomes matrix. The 2026 revision was carried out on the basis of the decision of the Riyasat of the Islamic Community in Bosnia and Herzegovina of 18 March 2025, which established a proposal for amendments and supplements to the curriculum and syllabus of the Master in Islamic Studies. As part of this revision, (a) the following elective-compulsory courses were introduced: *Islamic Culture of Bosniaks*, *History of Muslim-Theological Thought in Bosnia and Herzegovina* and *Bosnian Language and Literature II*, while (b) several courses that had previously been offered as electives in the Master in Islamic Studies were transferred to the list of elective courses in the Study Programme in Islamic Theology at the First Cycle of Study.

The relevance of the learning outcomes of the Master in Islamic Studies to the labour market has also been assessed by the competent bodies of the Faculty's Founder – the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina – through their approval of revisions to this programme in 2019, 2022 and 2023.

Pursuant to the conclusion of the Riyasat of the Islamic Community in Bosnia and Herzegovina, No. 02-03-2-2150-2/20 of 11 June 2020, the Centre for Training and Human

Resources implemented a research project analysing the age and educational structure of IC BiH personnel, in accordance with the *Rulebook on the Collection, Processing, Use and Protection of Personal Data in the Islamic Community*. In implementing this project, the Centre cooperated with the Directorate for Education and Science, the Directorate for Religious Affairs, organisational units and institutions of the Islamic Community in Bosnia and Herzegovina, including the Faculty.

3.9.4.3. *The higher education institution monitors and evaluates the implementation of: the internationalization action plan; the benefits arising from signed international cooperation agreements; the percentage of international students and professors; the number and progress of its students undertaking professional development abroad; the employment of graduates; and similar indicators.*

The Faculty does not have its own adopted internationalization action plan and, consequently, does not have procedures for monitoring and evaluating its implementation. However, the University has adopted the Strategy for the Development of International Cooperation (2018/19–2022/23), which defines one strategic objective, three operational objectives and activities through which these objectives are to be implemented. It also sets out brief descriptions of activities, deadlines, the budget, activity coordinators, sources of funding and indicators for monitoring the implementation of the Strategy, within the action plan (Chapter A.4).

This Strategy forms an integral part of the *Development Strategy of the University of Sarajevo for the 2019–2023 Period*, which defines as strategic objective M1 the institutionalisation of the internationalization process at the University, together with the strong development of conditions for strengthening "internationalization at home", with the aim of creating an attractive, stimulating, creative and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

The *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the 2014–2024 Period* identifies "7.1.5. Mobility of Students and Teachers" as one of its strategic tasks.

There are no adopted procedures at the Faculty level for monitoring the benefits arising from signed international cooperation agreements or the progress of students undertaking professional development abroad. Likewise, there is no evidence that analyses of the benefits of such cooperation/professional development are conducted at the Faculty level, together with recommendations for improvement measures. However, the University Rectorate's International Relations Office prepares annual reports on the University's international cooperation with the aim of monitoring the number and benefits of signed international agreements, international outgoing and incoming mobility of students, teaching and non-teaching staff, as well as international projects.

At its 7th meeting held on 30 August 2023, and subsequently at the 8th regular meeting of the Faculty Council held on 6 September 2023, the Faculty's Quality Assurance Committee and Faculty Council, respectively, adopted the *Report on the Employability of Faculty Graduates in the 2019–2022 Period*, which also included graduates of the Master in Islamic Studies. The Report contained recommendations concerning activities aimed at: a) increasing the employability of graduates in institutions of the Faculty's Founder; b) strengthening the

connection between the qualifications acquired at the Faculty and labour market needs through the development of occupational standards and qualification standards and the alignment of learning outcomes with these standards; and c) the next revision of the Study Programmes in order to align them with labour market needs. This demonstrates that the results of the employability analysis are taken into consideration and that improvement measures are planned in cooperation with the Faculty's Founder. Moreover, during the Self-Evaluation process, some of the adopted recommendations have already been implemented (see Chapter 3.7).

3.9.4.4. *The quality, currency and availability of resources are evaluated through surveys of academic staff and students.*

The *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (2018) provides for comprehensive evaluations of Study Programmes which, among other indicators, include the assessment of the quality, currency and availability of resources related to Study Programmes.

As previously mentioned, in the 2021/22 academic year, the Faculty conducted an Evaluation of the Faculty's Study Programmes, which also included the Master in Islamic Studies. As part of this evaluation, students in the final semester of their studies had the opportunity to assess, among other Study Programme quality indicators, the quality, currency and availability of resources related to the Study Programme. The results of the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year were considered by the Quality Assurance Committee in the presence of members of the Faculty's Dean's Office (Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of fifty recommendations for improving the Study Programmes. The Report was subsequently considered and adopted at the 7th regular meeting of the Faculty Council held on 30 June 2022.

The Quality Assurance Committee, followed by the Faculty Council, adopted a number of recommendations accompanying the Report on the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year, which, among other things, were aimed at improving the quality, availability and currency of resources related to the Study Programmes (see the *Information on the Data of the Faculty of Islamic Studies Provided in the Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, adopted at the 10th regular meeting of the Faculty Council held on 1 November 2023). Most of these recommendations have been implemented.

Examples of adopted recommendations	**Implemented recommendations**
The library should play an important role in improving the overall learning experience for students by: a) providing physical and digital access to library resources; b) offering physical space for learning, research, and team project work;	a) – g)

c) conducting training/tutorials for students; and
d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning).

Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services:

a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program;
b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research;
c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met;
d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars)
e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources;
f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities;
g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library resources important for students' and teaching staff's research projects via the Faculty's website;
h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks (such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly

encouraging them to read, and assessing this type of student activity as part of their final grade.	
The Committee recommends: a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization; b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary; c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October.	a) – c)

Table 29. *Examples of Recommendations Adopted and Implemented by the Faculty's Quality Assurance Committee accompanying the Report on the Evaluation of the Faculty's Study Programmes in the 2021/22 Academic Year*

As previously mentioned, the Faculty's academic staff participated in the University staff survey aimed at assessing the quality, currency and availability of resources for Study Programmes in the 2022/23 academic year, which also included the Master in Islamic Studies. A total of 23 out of 27 members of the Faculty's academic staff (85.19%) participated in the survey, according to the report submitted by the University's Quality Assurance Office by email to the presidents of the quality assurance committees of the University's organisational units on 24 November 2023.

At its 3rd meeting held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the Report on the Results of the Survey of the Faculty's Academic Staff, together with recommendations, which was subsequently considered and adopted at the 6th regular meeting of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's operations, particularly in the area of scientific research activities.

The Report showed:

a) that members of the academic staff rated the following criteria 4.00 or higher:
- sense of belonging to the institution (4.78),
- sense of personal safety in the work environment (4.65),
- institutional image (4.64),
- job satisfaction (4.57),
- availability of office equipment/materials (4.55),
- cleanliness/hygiene of the work environment (4.52),
- working conditions in the office/workplace (4.50),
- the institution adequately addresses students' needs (4.50),
- technical equipment and support (4.45),
- communication between teaching and non-teaching staff (4.45),
- the institution appropriately promotes, monitors and evaluates the quality of the teaching process (4.45),
- the institution provides academic staff with opportunities to express suggestions and comments regarding the Faculty's operations (4.45),
- the possibility of submitting complaints and objections without fear of retaliation (4.43),

- the sense that the work of academic staff members is valued and appreciated (4.41),
- material and technical working conditions at the Faculty (4.41),
- availability of the library collection (4.41),
- quick and efficient access to information (4.30),
- the institution promotes open communication and teamwork among employees (4.27),
- informal recognition of an academic staff member's contribution (4.18),
- the institution appropriately promotes, monitors and evaluates international cooperation and the mobility of teachers, other employees and students (4.09),
- the institution provides opportunities for professional development in the field of teaching (4.09),
- the institution provides opportunities for professional development in the field of research (4.05);

b) that members of the academic staff rated the following criteria 3.99 or lower:
- formal recognition of contributions (3.95),
- the institution appropriately promotes, monitors and evaluates scientific research activities (3.95),
- the institution's capacity for scientific research activities (3.95),
- the number of non-teaching staff available to achieve work objectives and tasks (3.95),
- availability of relevant journal databases (3.73),
- the number of teaching staff available to achieve work objectives and tasks (3.77), and
- workload arising from obligations not directly related to teaching (3.27).

The Faculty Council adopted the recommendations of the Quality Assurance Committee for improvement concerning the criteria listed under b). These include, among others, introducing the practice of granting awards and recognitions to the most successful researchers among the academic staff, as well as for social/institutional contributions; paying due attention to updating the research profiles of academic staff (Google Scholar, ORCID and COBISS), as well as implementing the decision of the Faculty Dean on recording scientific research activities and international cooperation activities using the prescribed form; preparing an annual analysis of the scientific output of academic staff; initiating an interdisciplinary scientific research project of significance to the Islamic Community or of broader social significance, through cooperation among a larger number of the Faculty's departments, as well as cooperation with departments of other faculties of the Islamic Community; involving Third Cycle students in scientific conferences organised or co-organised by the Faculty; organising Doctoral Days at the Faculty with the aim of presenting and discussing the progress of Third Cycle students in their research work and reaching agreements between supervisors and doctoral students on participation in scientific conferences and the publication of joint papers in journals; ensuring that the Faculty Library subscribes to digital editions of the most significant international journals in the field of Islamic Studies; specifying the days and times during the week when meetings of the Faculty's bodies should, as a rule, be held, and limiting the duration of meetings in order to reduce the administrative workload of teaching staff.

3.10. ACADEMIC STAFF AND STUDENT MOBILITY

3.10.4.1. ***The mobility of academic staff and students within the Study Programme is promoted and enhanced through joint applications and participation in projects with other higher education institutions in the country and abroad.***

Activities aimed at promoting the mobility of students and academic staff through joint applications and participation in projects with other higher education institutions in the country and abroad are regulated and undertaken in accordance with the regulations governing the operation of the University, which the Faculty, as an organisational unit, complies with, including:

a) *Law on Higher Education of the Sarajevo Canton* of 2022 (Articles 108 and 109, paragraphs (1) and (2));
b) *Statute of the University of Sarajevo* of 2023;
c) Decision of the Senate on the Signing of Inter-Institutional Agreements;
d) *Rulebook on Mobility at the University of Sarajevo* of 2018.

The existing formal and legal framework of the University provides an adequate framework and a sound platform for initiating student and academic staff exchange projects. This particularly applies to the Erasmus student and staff exchange programme, which is currently the main, most beneficial and most frequently used mobility programme by the Faculty's teachers and students, including those enrolled in the Master in Islamic Studies.

A particular advantage of the current regulatory framework in this regard is its flexibility, which allows University organisational units to independently initiate and apply for KA171 and similar Erasmus exchange programmes and to implement them independently in cooperation with partner institutions in circumstances where the number of University faculties that are signatories to agreements and participants in KA171 projects is fewer than three (3). In addition to facilitating and accelerating the process of initiating and signing agreements, this provides organisational units with a sense of both trust and responsibility. It should also be emphasised that the University's International Relations Office performs its duties competently and professionally and provides maximum support to the Faculty's Vice-Dean for International Cooperation by providing, in a timely manner, the information required to initiate and manage exchange projects, as well as continuous support in the event of unforeseen circumstances.

Another facilitating circumstance is the relatively high level of interest among partner faculties in cooperation with the Faculty through student and staff exchange, particularly in certain European Union countries, which at a certain point raises the question of the "optimal number" of such inter-faculty agreements.

On the other hand, it is noticeable that the procedure for signing and implementing Erasmus mobility agreements sometimes differs from one programme country to another (e.g. Germany and Belgium differ significantly from Türkiye and Slovenia), and it would therefore be advisable for the University's central International Relations Office to identify and clarify any such differences in a timely manner. Furthermore, national education agencies, as bodies that ultimately approve or reject applications submitted by partner institutions for the launch of KA171 and similar mobility projects, in some countries (e.g. Türkiye) tend to focus primarily on student exchange, which may constitute a difficulty and challenge for the "sustainability of

agreements", particularly in situations where "incoming students" do not have sufficient knowledge of the Bosnian language.

In accordance with the applicable regulatory framework, from 2019 to the present, the Faculty has successfully applied for and subsequently directly concluded Erasmus agreements with four (4) universities in Germany (Tübingen, Erlangen, Osnabrück and Paderborn), and one (1) university each in the Netherlands (Radboud University), Belgium (KU Leuven), Slovenia (University of Ljubljana) and North Macedonia (Faculty of Islamic Sciences), as well as four (4) universities in Türkiye (Fatih Sultan Mehmet Vakıf University, Istanbul University, Marmara University and Ibn Haldun University). Given that universities from "programme countries", as holders of the right to access EU funds, propose how the allocated funds are to be used, only some of the Erasmus agreements have provided for the exchange of both academic staff and students (Tübingen, Erlangen, Osnabrück and Leuven), while others have provided exclusively for the exchange of academic/administrative staff (Paderborn, Radboud University, Fatih Sultan Mehmet Vakıf University, Istanbul University and Marmara University). Among the latter (Fatih Sultan Mehmet Vakıf University, Istanbul University and Marmara University), the funds allocated were generally limited in scope and primarily intended for "mutual visits" by administrative staff responsible for international cooperation, with the aim of planning, initiating and further developing cooperation. In addition, due to the COVID-19 pandemic, some funds allocated for the 2019/20 academic year were not used (Radboud University). From 2019 to the present, a total of ten (10) of the Faculty's teachers have participated in the Erasmus academic staff exchange programme, while nine (9) representatives of the academic staff from partner universities have visited the Faculty. With regard to student exchange, a total of ten (10) Faculty students have taken advantage of the opportunity to participate in the Erasmus student exchange programme, including four (4) students from the Master in Islamic Studies and one (1) doctoral student. On the other hand, within the Erasmus programme, a total of three (3) students from partner universities have visited the Faculty since 2019.

3.10.4.2. ***Mechanisms for bilateral and multilateral student exchange with foreign higher education institutions through various student exchange programmes and networks, with recognition of the period of study, grades and ECTS credits earned during the exchange, have been established.***

Mechanisms for bilateral and multilateral student/academic staff exchange with foreign higher education institutions through various student exchange programmes and networks, with recognition of the period of study, grades and ECTS credits earned during the exchange (e.g. Erasmus exchange programmes), have been established and operate in accordance with the regulations governing the operation of the University, which the Faculty, as an organisational unit, complies with, including:

1. *Law on Higher Education* of 2022 (Articles 108 and 109, paragraphs (1) and (2)) concerning student mobility;
2. *Statute of the University of Sarajevo* of 2023 (Articles 193, 194, 195 and 196);
3. *Rulebook on Mobility at the University of Sarajevo* of 2018.

The mechanisms for implementing bilateral and multilateral exchange of students/academic staff primarily concern activities undertaken with the aim of promoting, encouraging and motivating students/academic staff to participate in exchanges, monitoring their

implementation, and subsequently recognising the ECTS credits and grades earned. In this regard, participation in mobility programmes is promoted in cooperation with the University's International Relations Office by obtaining relevant information on Erasmus exchanges, international scholarships and international events and publishing it on the Faculty's website. In addition, the Faculty independently promotes mobility through additional presentations on available exchange opportunities for students, discussions with representatives of the Faculty's Student Association, and calls for applications for exchange programmes with partner universities with which the Faculty has directly concluded Erasmus agreements. Information on directly concluded Erasmus agreements, as well as calls for applications for Faculty students to participate in active Erasmus programmes, is also published on the website.

The recognition of ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the Learning Agreement, without conducting a separate additional recognition procedure (Article 10 of the *Rulebook on Mobility*), while respecting the principle of "maximum flexibility" (Article 11 of the Rulebook). In this regard, to date, we have not encountered any difficulties in recognising the ECTS credits earned by our outgoing students. Where students' entitlement to the ECTS credits earned and courses passed is disputed, the matter is resolved with the support of the Vice-Dean for Teaching.

It is noticeable, however, that our students show limited interest in participating in Erasmus programmes, while academic staff have only recently begun to participate more actively in exchange programmes, generally citing excessive teaching and other obligations at their home institution as the reason.

3.10.4.3. ***The higher education institution strengthens the staffing and financial capacities of the services responsible for international cooperation and the two-way mobility of academic staff and students. This service monitors and evaluates mobility and submits an annual Report on the Mobility of Academic Staff and Students to the Senate, together with proposals for improvement measures.***

The University's International Relations Office is responsible for promoting and implementing international cooperation and student and academic staff exchange projects and programmes, monitoring the University's participation in international networks and memberships, organising the International Staff Training Week (*Staff Week*), the Scholarship Fair, as well as the "Exbition+" exhibition and similar activities aimed at promoting the University's international cooperation. The Office consists of the Vice-Rector for International Cooperation and Senior Professional Associates, who, in cooperation with the Vice-Deans for International Cooperation of the University's organisational units, plan and implement the University's activities in the international sphere.

Unlike the University, the Faculty, as one of its sub-organisational units, does not have an International Relations Office; therefore, the duties and activities within the area of international cooperation are carried out by the Vice-Dean for International Cooperation, with the support of student volunteers. The practice of engaging "student volunteers", i.e. assistants for international cooperation, dates back to the 2021/22 academic year, which has further enhanced activities in the field of international cooperation, given that their scope and volume exceed the capacities of the Vice-Dean. However, this has also revealed certain shortcomings of the "temporary" engagement of student volunteers in such positions. Given that this is a relatively recent practice, work is still underway to precisely define the rights and obligations

of “student volunteers”, as well as to identify a more sustainable solution for the position of assistant for international cooperation, since student engagement is generally voluntary and temporary, ending with the conclusion of the academic year, which makes it difficult to develop long-term continuity within the international cooperation team. With the support of “student assistants”, the Vice-Dean generally monitors and assesses the effectiveness of implemented mobility activities, occasionally conducting surveys among students; however, standardised procedures for evaluating mobility have not yet been established.

E. MASTER IN IMAMATE

3.1. QUALITY ASSURANCE POLICY OF STUDY PROGRAMS

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

As a full member institution of the University, the Faculty references the quality assurance policy adopted at the University level. The Steering Board of the University, at its 43rd regular session held on November 30, 2017, issued the Decision on the Establishment of the Quality Assurance and Management System at the University of Sarajevo (Decision No. 02-8395/17), an integral part of which is the Quality Policy of the University of Sarajevo. Pursuant to this Decision, the baseline normative framework for the quality assurance and management system consists of general acts of the University: the Statute, the Regulations on the Quality Assurance and Management System at the University of Sarajevo, the Study Rules for the 1st, 2nd, and 3rd Cycles of Study, and the Rules on Detailed Criteria for Academic Staff Promotion. The Decision is general in nature and applies to quality assurance across various aspects of study programs, including educational and scientific research work, as well as the work of professional, administrative, and technical support staff.

In December 2023, the University Senate adopted the *Quality Manual*, within which the *University Quality Policy* and the *Study Programme Quality Policy* were updated. Pursuant to the *Study Programme Quality Policy*, the University's strategic commitment is to recognise and support excellence as the fundamental pattern of behaviour of all stakeholders involved in the implementation of Study Programmes, primarily staff and students, and to ensure the conditions necessary to achieve high quality standards for Study Programmes. Among other things, the quality of Study Programmes is ensured through establishing working methods and standards that promote excellence and creativity; aligning the University's activities with European and national quality assurance standards, laws and other regulations at all levels in Bosnia and Herzegovina, as well as University regulations; continuously evaluating the achieved level of quality of Study Programmes by all relevant stakeholders and adopting measures to eliminate identified deficiencies and improve quality; developing new and modernising existing Study Programmes; improving methods of teaching delivery, including teaching methods and assessment methods; providing support to staff and students in their pursuit of excellence by promoting mobility and professional development; strengthening internationalization; and other measures.

The basic regulatory framework for quality assurance of Study Programmes consists of the following University regulations:

- *Statute of the University* (2023):

Part Eight of the *Statute* is dedicated to the quality assurance and quality management system and covers:

a) functions and objectives of the University and its organisational units;
b) quality assurance procedures within the management structure;
c) implementation of Study Programmes;
d) improvement of the processes of knowledge assessment and student grading;

e) introduction and strengthening of the practice of self-evaluation, *benchmarking* and *peer review* as mechanisms for the continuous improvement of quality at the University and its organisational units;
f) scientific research, artistic and artistic-research activities of the University's organisational units;
g) human resources;
h) the infrastructure of the University and its organisational units;
i) information systems and technologies;
j) provision of information and access to information; and
k) international cooperation.

- *Rulebook on the Quality Assurance and Quality Management System* (2019):

This Rulebook is currently undergoing amendments with the aim of aligning it with the new *Law on Higher Education (2022)* and the new *Statute of the University (2023)*, as well as with the new *Rulebook on the Accreditation of Higher Education Institutions and Study Programmes in the Sarajevo Canton (2023)*.

- *Rules of Study for the First and Second Cycle of Study, Integrated, Professional and Specialist Study* (2023);
- *Rules of Study for the Third Cycle of Study at the University* (2024).

A number of other regulations governing internal quality assurance procedures for Study Programmes have also been adopted, including:

- *Rulebook on Awards for Academic and Scientific Research Staff at the University of Sarajevo Based on Research Results* (2022);
- *Rulebook on Awards for Librarians* (2022);
- *Rulebook on Awards and Recognitions* (2021);
- *Rulebook on the Procedure for Adopting and Amending Study Programmes* (2024);
- *Rulebook on the Procedure for Proposing, Evaluating and Adopting New and Amending Existing Curricula and Syllabi* (2018);
- *Rulebook on Mobility* (2018);
- *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi* (2018);
- *Rulebook on the Use of Plagiarism Detection Software* (2020).

Provisions concerning the quality assurance system are also contained in the *Faculty Rules* (Articles 41, 179–182), adopted by the Faculty Council (No. 03-03-9. Electronic Meeting-1115/21 of 9 November 2021) in accordance with Article 4 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as Part of the University of Sarajevo* (No. 02-38-31300/16 of 27 October 2016), concluded between the Government of the Sarajevo Canton and the Islamic Community in Bosnia and Herzegovina (IC BiH). The *Faculty Rules* were approved by the Faculty Board of Governors on 29 December 2021, by the Riyasat of the Islamic Community in Bosnia and Herzegovina (No. 02-03-2-220-4/22 of 24 March 2022), and by the University Senate (No. 01698/22 of 27 April 2022). However, in view of the adoption of the new *Law on Higher Education of the Sarajevo Canton* in 2022 and the new *Statute of the University* in 2023, the Faculty is required to harmonise the adopted *Faculty Rules* with the aforementioned regulations before requesting the approval of the University Senate and the Government of the Sarajevo Canton again.

In addition, provisions concerning the internal quality assurance system at the Faculty are contained in the *Rulebook on the Internal Organisation and Job Classification of the Faculty* of 2024 (Articles 7, 12, 16, 49–51).

Pursuant to Article 6 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* (2019), the quality assurance and quality management system at the University and its organisational units consists of:

a) the University Quality Management Committee;
b) the University Quality Assurance Office;
c) quality assurance committees of the organisational units;
d) quality assurance offices of the organisational units; and
e) expert and advisory bodies of the University/organisational units responsible for quality assurance in specific areas.

In order to improve the quality assurance system at the Faculty, in 2019 the Faculty Council adopted decisions appointing the Vice-Dean for Quality and the Quality Assurance Committee, composed of representatives of the management, teaching and non-teaching staff, and students. The Committee includes student representatives from the First and Second Cycles of Study. These decisions demonstrate the Faculty's commitment to establishing a quality culture and raising awareness of its importance, as well as integrating the Faculty into the University's integrated quality assurance and quality management system.

The organisation of the quality assurance and quality management system at the Faculty, pursuant to Article 6 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* (2019), Article 41 of the *Faculty Rules* (2021), and Articles 7, 12, 16, 23, 49–51 of the *Rulebook on the Internal Organisation and Job Classification of the Faculty of Islamic Studies of the University of Sarajevo* (2024), consists of:

- Vice-Dean for Quality;
- Quality Assurance Committee;
- Quality Assurance Office; and
- Expert and advisory bodies responsible for quality assurance in specific areas.

The organisation of the quality assurance and quality management system at the Faculty forms an integral part of the integrated quality assurance and quality management system at the University.

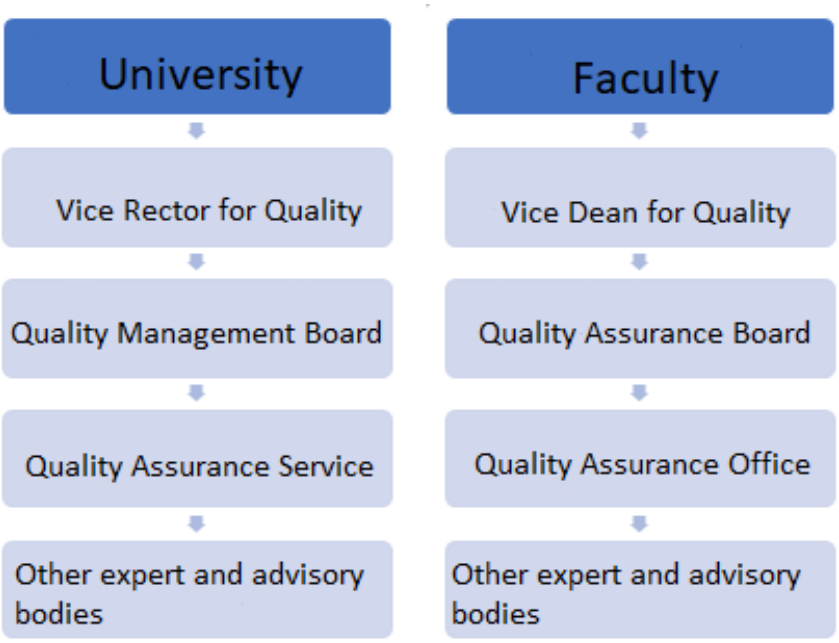


Figure 79. *Organisation of the Quality Assurance and Quality Management System at the University and the Faculty*

Pursuant to the Decision of the Faculty Council Amending and Supplementing the Decision on the Appointment of Faculty Committees (No. 03-1-2. regular meeting-1095/24 of 6 November 2024) and the Decisions of the Faculty Student Association (Nos. 03-01-1078/24 of 4 November 2024 and 03-01-1268/24 of 4 December 2024), the Quality Assurance Committee is composed of:

1. Prof. Dr Nedim Begović, Chair, Vice-Dean for Quality;
2. Prof. Dr Ahmet Alibašić, Vice-Dean for Teaching, representative of the teaching staff;
3. Prof. Dr Dina Sijamhodžić-Nadarević, representative of the teaching staff;
4. Nura Hodžić, MA, representative of the non-teaching staff;
5. Ahmed Avdibašić, representative of First Cycle students; and
6. Mubina Suljić-Solo, representative of Second Cycle students.

From 2019, the duties falling within the remit of the Quality Assurance Office were performed by employees of the Faculty's Student Affairs Office. Since June 2024, the Faculty has engaged a Professional Associate in the Quality Assurance Office on a 50% part-time basis.

The Quality Policies are published on the University and Faculty websites. The University regulations constituting the normative basis of the quality assurance and quality management system are published on the University and Faculty websites. The Faculty regulations constituting the basic normative framework for the quality assurance and quality management system are published on the Faculty website.

There is substantial evidence of the implementation of the adopted quality assurance policy at the Faculty. Internal quality assurance processes encompass all key activities of the Faculty: teaching, research, and professional, administrative and technical support processes. Examples of activities aimed at ensuring the quality of teaching include semester-based evaluations of the teaching process in the Master in Imamate, evaluation of the Master in Imamate,

verification of compliance of requests for initiating/amending and supplementing the curriculum and syllabus of the Master in Imamate with the Standards and Norms, implementation of incentive measures for the highest-performing teachers and teaching assistants, organisation of professional seminars for teaching staff, management of information on various aspects of the Master in Imamate, and other activities. Examples of activities aimed at ensuring the quality of scientific research include encouraging teaching staff to participate in international and domestic scientific research projects, promoting disciplinary and interdisciplinary projects at Faculty level, encouraging students to participate in projects conducted by teaching staff, encouraging teaching staff to submit applications to public calls issued by federal and cantonal governments for co-financing scientific research projects, organising professional seminars, and other activities. The quality of professional, administrative and technical support processes is sought to be ensured through the organisation of professional training and the evaluation of the performance of non-teaching staff, in accordance with the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*.

The annual evaluation of the effectiveness of the performance of non-teaching staff comprises four phases:

a) planning of work objectives;
b) mentoring, i.e. monitoring the implementation of work objectives;
c) evaluation, involving students, teaching staff and immediate supervisors; and
d) implementation of incentive and corrective measures.

Evidence of the implementation of the quality assurance policy is presented in greater detail in relation to the other criteria (see, for example, Criterion 9, "Continuous Monitoring, Periodic Evaluation and Revision of Study Programmes", where the implementation of the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi* is explained).

The Faculty does not have its own adopted development strategy, as the preparation and adoption of the strategy for the institutions of the Islamic Community in Bosnia and Herzegovina (IC BiH) falls within the competence of the Riyasat of the Islamic Community in Bosnia and Herzegovina (Article 17 of the *Rulebook on the Organisation and Work of the Riyasat*, 2014).

However, through the preparation, adoption and implementation of its annual work plans, the Faculty has actively participated in the implementation of two overarching strategies relevant to its activities:

a) the *Development Strategy of the University of Sarajevo for the Period 2019–2023*, which defined three strategic objectives in the area of quality assurance:
   1. Q1. Strengthening capacities for internal quality assurance;
   2. Q2. Ensuring higher education quality standards at the University; and
   3. Q3. Promoting and supporting excellence;
b) the *Strategy for the Development of Higher Education and Scientific Research Activities of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*, which identified "Quality Assurance and Control" as a strategic task.

The strategic objectives adopted within the overarching strategies are sought to be operationalised through the Faculty's annual work plans, which regularly include activities aimed at achieving continuous improvement in all segments of the Faculty's activities. This means that the internal quality assurance policy forms an integral part of the Faculty's strategic management.

To date, comprehensive analyses of the implementation of the ***Strategy for the Development of Higher Education and Scientific Research Activities of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*** have not been conducted. The absence of adopted action plans for the implementation of this strategy, specifying activity leaders, timeframes, performance indicators and resources, makes it more difficult to monitor its implementation. Nevertheless, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the area of quality assurance. In December 2023, the Faculty Council adopted the *Report on the Implementation of the Overarching Strategies for Higher Education in the Area of Quality Assurance and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the Period 2020–2024*.

The activities through which the Faculty implemented Strategic Task 7.1.2, "Quality Assurance and Control", under the *Strategy for the Development of Higher Education and Scientific Research Activities of the Islamic Community in Bosnia and Herzegovina 2014–2024* are described in Table 2. The table contains updated data compared with the aforementioned report adopted by the Faculty Council. For ease of reference, it has been extracted as Appendix 3 to the Self-Evaluation Report.

At the University level, a standardised format for action plans for the implementation of the *Development Strategy of the University of Sarajevo (2019–2023)* has not been established, which could have facilitated the monitoring of its implementation. Nevertheless, it can be stated that the Faculty actively participated in the implementation of the adopted strategic and operational objectives in the area of quality assurance by carrying out the activities described in Table 3. The table contains updated data compared with the aforementioned report adopted by the Faculty Council. Table 3 has been included in the Self-Evaluation Report as Appendix 4.

The Faculty also participated in the implementation of **the *Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo* (2020–2024):**

a) *A1.4a Monitoring the Implementation of Activities in Accordance with Adopted Rulebooks*

The Faculty continued to apply the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi* through regular semester-based evaluations of the quality of teaching in the Master in Imamate (during the pandemic, the evaluations were adapted to the delivery of teaching in a digital environment) and one evaluation of the quality of the implementation of the Master in Imamate (in the 2021/22 academic year).

In accordance with the *Rulebook on Plagiarism Detection*, regular plagiarism checks are conducted for doctoral dissertations and papers published in the *Faculty Proceedings*. The Faculty's teaching staff had the opportunity to attend training on the use of plagiarism detection software for Second Cycle final theses, while in the forthcoming period, this plagiarism

prevention mechanism is to be introduced into the regular practice of committees responsible for the assessment and defence of master's theses.

Pursuant to the *Rulebook on Awards for Academic and Scientific Research Staff*, two Faculty professors ranked second and fifth, respectively on the list of recipients of University awards and recognitions for 2021. Faculty professors also received University awards for scientific research in 2020, 2022 and 2023.

Pursuant to the *Rulebook on Awards for Librarians*, a Faculty librarian ranked second pursuant to the decision of the University Library and Information System Committee of 3 June 2022.

Pursuant to the *Rulebook on Awards and Recognitions*, at its meeting held on 22 November 2023, the University Senate adopted the Report of the Committee for the Award of University Recognitions (No. 0105-11992/23), according to which a Faculty student, with a grade point average of 10.00, ranked first among the University's most successful students in the 2022/23 academic year.

b) A1.4b Preparation and Harmonisation of Relevant Documents, Rulebooks and Procedures Accompanying Quality Activities Prescribed by Laws and Quality Standards

The Faculty participated in the public consultation on the draft *Law on Higher Education of the Sarajevo Canton* (2022), the draft *Statute of the University* (2023), and the draft *Rules of Study for the First and Second Cycles of Study* (2023).

c) A1.5a Defining the Method of Data Processing and the List of Indicators Used to Assess the Quality of the Implementation of Teaching and Study Programmes

The Faculty Quality Assurance Committee adopted the documentation for the student evaluation of the performance of academic staff in teaching, which defined the method of data processing and the list of indicators (questionnaire items) used to assess the quality of the implementation of teaching and Study Programmes (*Minutes of the 2nd meeting of the Committee held on 5 June 2020*, No. 20/20, 25 June 2020). The list of indicators was adopted at the 43rd meeting of the Faculty Council held on 10 June 2020, together with the Committee's Report on the Analysis of the Student Evaluation of the Performance of Academic Staff in the winter semester of 2019/20, containing recommendations.

The Committee also adopted a list of indicators used to assess the quality of the implementation of Study Programmes (*Questionnaire for the Evaluation of the Study Programme*) (*Minutes of the 2nd meeting held on 25 February 2022*, No. 22/22, 16 March 2022). The list of indicators was adopted at the 7th meeting of the Faculty Council as part of the Report on the Evaluation of Study Programmes in the 2021/22 academic year.

d) A1.5b Preparation of Reports on Conducted Procedures for the Evaluation of the Performance of Academic Staff and the Evaluation of Curricula and Syllabi

The Faculty Council adopts regular semester-based reports on the conducted procedures for evaluating the performance of academic staff in the Master in Imamate, beginning with the summer semester of the 2018/19 academic year, while in the 2021/22 academic year, the

Report on the Evaluation of the Faculty's Five Study Programmes, which also included an evaluation of the Master in Imamate, was adopted.

e) A1.5c Annual Integrated Report on Conducted Evaluations of the Performance of Academic Staff and Evaluations of Curricula and Syllabi at All Faculties

On 31 May 2023, the Faculty's Vice-Dean for Quality submitted to the Vice-Rector for Quality and the Quality Assurance Office the teaching evaluation reports for the winter and summer semesters of the 2021/22 academic year. Furthermore, on 30 November 2023, the Faculty's Vice-Dean for Quality submitted to the Vice-Rector for Quality the teaching evaluation reports for the winter and summer semesters of the 2022/23 academic year. The aforementioned reports included the evaluation of teaching in the Master in Imamate.

f) A1.5d Introduction of Surveys for Teachers

In November 2023, the Faculty's teaching staff participated in a survey conducted by the University Rectorate's Quality Assurance Office on the availability, quality and currency of resources related to Study Programmes in the 2022/23 academic year, including the Master in Imamate. According to the survey report submitted by the Head of the University Rectorate's Quality Assurance Office to the Chair of the Faculty Quality Assurance Committee on 24 November 2023, 23 of the Faculty's teachers and teaching assistants (76.7% of academic staff) participated in the survey. According to the survey results, the Faculty ranked second among the University's organisational units in terms of the satisfaction of its academic staff with various aspects of the institution's operations.

g) P1.6 Extending Well-Defined Quality Management Processes in Teaching to Other Areas

Beginning in mid-2022, the Faculty management began implementing an evaluation of the quality of professional, administrative and technical support processes, i.e. the work performance of non-teaching staff, on the basis of the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff* (2022).

Implementation includes:

a) setting semi-annual/annual work objectives with deadlines for their implementation (by the immediate supervisor in agreement with the employee);
b) periodic meetings between the immediate supervisor and the employee to monitor the implementation of work objectives and provide the necessary instructions and guidance;
c) evaluation of performance based on the implementation of work objectives, application of the competencies necessary for performing the duties of the position, and the report of the Quality Assurance Committee on the quality of support processes (the report is prepared on the basis of the evaluation of support processes conducted by teaching staff and students); and
d) application of the consequences of the evaluation (recognitions and financial awards for the highest-performing employees, as well as the implementation of corrective measures).

3.1.5.2. *The quality assurance policy for Study Programmes is aimed at promoting research, learning and teaching, mobility and internationalization within Study Programmes, as well as preventing plagiarism in academic staff publications and students' final theses at all cycles of study.*

Pursuant to the *Decision on Establishing the Quality Assurance and Quality Management System at the University of Sarajevo* (2017), the University's quality assurance and quality management system is aimed at the continuous improvement of educational work, i.e. learning and teaching, scientific research activities, and alignment with the processes of European integration in higher education, which also implies the achievement of mobility and internationalization objectives.

The updated *Quality Policy for Study Programmes* adopted by the University Senate in December 2023 proclaims the University's commitment to developing new Study Programmes and modernising existing ones through continuous innovation and improvement of teaching content in accordance with developments in science, engineering, technology, the economy and society, while fostering authenticity derived from tradition and the best national and international practices. It also expresses a commitment to improving the methods of teaching delivery, teaching methods and knowledge assessment, with the student at the centre, as well as promoting and strengthening internationalization and supporting the mobility of staff and students.

For the purpose of promoting the quality of learning and teaching, the University Senate adopted the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (2018). For the purpose of promoting scientific research activities, the *Rulebook on Awards for Academic and Scientific Research Staff at the University of Sarajevo Based on the Results of Scientific/Artistic Work* (2022) was adopted. For the purpose of regulating and promoting mobility and internationalization, the *Rulebook on Mobility at the University of Sarajevo* (2018 and 2019) was adopted.

The *Development Strategy of the University of Sarajevo 2019–2023* defined operational objectives aimed at promoting:

a) research:
   Q3.2. Promotion and Support for Scientific Research Excellence at the University;
b) learning and teaching:
   Q2.2. Improving the Quality of the Teaching Process; and
   Q2.3. Improving the Quality of Teaching and Teaching Assistant Staff;
c) mobility and internationalization within Study Programmes:
   Q3.3. Promotion and Support for the Mobility of Teaching and Non-Teaching Staff and Students.

The *Rulebook on Student Evaluation of the Performance of Academic Staff* has so far been implemented at the Faculty through regular semester-based evaluations of the teaching process and a comprehensive evaluation of Study Programmes. A comparison of the adopted semester-based reports on the evaluation of the teaching process from the summer semester of 2018/19 to the summer semester of 2023/24 leads to the conclusion that there has been continuous improvement in the quality of teaching and learning (see Chapter 3.9).

Among the recipients of recognitions and awards from the University Senate, in accordance with the criteria set out in the *Rulebook on Awards for Academic Staff of the University for Scientific Research Results*, have been Faculty professors continuously during the period from 2020 to 2023.

In accordance with the *Rulebook on Mobility*, Faculty teachers and students participate in Erasmus exchange programmes. However, no systematic analyses have been conducted of the effects of the implementation of this Rulebook at the Faculty.

Furthermore, no analyses have been conducted of the extent to which the Faculty participated in the implementation of the operational objectives of the *Development Strategy of the University of Sarajevo 2019–2023* aimed at promoting research, learning and teaching, mobility and internationalization.

The University Statute contains provisions aimed at protecting against academic misconduct and promoting a system of ethical rules of an academic nature (Articles 260 and 261). This area is regulated in greater detail by:

- *University Code of Ethics* (No. 01-38-1696-1/12 of 27 June 2012);
- *Decision of the University Senate on Amendments and Supplements to the University Code of Ethics* (No. 01-14-192/21 of 29 September 2021);
- *Rulebook on the Procedure for Using Plagiarism Detection Software* (No. 0101-2785/18 of 28 March 2018).

Every two years, the Faculty appoints an Ethics Committee and a Commission for Student Disciplinary Responsibility (see the *Decision on the Appointment of Committees* adopted at the 10th regular meeting of the Faculty Council held on 12 October 2022).

The University's plagiarism detection software is used to check for plagiarism in scientific/professional papers published by the Faculty's teaching staff and teaching assistants in the journal *Proceedings of the Faculty of Islamic Studies*, as well as in doctoral dissertations. In addition, since 24 November 2023, Faculty teachers have been able to use the plagiarism detection software to check final theses at the Second Cycle of Study. As regards Study Programmes at the First Cycle of Study, the preparation of final theses is not envisaged.

3.1.5.3. *The policy supports the development of a quality culture in which all internal stakeholders contribute to the quality of Study Programmes and defines the manner in which external stakeholders are involved in this process.*

The University's *Quality Policy for Study Programmes* expresses a commitment to systematically monitoring quality improvement indicators and continuously evaluating the achieved level of quality of the University's Study Programmes by all participants in the teaching process, employers, the wider community and institutions responsible for the accreditation of Study Programmes, with the aim of ensuring the full implementation of all objectives and activities formally defined by the University's quality policies and, where shortcomings are identified, conducting a thorough review, adopting measures to remedy them and learning from such experience.

Pursuant to Article 8 of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, the University Quality Management Committee includes

representatives of all internal stakeholders involved in higher education activities: University management (Rectorate), teaching and non-teaching staff, and students. Pursuant to Article 15 of this Rulebook, the quality assurance committees of organisational units likewise include representatives of all internal stakeholders involved in higher education activities: Faculty management, teaching and non-teaching staff, and students.

Pursuant to Article 6 of the *Rulebook on the Internal Organisation and Job Classification of the Faculty of Islamic Studies at the University of Sarajevo*, the Faculty Quality Assurance Committee has five members: one representative of management (Vice-Dean for Quality), two representatives of the teaching staff, one representative of the non-teaching staff, and two student representatives, namely representatives of the First and Second Cycles of Study.

Pursuant to Article 109 of the University Statute (2023), teachers, representatives of teaching assistants, a representative of the professional non-teaching staff, the student Vice-Dean, and student representatives from all three cycles of study participate in the work of the councils of organisational units. Pursuant to Article 26 of the *Faculty Rules* (2021) and the Decision on Constituting the Faculty Council for the 2024/25 Academic Year (No. 03-01-874/24 of 1 October 2023), the Faculty Council consists of: teachers employed by the Faculty on a full-time basis, representatives of teaching assistants employed by the Faculty on a full-time basis, a representative of the professional non-teaching staff, the student Vice-Dean, and student representatives from all three cycles of study.

The processes and structures for developing the Faculty's quality assurance policy also include external stakeholders, whose roles are presented below:

a) The Islamic Community in Bosnia and Herzegovina (IC BiH), through the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina and the Faculty Board of Governors, exercises the founder's and governance rights over the Faculty. The manner in which IC BiH is involved is regulated by the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as Part of the University of Sarajevo* (2016), Articles 72, 97, 103 and 170 of the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 36/22), and the *Faculty Rules* (2021), as well as by the regulations of IC BiH, namely the *Constitution of IC BiH* (2014), the *Rules on Institutions of IC BiH* (2014), the *Rulebook on the Organisation and Work of the Riyasat* (2014), and other regulations.

The Faculty is required to apply the regulations of its Founder in its operations. At the same time, the Faculty's regulations, the initiation and revision of Study Programmes, curricula and syllabi, elections of academic staff to academic ranks, appointment and dismissal of the Dean, employment at the Faculty, the annual work plan, the budget and the annual report, among others, must obtain the necessary approvals from the Founder's bodies. In addition, given that the majority of Faculty graduates are employed as officials of IC BiH, it has an interest, in its capacity as an employer, in the quality of the Faculty's Study Programmes and the alignment of the learning outcomes of these programmes with its needs.

With the aim of improving the involvement of IC BiH bodies in the quality assurance of Study Programmes, in June 2022, as part of the Report on the Evaluation of Study Programmes in 2021/22, the Faculty Council adopted the recommendation of the Quality Assurance

Committee to initiate an initiative towards the Founder for the development of occupational standards and qualification standards in IC BiH. Subsequently, in 2023, it adopted the initiative for the development of the Occupational Standard – Imam and proposed the participation of Faculty representatives in the work of the team responsible for developing this standard.

The Riyasat of IC BiH adopted the *Decision on the Appointment of the Commission for Preparing the Draft Occupational Standards and Qualification Standards in IC BiH* (No. 02-03-2-1847-2/24 of 25 April 2024), which included representatives of the Directorate for Education and Science, the Directorate for Religious Affairs and the Directorate for Legal and Administrative Affairs of the Riyasat of IC BiH, the Council of Muftis of IC BiH, the Faculty of Islamic Studies of the University of Sarajevo, the Islamic Pedagogical Faculty of the University of Zenica, the Islamic Pedagogical Faculty of the University of Bihać, and the IC BiH Centre for Training and Human Resources. From 10 April to 24 October 2024, the Commission prepared draft standards for eleven occupations and draft standards for three qualifications acquired upon completion of the First Cycle of Study at higher education institutions of IC BiH. At its 30th regular session held on 8 November 2024, the Riyasat of IC BiH adopted the standards in draft form, and subsequently adopted their final version by Decision No. 02-03-2-2-2249-2/25 of 15 May 2025.

b) The wider community includes Faculty alumni, the government sector, the media and the wider public.

In this context, it is important to mention that, in cooperation with the Directorate for Education and Science of the Riyasat of IC BiH, the Faculty implemented a scientific research project that resulted in the publication of the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (2022). Among other things, the Study contains an analysis of the competencies of Faculty alumni for performing the occupations of Imam, Islamic Religious Education teacher/professor, teacher/professor of Islamic subjects in madrasas (muderris), and educator in IC BiH student dormitories, and was used as one of the sources in preparing the draft occupational standards and qualification standards in IC BiH.

The government sector influences the implementation of the quality assurance policy through the adoption of laws and subordinate legislation regulating higher education activities, overarching strategies for the development of higher education, granting approval for the establishment of new higher education institutions and new organisational units/departments within existing higher education institutions, determining the number of students at public higher education institutions, approving budgets, and participating in the governance of public higher education institutions through representatives on their boards of governors. The involvement of the Sarajevo Canton Assembly and Government is prescribed by the *Law on Higher Education of the Sarajevo Canton*, including the provisions contained in Articles 24, 32, 45, 50 and 58.

Through its own website and the websites of the Founder and the University, by inviting media representatives to events held at the Faculty, and through the participation of academic staff in media programmes addressing current social issues, the Faculty seeks to regularly and promptly inform the wider public about all aspects of its activities.

The *Guidelines on Ensuring Transparency of Operations and Publishing Mandatory Content on the Official Websites of Organisational Units of the University of Sarajevo* (No. 01-12-

116/21 of 22 July 2021) prescribe the mandatory content that must be made available on the websites of the University's organisational units. In accordance with these Guidelines, the Faculty website contains a section entitled "Faculty Transparency", in which the prescribed mandatory content is published.

3.2. DESIGN AND APPROVAL OF STUDY PROGRAMS

3.2.5.1. *The higher education institution has established procedures for creating and adopting Study Programmes that involve students and all interested stakeholders.*

The procedure for initiating new Study Programmes and revising existing Study Programmes is regulated by the following acts: the *Law on Higher Education of the Sarajevo Canton* (Article 51), the *Statute of the University of Sarajevo* (Article 159), the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as Part of the University of Sarajevo* (Article 11), and the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*.

The *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo of 2024* (hereinafter: the Rulebook) prescribes the procedure and conditions for adopting new Study Programmes and adopting amendments and supplements to existing Study Programmes at the First, Second and Third Cycles of Study, integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional and specialist studies at the University of Sarajevo, as well as other non-cycle study programmes.

According to the Rulebook, the procedure for adopting new Study Programmes at the University is initiated by the University Senate at the initiative of the proposer, i.e. an organisational unit. The initiative to initiate the procedure, together with a proposal for the appointment of reviewers, is submitted to the Senate through the Council of the Grouping. If it accepts the initiative, the Senate adopts a decision accepting the initiative, appoints reviewers to evaluate the proposed Study Programme, and instructs the proposer to submit, within 12 months, a proposal for the adoption of the new Study Programme together with the documentation prescribed by Article 7 of the Rulebook. If the proposer fails to submit the proposal within the prescribed deadline, it may resubmit the initiative to initiate the procedure.

The proposer submits the proposal for the adoption of a new Study Programme to the Senate through the Council(s) of the Grouping, after obtaining positive opinions to continue the procedure from the University of Sarajevo Teaching Office, the University of Sarajevo Quality Management Committee and the Committee for Teaching and Student Affairs. The Teaching Office, in cooperation with the University Tele-Information Centre (UTIC), verifies whether the documentation is complete, whether it contains all the elements required for implementation of the new Study Programme in the ISSS/eUNSA system, and whether it complies with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific Ranks at Higher Education Institutions in the Sarajevo Canton*. If the Teaching Office determines that the documentation is incomplete or not properly prepared, it returns it to the proposer for revision and/or supplementation. If the Teaching Office determines that the documentation is complete and properly prepared, it forwards the proposal to the Quality Management Committee and the Committee for Teaching and Student Affairs. The Quality Management Committee verifies whether the content of the study programme proposal refers to the accreditation criteria for Study Programmes defined in the Decision on Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina and provides an opinion on continuing the procedure. The Committee for Teaching and Student Affairs verifies

whether the content of the proposal is compliant with the Rulebook and whether positive reports from two reviewers have been submitted, and provides an opinion on continuing the procedure. The proposal, together with the opinions referred to in paragraphs (5) and (6) of Article 4 of the Rulebook, is submitted to the Council of the Grouping for consideration. In the case of an interdisciplinary, multidisciplinary or transdisciplinary Study Programme, the proposal is forwarded to two or more relevant Councils of the Groupings.

On the basis of the proposal submitted pursuant to Article 4 of the Rulebook, the Council of the Grouping submits a proposal to the Senate for the adoption of the new Study Programme. On the basis of the proposal referred to in paragraph (1) of Article 5, the Senate adopts one of the following decisions: a) the proposal for the establishment and implementation of the proposed new Study Programme is adopted; b) the proposal for the establishment and implementation of the proposed new Study Programme is rejected; c) the proposal for the establishment and implementation of the proposed new Study Programme is conditionally accepted, subject to the revision of the proposal at the request of the Senate. The Senate is required to adopt a decision no later than 60 days from the submission of a formally complete and properly prepared proposal.

The Senate's decision is submitted to the proposer within eight days of its adoption. If the proposal is adopted, the organisational unit/sub-organisational unit is required to submit the curriculum and syllabus and the information catalogue, in printed and electronic form, in Bosnian/Croatian/Serbian and English, to the University Teaching Office and UTIC within 30 days of the Senate's decision. The information catalogue and curriculum and syllabus are published in Bosnian/Croatian/Serbian and English on the organisational unit's website. The information catalogue contains the data defined in items b) and c) of paragraph (1) of Article 8 of the Rulebook. The curriculum and syllabus contain the data defined in items b), c) and d) of paragraph (1) of Article 8 of the Rulebook. If the proposal is rejected, the proposer has the right to resubmit the proposal for the establishment and implementation of a new Study Programme after the expiry of 12 months from the date of the Senate's decision. The procedure for introducing a new Study Programme must be completed no later than six months before the beginning of the academic year in which the programme will be implemented. The proposer is required to maintain an archive containing all documentation related to the Study Programme and all amendments thereto, and to appoint one person responsible for maintaining an up-to-date record of all Study Programmes at the organisational unit and, where necessary, making information on Study Programmes available.

With regard to the Master in Imamate, it is the Faculty's newest programme. It was first introduced in 2018 and had not been amended by the time this Report was prepared. The programme was designed primarily to enable graduates of the Study Programme for Imams, Khatibs and Muallims (IHM) to continue their education and professional development in the broadest sense. Under the previous structure of studies at the Faculty, graduates of the First Cycle of the IHM Study Programme were in a less favourable position with regard to continuing their education at the Second Cycle compared with graduates of Islamic Theology and Islamic Religious Education and Religious Pedagogy (IRERP). Namely, given that the First Cycle of the IHM Study Programme was designed as a three-year programme, unlike the First Cycles of the other two Study Programmes, which lasted four years, IHM graduates could continue their education in the Master in Islamic Studies only after completing a substantial number of additional courses.

The teaching staff were involved in the procedure for adopting the curriculum and syllabus through consultations during the preparation of the curriculum and syllabi of courses, as well as through the adoption of the decision by the Faculty Council. Students were involved through the adoption of the decision to initiate the programme by the Faculty Council. Non-teaching staff, particularly the Secretary, were involved in the preparation of the study programme proposal, curriculum and syllabus, and in obtaining the necessary approvals. The Islamic Community in Bosnia and Herzegovina (IC BiH), as the Faculty's Founder and the principal employer of graduates of the Study Programme, was involved through the approval granted by the Riyasat (Riyasat Decision No. 03-2-60/18 of 6 April 2018). Through decisions of the University Senate, the wider academic community was involved (Senate Decision No. 01-327/18 of 28 March 2018).

The Commission for the Preparation of the Study Programme Proposal conducted a survey targeting chief imams and presidents of IC BiH majlises. The survey results showed that the majority of respondents, namely 32 out of a total of 37 (86.5%), considered the introduction of a separate professional Master's programme for imams at the Faculty to be justified. It should be noted that 32.43% of the respondents (12 in total; 11 serving as chief imams and one serving as president of a majlis) were Faculty alumni.

In response to closed-ended questions concerning the structure and content of the programme, all respondents agreed that the programme should develop competencies for working with classical Islamic literature (55.88% strongly agreed, while 44.11% generally agreed); competencies for understanding contemporary interpretive trends in Islam and addressing the challenges posed by different interpretations of Islam (67.64% strongly agreed, while 32.35% generally agreed); foreign-language competencies (41.12% strongly agreed, while 58.82% generally agreed); competencies for teaching in mektebs (67.65% strongly agreed, while 32.35% generally agreed); communication competencies in the context of delivering Friday sermons and religious addresses and appearing in the media (61.76% strongly agreed, while 38.23% generally agreed); competencies for working with young people (64.70% strongly agreed, while 35.29% generally agreed); conflict-management skills within the jamaat (58.82% strongly agreed, while 41.12% generally agreed); and competencies for engaging through mass media (the Internet and television) (58.82% strongly agreed, while 41.12% generally agreed).

The majority of respondents also agreed that the programme should develop competencies for engagement in social activities, particularly through project management and cooperation with non-governmental organisations (41.12% strongly agreed, 44.12% generally agreed, 85.24% in total); technical knowledge and skills relating to the application of information and communication technologies (55.88% strongly agreed, 41.12% generally agreed, 97% in total); competencies for providing Islamic counselling and pastoral care to persons suffering from illness and addiction (29.41% strongly agreed, 44.11% generally agreed, 73.52% in total); competencies for providing Islamic counselling and pastoral care in correctional institutions (26.47% strongly agreed, 38.24% generally agreed, 64.71% in total); and counselling skills for married couples and parents, as well as mediation in marital and family conflicts (44.12% strongly agreed, 50% generally agreed, 94.12% in total).

As advantages that majlises (basic organisational units) of IC BiH, in their capacity as employers, could expect from the continued education of imams at Master's level, respondents identified: a better understanding of the needs of the jamaat, better communication between imams and members of the jamaat, greater awareness of the responsibility inherent in the imam's mission, increased work productivity of imams, higher-quality service to the

community, an enhanced reputation of imams, an improved overall image of majlises, higher-quality Friday sermons, better Qur'an teaching, a broader perspective among imams on social realities, and other benefits. A smaller number of respondents considered that imams, particularly older ones, often perform their duties routinely and are not prepared to adapt their work practices, and that more significant changes can only be expected through generational renewal.

Adoption of Amendments and Supplements to Study Programmes

According to the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*, the initiative for adopting amendments and supplements to a Study Programme is initiated by one or more sub-organisational units of the Faculty. The Faculty Council adopts a decision accepting or rejecting the initiative. By the decision accepting the initiative, the Faculty Council also appoints a Commission tasked with preparing a proposal for amendments and supplements to the Study Programme (hereinafter: the Commission). The Commission's proposal must contain an opinion as to whether the proposed amendments and supplements change the existing Study Programme by more than 30%. If the Study Programme is not changed by more than 30% in relation to the existing programme, the decision on the proposal for amendments and supplements to the Study Programme is adopted by the council of the organisational unit. If the Study Programme is changed by more than 30% in relation to the existing programme, the decision on the proposal for amendments and supplements to the Study Programme is adopted by the University Senate.

The proposal for amendments and supplements to a Study Programme on which the Faculty Council decides is submitted by the Commission. The Commission submits its proposal, together with the documentation referred to in Article 13 of the Rulebook, to the Faculty Secretary. The Secretary, in cooperation with the Faculty's services and UTIC, verifies whether the documentation is complete, whether it contains all the elements required for implementation of the amendments and supplements to the curriculum and syllabus in the eUNSA system, and whether it complies with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific Ranks at Higher Education Institutions in the Sarajevo Canton*. The Secretary provides an opinion on the compliance of the proposal with the Rulebook. The Commission submits its proposal, together with the Secretary's opinion, to the council of the organisational unit, which adopts one of the following decisions:

a) the proposal for amendments and supplements to the existing Study Programme is adopted;

b) the proposal for amendments and supplements to the existing Study Programme is rejected;

c) the proposal for amendments and supplements to the existing Study Programme is conditionally accepted, subject to revision.

With regard to adopted amendments to curricula and syllabi on which the council of the organisational unit decides, the organisational unit is required to inform UTIC by submitting the Council's decision and the documentation relating to the amendments and supplements so that any necessary corrections can be made in the information system.

The proposal for amendments and supplements to a Study Programme on which the Senate decides is submitted by the Faculty, together with the Commission's proposal and the prescribed documentation, to the University of Sarajevo Teaching Office. The University of

Sarajevo Teaching Office, in cooperation with UTIC, verifies whether the documentation is complete, whether it contains all the elements required for implementation of the amendments and supplements to the curriculum and syllabus in the eUNSA system, and whether the proposed academic title complies with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific Ranks at Higher Education Institutions in the Sarajevo Canton*. If the documentation is incomplete or not properly prepared, the Teaching Office returns the proposal to the proposer with recommendations for supplementation and/or revision. If the documentation is complete and properly prepared, the Teaching Office forwards the proposal to the Council of the Grouping for the purpose of submitting a proposal to the Senate. On the basis of the proposal of the Council of the Grouping, the Senate adopts one of the following decisions: a) the proposal for amendments and supplements to the existing Study Programme is adopted; b) the proposal for amendments and supplements to the existing Study Programme is rejected; c) the proposal for amendments and supplements to the existing Study Programme is conditionally accepted, subject to revision at the request of the Senate. With regard to adopted amendments to curricula and syllabi on which the Senate decides, the organisational unit is required to inform UTIC by submitting the Senate's decision and the documentation relating to the amendments and supplements so that any necessary corrections can be made in the information system.

In practice, the procedure for adopting and amending Study Programmes at the Faculty may, in addition to sub-organisational units (departments), be initiated by the University Quality Management Committee, the Faculty Quality Assurance Committee, the founders of the University and the Faculty, and the Dean of the Faculty, on the basis of proposals collected from departments, findings from teaching and Study Programme evaluation reports, and suggestions from the Founder. All interested stakeholders participate in the development and revision of Study Programmes – the Faculty management, teaching staff, professional non-teaching staff and students, who are represented on the Quality Assurance Committee and the Faculty Council, which considers and adopts the aforementioned proposal. Following its adoption, the proposal is submitted to the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina (IC BiH) for consideration and approval. In addition to being the Faculty's Founder, IC BiH is also the most common employer of Faculty graduates. A significant number of Faculty alumni are represented in the current composition of these highest-level bodies of IC BiH. Following receipt of the required approvals, the proposal is submitted to the University Quality Management Committee, the Council of the Grouping of Humanities and the University Senate.

The only amendments and supplements to this Study Programme were made in October 2024. They were initiated by the Decision of the Senate of the University of Sarajevo (No. 01-8-75/24 of 24 April 2024), which required faculties and academies to harmonise the descriptions of their Study Programmes with the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*, with a view to preparing for the accreditation of Study Programmes.

The most important amendments were as follows:

1. Revision of the description and learning outcomes, taking into account the results of the self-evaluation conducted as part of the accreditation process and the development of occupational standards;
2. Learning outcomes coverage matrices were developed to verify the link between course-level learning outcomes and programme learning outcomes;

3. The Study Programme was supplemented with information on admission requirements and the occupations for which graduates are prepared;
4. Academic titles and professional and scientific ranks were harmonised with the *Rulebook on the Acquisition and Use of Academic Titles and Professional and Scientific/Artistic Ranks at Higher Education Institutions in the Sarajevo Canton*;
5. Revision of learning outcomes, content, literature, teaching methods and knowledge assessment methods for all courses;
6. A brief overview of the labour market analysis for graduates of the programme was provided;
7. The Sustainable Development Goals (SDGs) were incorporated into all course syllabi.

Plan for the Integration of Previously Earned ECTS Credits

Given that the proposed amendments did not significantly alter the structure of the Study Programme, the equivalence of previously earned ECTS credits is ensured.

Labour Market Analysis

On this occasion, no analysis of alignment with labour market needs was conducted, as on 6 September 2023 the Faculty adopted the "Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo in the Period 2019–2022", together with the recommendations of the Quality Assurance Committee of 23 August 2023.

The Report covered student cohorts who graduated in the 2019/20, 2020/21 and 2021/22 academic years, including graduates of the Master in Imamate. The Report was prepared on the basis of a survey questionnaire completed by a total of 61 graduates from the aforementioned cohorts.

In this regard, the Committee noted the following:

a) Following graduation, i.e. completion of their studies at the Faculty, 59% of respondents were employed (36 out of a total of 61 respondents), 36% were unemployed/registered with an employment service (22 out of 61), while 3.3% (2 out of 61) were self-employed, i.e. had started their own business;
b) Among unemployed graduates, by far the largest percentage were registered with the employment service, i.e. the Sarajevo Canton Employment Service (54%), while the remaining respondents (32.6%) were registered in the Zenica-Doboj, Tuzla, Central Bosnia and Una-Sana Cantons;
c) Among those employed, 51.4% had concluded open-ended employment contracts, while 48.6% had concluded fixed-term employment contracts;
d) The largest percentage of Faculty graduates were employed as imams, namely 60.5% (23 out of 61 graduates). Subsequently, outside the Islamic Community in Bosnia and Herzegovina (in other institutions, companies, etc.), 20% of respondents (12 out of 61 graduates) were employed. It was observed that a very small percentage were employed as Islamic Religious Education teachers/professors, namely 3.3% (2 out of 61 graduates), as well as in other positions within the structure of the Islamic Community in Bosnia and Herzegovina (outside the jamaat), namely 1.6–2.6% (1 out of 61 graduates);

e) Among those employed, 19.7% (12 out of a total of 61 graduates) had concluded employment contracts abroad, specifically within Bosniak Islamic communities in the diaspora affiliated with the Islamic Community in Bosnia and Herzegovina;
f) From the time of graduation/completion of the Master's degree at the Faculty until employment, 36% of respondents (22 out of 61 graduates) waited one year, 10% (6 out of 61) waited two years, and 7% (4 out of 61) waited three years. Nineteen students found employment before graduation.

The Committee made several recommendations, of which the following are highlighted:

a) that the Faculty Council submit an initiative to the Founder for the development of the Occupational Standard – Imam and qualification standards for Bachelor's/Master's degrees in Islamic Theology and Bachelor's/Master's degrees in Imamate, as a basis for future revisions of the relevant Study Programmes. The Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH) accepted this initiative;
b) that the Dean initiate discussions with the Faculty's Founder on the employment policies of the Islamic Community in order to improve employment opportunities for Faculty graduates in the institutions and organisational units of the Community;
c) that the Dean of the Faculty initiate discussions with muftis of IC BiH and potential donors with a view to considering scholarships for Faculty students, subject to an obligation to employ them within the territory of the respective muftiates for a specified period. Namely, it is necessary to ensure the geographical distribution of graduates from the Sarajevo Canton to other parts of the country;
d) that the Student Association, with the support of the Dean of the Faculty, organise an "employment fair" once a year for students in the final years of study, to which representatives of majlises, bodies and institutions of IC BiH, Bosniak Islamic communities in the diaspora, as well as other potential employers, would be invited to present to students their staffing needs and the competencies required for vacant positions;
e) that, following the example of student career development and planning centres operating at certain organisational units of the University of Sarajevo and at other universities in neighbouring countries and worldwide, activities be planned and implemented to provide students with career counselling concerning future employment, to be organised and/or delivered by professional associates for practical training and professional associates responsible for mentoring students.

On the other hand, the "Analysis and Management of Human Resources Data of the Islamic Community", prepared by the Centre for Training and Human Resources of the Riyasat of IC BiH (meeting of the Council of Muftis and the Riyasat, 3–4 July 2024), shows that, starting in 2024, the number of imams retiring on the grounds of old age will begin to increase significantly. While only three imams retired in 2024, during the period 2025–2028, between 11 and 16 imams per year are expected to retire on the grounds of old age, while in the following decade this number is projected to range between 22 and 35 imams per year. The peak of this wave is expected to be reached in 2044 and 2045, when 72 imams are expected to retire on the grounds of old age each year. These figures should be supplemented by the need to replace imams for other reasons, such as leaving the service, moving to other positions within the Community, disability retirement, death and other circumstances.

3.2.5.2. *Study Programmes are aligned with scientific and educational standards and achievements in the relevant scientific/artistic field, the requirements of related scientific fields with a view to acquiring multidisciplinary knowledge, labour market requirements, and international reform processes.*

Article 13, paragraph (2), items e) and m), and Article 25 of the *Statute of the University of Sarajevo* identify international quality standards and the European humanistic and democratic tradition, as well as alignment with the European higher education system, among the principles governing the operation of the University. Article 7 of the *Rulebook on Proposing Study Programmes* provides for two reviews when initiating new Study Programmes. At least one review must be conducted by a reviewer from outside Bosnia and Herzegovina.

The Master in Imamate is largely aligned with scientific and educational practices in this scientific field. It represents a continuation of the First Cycle of Study in the field of education of imams, khatibs and muallims and, as such, focuses on educating imams for contemporary jamaats in Bosnia and Herzegovina, neighbouring countries and the diaspora. The programme combines Islamic academic education with professional and general humanities education, as evidenced by the inclusion of a range of courses in the humanities and social sciences, such as: Religion and Law, Project Management, Conflict Resolution, Contemporary Communication, German or English for Islamic Studies, Methodology of Mekteb Teaching, Family Counselling, Social Pedagogy, Islam in Europe, Imams' Work and the Prevention of Deviant Behaviour, Imams' Work and Contemporary Culture, and Andragogy.

The Faculty management and academic staff generally monitor the work of other related institutions in Europe, the United States and Muslim-majority countries. This knowledge is used in the preparation of curricula and syllabi and in the delivery of teaching.

Study Programmes are largely aligned with labour market requirements. The results of the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (El-Kalem and the Faculty of Islamic Studies of the University of Sarajevo: Sarajevo, 2022) demonstrate the significant relevance of the competencies acquired through the Study Programme to labour market needs. The identified discrepancies will be taken into account in future revisions of the Study Programmes.

3.2.5.3. *The objectives of the Study Programme and learning outcomes are clearly defined and consistent with the content of the Study Programme and the level of the cycle of study, and are aligned with the institution's strategy. The objectives of the Study Programme and learning outcomes are comparable with those of the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.*

The *Strategy for the Development of Higher Education and Scientific Research Activities of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* provides, under paragraph 7.1.1.10, that "Study Programmes of higher education institutions of the Islamic Community shall, like higher education institutions at public universities in Bosnia and Herzegovina, be based on clearly defined learning outcomes, which entails a transition from a concept based on what the teacher should impart to what the student should know."

No systematic monitoring of the implementation of the *Strategy for the Development of Higher Education and Scientific Research Activities of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* was conducted. In such circumstances, the Faculty prepared its own analysis of the implementation of overarching higher education strategies in the area of quality assurance. In general, the objectives and learning outcomes of the Faculty's Study Programmes are consistent with the strategic orientation of IC BiH towards high-quality higher education for imams, teachers in madrasas and Islamic Religious Education teachers (see Activity 7.1.2.3 under the strategic task "Quality Assurance and Control").

Given that this Study Programme was adopted in 2018, prior to the adoption of the *Development Strategy of the University of Sarajevo for the Period 2019–2023*, and that the Strategy had already become outdated at the time of the revision, it is not possible to analyse the alignment of the adopted objectives and learning outcomes of the Study Programme with the strategic objectives set out in that document.

When initiating new and revising existing Study Programmes, the Faculty seeks to compare the objectives and learning outcomes of these programmes with the outcomes of similar programmes in Bosnia and Herzegovina and internationally, and to ensure the internal coherence and hierarchy of learning outcomes across the cycles of study.

Thus, the curriculum and syllabus of the Master in Imamate (2018) provides that, upon completion of the programme, students will be able to:

1. identify and critically examine key issues relating to the responsible understanding and practice of Islam in today's world;
2. independently undertake research in the field of Qur'anic recitation (tajwid) and qira'at studies;
3. interpret classical tafsir texts and critically evaluate the main themes and questions addressed in classical tafsir texts;
4. professionally present different understandings of the primary sources of Islam, particularly from the perspective of the Hanafi-Maturidi tradition, as well as topics in the theology of interreligious dialogue;
5. analyse the role of hadith in the methodology of the Hanafi school of Islamic jurisprudence and its application in the field of ibadat (ritual worship);
6. analyse issues relating to contemporary fiqh studies and fatwas;
7. understand the relationship between religion, law and the state, as well as international and domestic systems for the protection of the right to freedom of religion;
8. conduct research on contemporary fiqh and religion-and-law topics, with a focus on Bosnia and Herzegovina and the European context;
9. through the study of Islamic culture and civilisation, understand issues of urban culture in contemporary society from the perspective of the Muslim religious tradition; critically analyse contemporary Islamic movements and articulate issues arising from the Muslim presence in Europe; and analyse topics relating to genocide affecting human communities in general and Bosnia and Herzegovina in particular;
10. perform the duties of an imam and khatib;
11. demonstrate communication and counselling competencies in religious work with target groups;
12. act independently and responsibly in accordance with Islamic principles and contribute to the development of religious life in the community/jamaat through various projects and initiatives;

13. apply pedagogical-psychological and didactic-methodological knowledge and deliver contemporary mekteb teaching;
14. provide direct spiritual and religious care to target groups and contribute to the education and socialisation of children, young people and adults;
15. demonstrate the ability to understand and communicate in two foreign languages (Arabic and English or German) at an advanced level.

The University Senate, by its Decision (No. 01-8-75/24 of 24 April 2024), required faculties and academies to harmonise the descriptions of their Study Programmes with the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*, with a view to preparing for the accreditation of Study Programmes. For this purpose, at its meeting held on 23 October 2024, the Faculty Council adopted the proposal for the revision of the Master in Imamate. The Founder gave its approval to the adopted proposal, which was subsequently also adopted by the Senate. On this occasion, the revision focused on the vertical and horizontal alignment of learning outcomes, including the development of a learning outcomes matrix, as well as appropriate methods for assessing student achievement.

Following this revision, the 2024 Master in Imamate specifies that, upon completion of the programme, students will be able to:

1) identify and critically examine key issues relating to the responsible understanding and practice of Islam in today's world;
2) interpret classical tafsir, hadith and aqidah texts and critically evaluate their main themes and questions, while addressing contemporary interpretive trends in Islam and the challenges posed by different religious interpretations;
3) independently undertake research in the field of Qur'anic recitation (tajwid) and qira'at studies;
4) professionally present different understandings of the primary sources of Islam, particularly from the perspective of the Hanafi-Maturidi tradition, as well as topics in the theology of interreligious dialogue;
5) analyse the role of hadith in the methodology of the Hanafi school of Islamic jurisprudence and its application in the field of ibadat (ritual worship);
6) using an interdisciplinary approach and hadith and fiqh literature, provide arguments supporting the basis of Sharia legal norms within the Hanafi school of Islamic jurisprudence;
7) contrast different approaches to the interpretation of Sharia in contemporary Bosnian and Herzegovinian society and in Bosniak diaspora communities;
8) explain the relationship between religion and the state, as well as international and domestic systems for the protection of the right to freedom of religion;
9) through the study of Islamic culture and civilisation, understand issues of urban culture in contemporary society from the perspective of the Muslim religious tradition;
10) critically analyse contemporary Islamic movements and articulate issues arising from the Muslim presence in Europe;
11) analyse topics relating to genocide affecting human communities in general and Bosnia and Herzegovina in particular;
12) perform the duties of an imam and khatib;
13) demonstrate communication and counselling competencies in religious work with target groups;

14) act independently and responsibly in accordance with Islamic principles and contribute to the development of religious life in the community/jamaat through various projects and initiatives;
15) apply pedagogical-psychological and didactic-methodological knowledge and deliver contemporary mekteb teaching;
16) provide direct spiritual and religious care to target groups and contribute to the education and socialisation of children, young people and adults;
17) work successfully with socially vulnerable and marginalised groups in society, particularly young people and persons with developmental difficulties;
18) independently and as part of a team conduct interdisciplinary applied research relevant to various aspects of the work and activities of imams;
19) critically assess issues of language, culture, social integration and the prevention of radicalisation, as well as political systems and the relationship between the state, law and religion in Western countries;
20) participate in teamwork and manage conflicts;
21) use professional literature in Arabic in the field of fundamental religious disciplines and communicate in Arabic on topics specific to Islamic Studies (at an advanced level);
22) address various topics in the field of Islamic Studies in academic English, both in written and spoken form.

The comparability of the Faculty's Study Programmes with related Study Programmes in the European Union and Muslim-majority countries (e.g. centres/institutes of Islamic theology in Tübingen and Osnabrück, Germany; Ilahiyat faculties in Türkiye; the International Islamic University Malaysia and others) is reflected in the combination of classical and contemporary approaches to various Islamic disciplines (the study, interpretation and philology of the Qur'an, Prophetic tradition, Islamic theology, Islamic law, Islamic civilisation, Islamic philosophy, Islamic religious pedagogy) with other humanities and social sciences (general philosophy, general pedagogy and psychology, Arabic and English language, communication studies, management, etc.).

Almost identical branches of Islamic Studies are represented in the Islamic Theology programme at the University of Tübingen and at Marmara University.

Of the total number of teachers engaged in the delivery of the three First Cycle Study Programmes over the past five years, seven (7) participated in academic staff exchange programmes, primarily through Erasmus, in Germany, Qatar, Kuwait and Türkiye. Since 2019, the Faculty has been the (co-)organiser of seven international conferences and summer schools:

1. 26–30 August 2019, in cooperation with the Perennia Verba Association from Rome (Italy), the summer school "Ibn Arebi and His Interpreters";
2. 24–26 August 2022, co-organised with the Association for the Study of Travel in Egypt and the Near East (ASTENE), the international conference "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond";
3. 15–16 September 2022, co-organised with ResetDoC, the conference "Getting to Reconciliation: A Comparative Perspective";
4. 18–23 September 2022, in cooperation with the Centre for Islamic Theology in Tübingen, the "Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)";

5. 27–29 April 2023, co-organised with the Institute of Art History of the University of Vienna, “Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe”;
6. 7–9 October 2023, co-organised with George Mason University, the conference “Islamic Moral Theology”;
7. 20–21 November 2023, co-organised with ResetDoC, Georgetown University, the University of Birmingham and others, the conference “Islam and Pluralism”.

3.2.5.4. *Learning outcomes are defined and stated at each level of the Study Programme and are linked to qualification standards, the Qualifications Framework for Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area (FQ-EHEA).*

It should be noted that there is no elaborated Qualifications Framework for Bosnia and Herzegovina and that, by the time this Report was finalised, the qualification standards of the Islamic Community in Bosnia and Herzegovina (IC BiH) had not been adopted in their final version. These are external factors over which the Faculty had no control. Therefore, our analysis is limited to the alignment of the learning outcomes of the Faculty’s Study Programmes with the following documents:

a) *Basics of the Qualifications Framework of Bosnia and Herzegovina* and the *Qualifications Framework for the European Higher Education Area*;

b) existing IC BiH regulations containing provisions on the competencies required for performing the duties of an imam and chief imam (*Rulebook on Imams*, 2008).

Given that, at the time of preparing this Report, the qualification standards for qualifications acquired upon completion of the First Cycle of Study at higher education institutions of IC BiH had only been adopted in draft form, and qualification standards for the Second Cycle of Study had not yet been developed, it was not possible to analyse the relationship between the learning outcomes of the Faculty’s Study Programmes and the relevant qualification standards. However, it is possible to establish the relationship between the learning outcomes of the Faculty’s Study Programmes and the *Basics of the Qualifications Framework of Bosnia and Herzegovina* and the *Qualifications Framework for the European Higher Education Area*.

As previously stated, learning outcomes are defined at the Study Programme level and subsequently at the level of each course. Learning outcomes encompass knowledge, skills and values, as well as subject-specific and generic competencies. As part of the latest revision (October 2024), vertical and horizontal alignment of learning outcomes was carried out, together with the development of a learning outcomes matrix. It should be noted that approval of the Study Programmes and the defined learning outcomes of these programmes is granted by the highest bodies of IC BiH, the Faculty’s Founder and the principal employer of its graduates. In addition, IC BiH regulations (including the *Rulebook on Imams*) prescribe the qualifications required for establishing an employment relationship, as well as job descriptions.

For example, Article 51 of the *Rulebook on Imams* provides that an imam, among other duties:

- conducts mekteb teaching;
- leads the jamaat in performing the prescribed daily prayers;
- delivers religious sermons (vaz) in the mosque or masjid;

- delivers khutbahs during Friday and Eid prayers and leads the jamaat;
- performs the funeral prayer (janazah) and other religious rites for deceased Muslims;
- promotes and distributes Islamic publications issued or recommended by IC BiH;
- maintains the jamaat's registers and the mosque chronicle;
- encourages Muslims to recognise the importance of waqf and other forms of assistance for the needs of IC BiH;
- follows Islamic literature with the aim of furthering his Islamic education and applies the knowledge acquired in practice;
- performs Sharia marriages in his jamaat upon authorisation by the chief imam.

3.2.5.5. ***The curriculum and syllabus contain, as a minimum: an overview of compulsory and elective courses; an outline of the content of the subject matter for each course (divided according to the number of weeks/teaching units within a semester); student workload per course; the ECTS credit value of each course; methods of verifying and assessing the continuous acquisition of knowledge by students; the ECTS credit value of the final thesis at the First and Second Cycles of Study, depending on the status of the institution; quality assurance methods; a list of compulsory and supplementary literature for each individual course; and the compulsory and specific equipment required for the delivery of the Study Programme/course, in accordance with the requirements of the relevant scientific/artistic field.***

The *curriculum and syllabus* of the Master in Imamate contains all the elements required under this sub-criterion. Quality assurance methods were incorporated during the latest revision of the Study Programme (October 2024). In addition, the Faculty's website contains a dedicated "Quality Assurance" section with relevant information and regulations concerning quality assurance of Study Programmes. With regard to equipment for the delivery of the Study Programme/courses, this mainly consists of computers and projectors.

The Faculty has entrusted course instructors with assessing student workload for individual courses. The Vice-Deans for Teaching and Quality became involved only in cases where students expressed concerns that they were overloaded (e.g. two courses within the Department of Religious Pedagogy and Religious Psychology at the First Cycle). Following verification carried out in cooperation with the course instructor and students, it was established that the actual workload did not deviate from the workload corresponding to the prescribed number of ECTS credits. During the latest revision, the Commission for Amendments to Study Programmes assessed and adjusted the workload for individual courses based on the formula that one ECTS credit corresponds to 25–30 hours of student work.

The Faculty uses the catalogue and course syllabus templates prescribed by the University. Each syllabus contains: the course code; the number of ECTS credits allocated to the course; the course status (compulsory or elective); the number of hours of lectures, seminars and practical classes; the year and semester in which the course is delivered; the course coordinator in the relevant field; prerequisites for enrolment, if any; content; thematic units by week; learning outcomes; teaching methods; methods of knowledge assessment, including the grading structure; and compulsory and elective literature. In most syllabi, all sections are generally completed consistently, particularly following the revision in October 2024.

During the October 2024 revision, improvements were made to the teaching and assessment methods specified in the syllabi, which had not always been included in previous curricula and syllabi. According to the revised curricula, the most frequently used teaching methods are: lectures, practical classes, seminars, teamwork, pair work, practical work, text-based methods, visual-demonstrative methods, workshops, case studies, individual assignments, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutorial groups, discussion and dialogue-based methods, etc. The most frequently used assessment methods in the syllabi are: written examinations, oral examinations, combined written and oral examinations, midterm examinations, quizzes, case study analyses, analysis of practical training journals, research and other projects, etc.

3.2.5.6. ***The higher education institution ensures: interdisciplinarity/multidisciplinarity of the curriculum and syllabus, internationalization of the curriculum and syllabus, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific/artistic research within the Study Programme.***

To a significant extent, the Faculty ensures the interdisciplinarity and multidisciplinarity of Study Programmes at the Second Cycle of Study, as evidenced by the presence of courses not only in Islamic sciences but also in other humanities and social sciences (25–30%, depending on how individual courses are categorised). These include foreign languages (Arabic and English) and PPDM courses. In practice, most courses offered by the Departments of Qur'anic Philology, Islamic Civilisation, Islamic Philosophy, Religious Pedagogy and Religious Psychology are not strictly disciplinary or theological in nature, but establish links with other humanities or social sciences. Multidisciplinarity sometimes also entails internationalization. Thus, among the learning outcomes of non-theological courses is the following: "demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level."

Interdisciplinarity is particularly evident in the Master in Imamate. Most courses in the second and third semesters are not theological in the strict sense. Some of these courses include: Islamic Pastoral Care, Imam's Work with Youth and Persons with Special Needs, Religion and Law, Project Management, Arabic for Islamic Studies, Conflict Resolution, Contemporary Communication, Islamic Pastoral Care: Practicum, German for Islamic Studies I/English for Islamic Studies I, and Methodology of Mekteb Teaching II. Students also have the opportunity to choose from the following elective courses: Imam's Service in the Military, Family Counselling, Social Pedagogy, Islam in Europe, Imam's Work and Prevention of Deviant Behaviour, Theology of Interreligious Dialogue, Genocide Studies, Imam's Work and Contemporary Culture, and Andragogy.

The Faculty does not ensure a sufficient level of internationalization of the curricula and syllabi, given that there are no courses delivered in English. Such courses have never been offered at the First Cycle. For two years, the Faculty offered one programme at the Second Cycle delivered in English, but it has not been active since the 2021/22 academic year. In addition, students are reluctant to undertake study visits abroad. On the other hand, the Faculty frequently hosts visiting teachers and lecturers ("internationalization at home"). It regularly engages foreign language instructors for English (from the USA) and German (from Austria), and occasionally hosts visiting lecturers from abroad (the USA, Germany and Russia). In addition, some courses provide the possibility of consultations in English for international

students staying at the Faculty as part of the Erasmus student mobility programme. Some Faculty students undertake their imam-muallim practical training in IC BiH jamaats abroad, in the USA and several Western European countries, where they have the opportunity to become acquainted with different cultures and communities.

With regard to practical training, students in this programme regularly undertake professional imam-muallim practical training during the month of Ramadan according to the Islamic calendar, in accordance with the *Rulebook on Professional Practice of Faculty Students*. The practical training is preceded by ten hours of preparation, followed by five hours of reporting and analysis upon completion. The practical training itself is carried out with the assistance of a mentor. The learning outcomes of the practical training are progressively structured, ranging from basic outcomes in the first year to more complex imam-muallim duties in the final year. Efforts are also made to place students in different parts of the country and, once during their studies, abroad. The employment of professional associates for imam-muallim and methodological practical training has further improved the quality of implementation of this segment of the curriculum and syllabus.

3.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

3.3.5.1. *The academic staff delivering teaching are adequately prepared and motivated for this activity and, in preparing for teaching, take into account the results of student surveys evaluating the quality of learning and teaching.*

Teaching evaluations have been conducted almost continuously since 2016. Since the summer semester of the 2019/20 academic year, they have been conducted in accordance with the provisions of the *Rulebook on Student Evaluation of the Work of Academic Staff and the Effectiveness of Implementation of Curricula and Syllabi, adopted on 19 December 2018*.

The *results of the first evaluation surveys*, in some cases, were concerningly poor. However, owing to the continuous efforts made within the established internal quality assurance system, there has been a significant reduction in shortcomings in the delivery of teaching, although there is still room for improvement. The impact of student evaluations on teaching quality and the motivation of teaching staff is discussed in greater detail under sub-criterion 9.2.

The Faculty rewards its highest-performing teachers and teaching assistants (based on the Decision of the Faculty Board of Governors No. 01-UO-2-232/23 of 23 February 2023), while the University rewards teachers who publish papers in citation databases and with renowned international publishers.

Ultimately, the professional competence of academic staff is assessed by the University Senate when teachers and teaching assistants are promoted to higher academic ranks. Since the Faculty became part of the University, the University Senate has rejected the Faculty Council's proposals for election to academic ranks in only a few cases.

3.3.5.2. *Academic staff motivate and involve students in taking an active role in research, scientific research and the teaching and learning process, with appropriate guidance, consultation and support.*

At the Second Cycle of Study, seminar papers and other research assignments may be included in every course.

Teachers and teaching assistants have clearly designated office/online consultation hours with students, lasting at least five teaching hours per week, which provide an opportunity to encourage students to take an active role in the teaching and research process. Consultation hours are published on the Faculty's DL Platform.

Part-time students are informed in a timely manner about their obligations and opportunities to attend classes. Special consultation-based teaching is organised for them at the Faculty according to a schedule established for each semester. In addition, the Faculty's academic calendar specifies the teaching weeks during which part-time students may follow classes via the Faculty's DL Platform in a hybrid format, i.e. simultaneously in the classroom and online.

The availability of academic staff for student consultations, as well as the encouragement of students to take an active role in the teaching and research process, is assessed and analysed within semester reports on teaching evaluation, which include corrective measures and other recommendations for improvement.

Certain departments of the Faculty involve students in the implementation of professional or scientific research projects, with student engagement being taken into account in the overall assessment structure for the relevant courses.

As examples of good practice in involving students in international professional projects, we may mention a study on the attitudes of Muslims in Bosnia and Herzegovina towards zakat contributions and the organisation of zakat collection in Bosnia and Herzegovina, the results of which were partially presented in a paper by two Faculty teachers in the journal *Novi Muallim*.

In accordance with the *Report on the Evaluation of Study Programmes in the 2021/22 Academic Year* and the *recommendations of the Faculty Quality Assurance Committee* adopted by the Faculty Council, the Vice-Dean for Scientific Research sends calls to the departments to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects as part of compulsory or elective courses at the First and Second Cycles of Study. Student participation in these projects may be assessed as part of the course grade.

At the Master in Imamate, three final theses were defended between 2019 and 2023, with the graduates obtaining the professional title of Master of Imamate.

In accordance with the *Report on the Evaluation of Study Programmes in the 2021/22 Academic Year* and the *recommendations of the Faculty Quality Assurance Committee* adopted by the Faculty Council, the Faculty's departments are continuously encouraged to nominate scientific research and professional projects for each new academic year. In accordance with the adopted recommendation, departments are encouraged to involve students in these projects as part of compulsory or elective courses. Student participation in these projects may be assessed as part of the course grade (e.g. as points awarded for a seminar paper or similar work).

3.3.5.3. *Students are assessed through publicly available procedures for fair, transparent and consistent assessment, as well as through various forms of assessment of knowledge and skills in accordance with the specific characteristics and objectives of the Study Programme.*

The Faculty strives to ensure that students are assessed in accordance with the provisions of the *Statute of the University* (Articles 183–187) and the *Rules of Study for the First and Second Cycles of Study at the University* of 2023 (Articles 44–54). The Dean and the Vice-Deans for Teaching and Quality generally respond successfully to student complaints concerning non-compliance with the provisions of the Statute and the Rules of Study. These rules have not introduced any significant changes to the methods of assessing student achievement compared with the previous rules. Teaching staff and students can familiarise themselves with the assessment rules by consulting the *Rules of Study* available on the Faculty's website, as well as through explanations provided by the Vice-Deans for Teaching and Quality at Faculty Council meetings and during individual consultations.

The assessment methods are defined in the syllabi, which form part of the curriculum and syllabus (Master in Imamate). As can be seen from the syllabi, continuous assessment is provided for and implemented in all courses and usually consists of at least three components: a seminar paper or other assignments during the semester, a midterm examination and a final examination. Examination schedules, results and dates for reviewing examination papers are published on the Faculty's DL Platform.

In practice, students occasionally complain about deviations from the published assessment methods, which are generally resolved through discussions between the Dean and the Vice-Deans for Teaching and Quality and the relevant teacher or teaching assistant, or with the students concerned.

To date, no comprehensive and in-depth analysis has been conducted of the alignment of the prescribed assessment methods with the objectives and learning outcomes of the Study Programmes. However, with a view to improving practice in this area, on 7 June 2024, the Faculty organised a professional seminar for teaching staff on the topic "Aligning the Assessment of Student Achievement with Learning Outcomes", which included a theoretical component and an analysis of written examinations administered by the Faculty's teaching staff based on a selected sample, together with examples of good practice and recommendations for improvement.

In recent years, the highest-performing students have participated in the delivery of teaching as demonstrators. This practice has proven useful in that it has given young colleagues an opportunity to gain practical experience, enabled the Faculty to become better acquainted with their capabilities, and provided assistance to teachers, particularly in cases where a course does not have a teaching assistant.

3.3.5.4. *Assessment procedures regulate the organisation of tests and examinations, the assessment criteria and methods applied by examiners and commissions, transparency of assessment, and students' right to appeal against assessment decisions.*

Assessment procedures are regulated by Articles 44–55 of the *Rules of Study of the University of Sarajevo* and are generally applied consistently, with minor deviations (e.g. it is not always possible to publish the examination schedule within the first two weeks of the academic year, as stipulated by Article 68 of the *Rules of Study*). The Faculty is part of the e-UNSA system,

which has significantly facilitated the procedures for registering examinations, recording grades, maintaining records of examinations passed, and analysing pass rates. Students occasionally submit complaints concerning the inability to review the basis and methods of assessment applied by teachers, but such cases are rare.

3.3.5.5. *The higher education institution has a procedure defining the process of preparation, structure and assessment of students' final theses at a given cycle of study, as well as the rights and obligations of students and supervisors and the requirements for supervision.*

The Master in Imamate provides for the preparation of a final thesis in the fourth semester. The procedure for preparing, structuring and assessing the final thesis, as well as the rights and obligations of students and supervisors and the requirements for supervision, are defined by the *Rules of Study for the First and Second Cycles of Study at the University of Sarajevo*. The procedures prescribed by the *Rules of Study* are consistently applied, with their implementation overseen by the Vice-Dean for Teaching, heads of departments and the Student Affairs Office.

3.3.5.6. *Student representatives are involved in the work of higher education institution bodies responsible for the management of and decision-making on Study Programmes.*

Article 68, paragraph (4) of the Law on Higher Education provides: "Members of the council of an organisational unit include the student Vice-Dean and at least one student representative from each cycle of study organised at the higher education institution, elected by the student council or the student association of the higher education institution." Article 109, paragraph (1), item e), and paragraphs (6) and (7) of the Statute of the University regulate the method of election and the term of office of students serving as members of the Council. In practice, the Faculty Council includes the student Vice-Dean and three student representatives, one student from each cycle of study, who at the beginning of the 2023/24 academic year accounted for 17% of the Council's membership. Evidence of their participation is provided by the minutes of Faculty Council meetings. Student members of the Council generally attend meetings and most frequently participate in discussions that are most directly related to studies and standards of student life.

3.3.5.7. *The higher education institution has established a mechanism and procedures to support students in receiving guidance on their future career development.*

The *Rulebook on the Internal Organisation and Job Classification* of the Faculty provides for two positions of Professional Associate for Mentoring and Educational Work with Students. This Rulebook provides that the Professional Associate for Mentoring and Educational Work with Students, among other duties:

- coordinates and partially implements the academic orientation programme for students enrolled in the first year of the First Cycle of Study;
- within a 40-hour working week, conducts 20 contact hours with students;
- continuously works on developing students' motivation for learning, professional development and acquiring new knowledge, skills and competencies;
- specifically encourages students to learn foreign languages and coordinates their participation in language-learning programmes.

Due to budgetary constraints, these positions have not yet been filled, but the Faculty management is working towards filling them. At present, given the relatively small number of students at the Faculty, students frequently receive individual guidance and consultations on these matters from teaching staff. Finally, students have access to the functional Student Support Office of the University Rectorate.

3.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

3.4.5.1. ***Students are admitted to a Study Programme at any cycle of study on the basis of statutory provisions and clear and transparent criteria that include assessment of candidates' knowledge, aptitude and abilities, as well as their achievement in previous education, in accordance with analysed societal needs and the resources available for the delivery of the programme. The call for applications for admission is publicly announced on the institution's website and in the media.***

As a full-fledged member of the University, the Faculty conducts student admission and enrolment procedures in accordance with the applicable normative acts: the *Law on Higher Education of the Sarajevo Canton*, the *Statute of the University of Sarajevo*, and the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

For each academic year, the enrolment procedure is initiated by the Faculty Council by determining a proposal for the number of students to be admitted as full-time, full-time self-financing, part-time or international students. The proposal must be approved by the Faculty's Founder – the Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH) – and is then submitted through the Senate to the Government of the Sarajevo Canton for approval. Following approval by the Sarajevo Canton Ministry of Education, Science and Youth, the text of the University's Call for Applications is adopted and, together with the Faculty's internal Call for Applications, which provides detailed information on student admission procedures and the criteria and scoring methods, is published on the Faculty's website.

UNSA Call for Applications for the First and Second Cycles of Study, 2024/25

In accordance with the Enrolment Plan for the 2024/25 academic year, no admission of candidates to the Second Cycle of Study – Master in Imamate – was planned.

Since the 2020/21 academic year, the process of selecting and admitting candidates has been conducted through the integrated ISSS/e-UNSA information system (the Faculty has been using e-UNSA since June 2022). The Commission for the Admission and Enrolment of Candidates verifies the applications received, while the system ranks candidates according to the adopted criteria. The unified ranking lists also include candidates from countries formed following the dissolution of the former Socialist Federal Republic of Yugoslavia (SFRY), thereby ensuring equal access and equal opportunities for all candidates who meet the requirements of the Call for Applications. Following publication of the ranking lists, candidates have the right to appeal to the Faculty Council, after which the final ranking lists are established and the admitted candidates are enrolled. Ranking lists are publicly published using the code assigned to candidates upon registration for online enrolment.

Ranking lists for the Second Cycle of Study, 2024/25

In accordance with the Enrolment Plan for the 2024/25 academic year, no admission of candidates to the Second Cycle of Study – Master in Imamate – was planned.

The Enrolment Plan provides for the admission of a certain number of part-time students. In order to enable them to acquire knowledge, skills and competencies in accordance with the learning outcomes of the Study Programmes, the *Rules of Study* require that classroom-based teaching for part-time students be organised for at least one third of the number of teaching hours prescribed for full-time students. The remainder of the teaching is organised online, through various forms of consultation and similar activities. Students who are in employment may study only as part-time students.

The syllabi of all courses within the Study Programmes contain precise information on methods of assessing knowledge and achievement, a list of student obligations, and compulsory and recommended literature, which students are introduced to during the first classes of the semester. All curricula and syllabi are published on the Faculty's website.

Based on the University's academic calendar, the Faculty prepares its own academic calendar in accordance with students' practical obligations related to the month of Ramadan, as well as other Faculty activities.

The teaching schedule is published on the Faculty's DL Platform and contains all prescribed elements: the name of the Study Programme, the study year, the course title, the time and location of classes, and the names of the teaching staff involved in teaching. Electronic records of delivered classes are maintained through the Faculty's DL Platform.

Students' knowledge is assessed through written, oral and practical forms of assessment in accordance with the curriculum and syllabus. The examination schedule, including the time and location of examinations, is published on the DL Platform. Examination results are mandatorily published on the relevant e-courses on the DL Platform, together with the dates for recording grades in student record books and for reviewing examination papers. Students' achievement, i.e. grades obtained, is entered in the student record books and the e-UNSA system, after which examination forms are printed and submitted to professors for signature. The grades are subsequently entered in the official student registers, the forms of which are prescribed by the *Rulebook on the Content and Form, Method of Maintaining Student Registers and Records of Issued Diplomas*. Signed and certified examination forms are placed in students' files and permanently retained.

At the end of each examination period, an analysis of student pass rates is conducted, and, based on the results, the necessary adjustments are made in accordance with Article 51 of the *Rules of Study*. At the end of each semester, a student evaluation of the teaching process is conducted, the results of which are analysed and used as a basis for corrective measures in the following period. Student progression, as well as dropout rates and reasons, are regularly recorded and analysed, with recommendations for corrective measures.

Second-Cycle students in the Master in Imamate select a supervisor and thesis topic for the preparation of their final theses. The procedure for registering, preparing and defending the final thesis is prescribed by the *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*.

Students with disabilities have the right to individualised arrangements in the implementation of the teaching process and when taking examinations (e.g. students with motor difficulties have been permitted to take examinations orally). Faculty students who achieved a grade point average of 9.5 or higher in the previous academic year are eligible for scholarships from the Scholarship Fund for Particularly Gifted Students of the Riyasat of the Islamic Community in Bosnia and Herzegovina's Directorate for Education and Science. With the support of the "Bosniaks" Fund, the "Gazi Husrev-beg" Fund from Germany and the Ćurčić Waqf, five permanent annual scholarships have been secured. In addition, the "Bejtul-mal" Fund of the Riyasat of the Islamic Community in Bosnia and Herzegovina awards scholarships to students who achieve the required number of points in its call for applications.

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

Procedures have been established defining the recognition of qualifications on the basis of Articles 281 and 282 of the *Statute of the University*. Thus, Article 281 stipulates: "(1) Recognition of a foreign higher education qualification is a procedure by which the holder of a qualification is granted the right to access employment (professional recognition), or the right to continue education (academic recognition). (2) Recognition of a foreign higher education qualification shall be carried out in the manner and under the conditions established by law and the *Rulebook on the Recognition of Foreign Higher Education Qualifications*, adopted by the University Senate, while respecting the autonomy of theological faculties with regard to the right to professional recognition of such qualifications." On the basis of the aforementioned provisions of the Statute of the University, the *Rulebook on the Recognition of Foreign Higher Education Qualifications* was adopted.

The Faculty's Founder adopted the *Rulebook on Specific Criteria in the Procedure for the Recognition of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community of Bosnia and Herzegovina*. The main specific feature is that the Faculty has the authority to carry out not only academic but also professional recognition of foreign qualifications. Namely, with a view to improving the recognition procedure, during the public consultation on the draft Statute of the University adopted in 2023, the Faculty suggested that its autonomy as a theological institution be recognised not only in the area of academic recognition but also in professional recognition. Based on this proposal, a provision was included in Article 281 of the Statute granting the Faculty autonomy in the area of professional recognition. Article 10 of the *Rulebook on the Recognition of Foreign Higher Education Qualifications* regulates the implementation of the professional recognition procedure "while respecting the autonomy of theological faculties with regard to the right to professional recognition of such qualifications." The procedure is the same as that for academic recognition regulated by Article 13 of the same Rulebook: "For the purpose of conducting the academic recognition procedure, the Dean of the Faculty shall, by decision, appoint a Commission consisting of three to five members from the scientific field or disciplines represented in the Study Programme on the basis of which recognition of a foreign higher education qualification is sought." The procedure for academic recognition of a foreign higher education qualification includes administrative and professional verification and, where necessary, verification of the authenticity of the educational document. Administrative verification entails determining whether the submitted application complies with formal and legal requirements. Professional

verification is carried out by the Commission responsible for conducting the recognition procedure. Verification of authenticity is carried out where there are indications that the submitted document is not authentic. The Commission submits a report with a recommendation to the Council for adopting a decision on the submitted application for recognition of the foreign higher education qualification. On the basis of the Commission's report and recommendation, the Council is required to decide on the submitted application for academic recognition of a foreign higher education qualification within 30 days. The decision on the application is signed by the Dean of the Faculty. The applicant has the right to lodge an appeal against the decision with the University Senate.

During 2024, the archive of previously submitted applications for the recognition of foreign higher education qualifications was organised and is now maintained electronically. In accordance with the applicable rulebooks in this area, a Register of Applications for the Recognition of Foreign Higher Education Qualifications has been established. In addition, a protocol governing the actions of all participants in the diploma recognition procedure was prepared, and two separate Commissions for conducting the procedures were established, depending on whether the procedure concerns professional or academic recognition.

The Faculty, as a member of the University, acts in accordance with the regulations governing the work of the University, including those regulating the recognition of foreign qualifications. Since the University has harmonised its regulations on the recognition of foreign qualifications with the principles of the Lisbon Recognition Convention, it is ensured that the procedures carried out by the Faculty in this area are indirectly aligned with the Lisbon Recognition Convention.

In accordance with the provisions of Article 282 of the Statute of the University, the *Rulebook on the Equivalence of Previously Acquired Academic Titles and Scientific and Professional Ranks* was adopted. This Rulebook regulates the procedure and criteria for the equivalence of previously acquired academic titles, as well as scientific and professional ranks, at the University. The Dean of the Faculty appoints a five-member Commission to conduct the equivalence procedure at the request of the interested party. After reviewing the required documentation, the Commission submits a proposal on the appropriate academic title/scientific or professional rank that may be recognised for the applicant. Upon completion of the prescribed procedure, a certificate is issued on the prescribed form, which also contains the grade point average achieved in the previous programme of study, which is transferred and taken into account for the purpose of exercising relevant rights.

The equivalence of examinations passed at other higher education institutions, as well as the procedure for the equivalence of examinations passed by University students, is carried out in accordance with a general act adopted by the University Senate.

The procedure for the equivalence of examinations passed at the University, pursuant to Article 282 of the Statute, is regulated by the *Rulebook on the Equivalence of Examinations Passed at the University of Sarajevo*. In practice, the Faculty conducts the equivalence procedure in the following cases:

- Transfer from one Study Programme to another;
- Transfer from another related faculty;
- Transfer from a pre-Bologna to a Bologna study programme;

- Recognition of examinations in similar courses passed at another organisational unit of the University;
- Recognition of examinations passed as part of a student exchange programme.

Pursuant to Article 4, paragraph (3) of the *Rulebook on the Equivalence of Examinations Passed at the University of Sarajevo*, a Commission for conducting the equivalence procedure was established (Decision on Amendments to the Decision on the Appointment of Faculty Commissions).

After a student submits an application for equivalence using the prescribed form, together with the required supporting documentation, the Commission reviews the submitted documents and makes a proposal regarding the equivalence of examinations passed for the programme to which the student is transferring. Based on the proposal, the Dean of the Faculty issues a decision on equivalence, against which the candidate has the right to lodge an appeal with the Faculty Council. The decision of the Faculty Council is final. Upon completion of the procedure, the grades recognised through the equivalence procedure are entered into the student's file and the e-UNSA system. The Student Affairs Office maintains a register of decisions on equivalence.

In recent academic years, Faculty students have begun participating in the Erasmus mobility programme. The application and participation procedure is regulated by the *Rulebook on Mobility at the University of Sarajevo*. The required documentation has been made available on the Faculty's website, facilitating the application process and implementation of the exchange. Upon completion of their exchange period, students are granted recognition of the corresponding examinations. In the 2023/24 academic year, there was neither outgoing nor incoming student mobility at the Faculty; however, applications were submitted by eight candidates for the 2024/25 academic year.

3.4.5.3. *Graduating students are awarded a document explaining the qualification obtained, including the learning outcomes achieved and the context, level, content and status of the studies they attended and successfully completed.*

A student who has passed all examinations within the enrolled Study Programme and fulfilled all other obligations prescribed by the regulations governing higher education acquires the corresponding academic title and/or professional/scientific rank in accordance with the *Rulebook on the Acquisition and Use of Academic Titles and Scientific and Professional Ranks at Higher Education Institutions in the Sarajevo Canton*. Upon successful completion of studies and pending the issuance of the diploma, the Faculty issues a certificate of completed studies as a public document, the form and content of which are prescribed by the *Rulebook on the Content of Public Documents*. Along with the certificate of completion of the study cycle, a certificate of examinations passed, including grades and the number of ECTS credits, is issued. Both documents are printed from the integrated e-UNSA system and are temporarily valid until the issuance of the diploma and Diploma Supplement, respectively.

Diplomas and Diploma Supplements are printed in Bosnian and, since the 2022/23 academic year, also in English. Due to the specific design of these documents and the fact that they bear the signature of the Raisu-l-ulama of the Islamic Community of Bosnia and Herzegovina, in previous years the Faculty printed them independently, unlike other University organisational units whose diplomas are printed from the system (ISSS/e-UNSA). However, in the 2023/24 academic year, the Diploma Supplements of Faculty graduates were printed from the

aforementioned system, while the Faculty prepared the diplomas independently. The diploma contains the name of the Faculty and the academic title and rank acquired by the holder. The Diploma Supplement is obligatorily issued together with the diploma to provide a more detailed overview of the level, nature, content, system and rules of study, as well as the results achieved during the studies by the student to whom the diploma was issued. The *Rulebook on the Content of Public Documents* stipulates that the Diploma Supplement contains the following information: identification of the qualification holder, name of the qualification, name of the Study Programme and level of the study cycle, results achieved during the studies, mode of study, system and rules of study, academic and professional opportunities provided by the qualification, professional status of the qualification holder, possibility of enrolment in the next level of study, additional information and certification.

The certificate of completed studies is issued immediately upon completion of studies, while First and Second Cycle diplomas are awarded once a year at the formal graduation ceremony for graduates and master's degree holders of the University. Third Cycle diplomas are awarded twice a year at the formal graduation ceremony for doctors of science of the University.

In the 2023/24 academic year, there were no students who completed their studies in the Second Cycle Study Programme – Master in Imamate.

3.5. HUMAN RESOURCES

3.5.5.1. *The number of competent academic staff (teachers and teaching assistants) and non-academic staff required for the quality delivery of the Study Programme is in accordance with the relevant act of the competent educational authority prescribing the licensing criteria.*

The Faculty operates in accordance with the *Standards and Norms for the Provision of Higher Education Activities in the Sarajevo Canton*. *Teaching Plans* for the Master in Imamate are adopted before the beginning of the academic year. The workload of teachers and teaching assistants at the Master in Imamate is within the framework established by these Standards and Norms. Occasionally, due to teachers retiring or teaching assistants being promoted to teaching positions, workloads exceed the prescribed norm; however, such cases generally remain within the limits set by the Standards and Norms.

In the delivery of teaching at the Master in Imamate, during the summer semester of the 2023/24 academic year, 14 teachers were engaged (7 full professors, 6 associate professors and 1 assistant professor), as well as five teaching assistants (three senior teaching assistants and two teaching assistants), one of whom was an external associate from the University of Zenica. Given that 15 students were enrolled in the Master in Imamate in the 2023/24 academic year, the teacher-to-student ratio was 1:1, while the teaching assistant-to-student ratio was 1:3. No foreign teachers are engaged on a continuous basis. However, foreign teachers are occasionally engaged as lecturers for individual teaching sessions.

Given the relatively small number of graduates of the Study Programme for Imams, Khatibs and Muallims (IHM) or other three-year Islamic undergraduate programmes worldwide, the Faculty did not publish calls for applications for admission to the first year of the Master in Imamate in the 2023/24 and 2024/25 academic years. However, during these two academic years, teaching staff provided consultations to already enrolled students, the majority of whom

study on a part-time basis, and conducted examinations during examination periods. The admission of new students is planned once information is gathered indicating a sufficient number of interested candidates.

Teachers and teaching assistants engaged in the Master in Imamate are regularly reminded that they are required to be available for five teaching hours per week for student consultations, which is generally observed. Office consultation hours are published on the DL Platform under the "Consultations" section. The availability of teachers and teaching assistants at the Master in Imamate is not a frequent subject of complaints in student evaluations or submissions.

The Vice-Dean for Teaching monitors the coverage of teaching when preparing the teaching plan for each academic year. The Faculty Secretary regularly analyses the number and structure of academic staff at the Master in Imamate according to the criteria of gender, length of service, academic rank and promotion. Finally, the Vice-Dean for Quality and the Quality Assurance Committee conduct surveys and analyse student evaluations of teaching at the Master's in Imamate and propose improvement measures, the implementation of which contributes to improving the situation. Further information on the engaged staff is available on the Faculty's website.

The Quality Assurance Committee regularly implements and reports on semester teaching evaluations at the Master in Imamate and monitors the implementation of the adopted recommendations. There has not yet been a situation in which the teaching performance of a teacher or teaching assistant at the Master in Imamate who is employed by the Faculty was overall assessed with a low grade (below 2.5) that would have required the Dean to adopt a corrective measure pursuant to the *Rulebook on Student Evaluation of the Work of Academic Staff*. However, there have been low ratings for individual survey questions, as well as comments that required the adoption and implementation of corrective measures.

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

Although the University, i.e. the Faculty, has not adopted a single document defining a human resources management policy in all the areas covered by the above criterion (employment of academic staff, duties and workload, criteria for professional development, promotion and professional training, and mechanisms for monitoring the performance of academic staff with measures for improvement), these areas are regulated by various regulations adopted by the Government of the Sarajevo Canton, the University and the Faculty.

The *Law on Higher Education of the Sarajevo Canton* (2022) regulates the acquisition of academic ranks (Articles 111–120), elections to academic ranks (Articles 121–131), establishment of employment relationships and, in general, the labour-law status of academic staff (Articles 132–138), as well as other matters relating to academic staff (Articles 139–142). The Law also contains general provisions on recruitment, protection of rights, and the coordinated functioning of non-teaching staff employed in the professional services of organisational units and the University's central services (Articles 143–145).

The *Statute of the University of Sarajevo* also contains provisions on the requirements for election to academic ranks (Articles 224–232), the election procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243). It also contains general provisions on recruitment, protection of rights, and the engagement of professional, administrative and technical staff (Articles 262–265).

The *Rules of the Faculty of Islamic Studies of the University of Sarajevo* regulate various aspects of human resources management at the Faculty, including the requirements for election to academic ranks (Articles 139–146), the procedure for election to academic ranks (Articles 147–160), the engagement of academic staff (Articles 161–165), non-teaching staff (Article 169), and the rules of conduct, rights and obligations of academic staff (Articles 170–178).

Criteria for the Selection and Employment of Staff

Article 112 of the Law and Article 226 of the Statute of the University stipulate that the requirements for election to academic ranks at higher education institutions are defined through four areas, namely: scientific achievements and contribution, teaching competences and contribution, contribution to the internationalization process, and social contribution, in accordance with the Guidelines for Election to Academic Ranks at the Higher Education Institution. Article 112 of the Law prescribes the minimum requirements for election to the academic ranks of assistant, senior teaching assistant, assistant professor, associate professor and full professor. Pursuant to Article 111, item f) of the Statute of the University, at its 4th regular session held on 5 April 2023, the Faculty Council adopted the *Draft Guidelines for Election to Academic Ranks at the University of Sarajevo – Faculty of Islamic Studies* and submitted them to the competent service of the University Rectorate for further consideration. However, the Guidelines for Election to Academic Ranks at the University level have not yet been adopted, pursuant to Article 116 of the Law and Article 227 of the Statute of the University. These Guidelines should contain more detailed criteria for the election and promotion of academic staff.

Pursuant to Article 224 of the Statute of the University, a member of academic staff is elected, as a rule, within one scientific branch of a scientific field. However, a member of academic staff may also be elected within several related scientific branches within a scientific field. It is also stipulated that the Senate of the University, upon the proposal of the council of the organisational unit, shall determine the classification of teaching subjects within fields and branches. Until this classification is adopted, the University applies the *Decision on the Determination of the Parent Fields and Parent Subjects of Higher Education Institutions of the University of Sarajevo* (2008).

Pursuant to Article 233 of the Statute of the University, before the beginning of the academic year, the council of an organisational unit is required to prepare and submit to the Senate and the Board of Governors of the University a Dynamic Plan of Needs for announcing calls for applications for the election of academic staff to the same or a higher academic rank. The procedure for the election of a member of academic staff in accordance with the adopted Dynamic Plan of Needs is initiated by the University organisational unit after obtaining the prior approval of the Senate. The election of academic staff is conducted on the basis of a public call for applications. The council of the organisational unit determines the proposal for announcing the call for applications for the election of academic staff and submits the decision to the Senate of the University. The Senate considers the proposal of the council and adopts a decision on announcing the call for applications, which is published in at least one daily

newspaper and on the websites of the University and the organisational unit, either (a) no later than four months before the expiry of the election period of the existing member of academic staff, or (b) no earlier than six months before such expiry, which is not considered an early election. Exceptionally, in the case of launching new Study Programmes, the teaching need is met by announcing calls for applications for all academic ranks. Pursuant to Article 9, paragraph (3) of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as a Member of the University of Sarajevo*, in the procedure for the election of a member of academic staff, the Faculty is required to obtain authorization (*murasela*) from the Raisu-l-ulama of the Islamic Community of Bosnia and Herzegovina (IC BiH) for the candidate proposed for election. More detailed provisions on obtaining the authorization (*murasela*) are contained in Article 154, paragraphs (4–6) of the *Rules of the Faculty*.

Pursuant to Article 236 of the Statute of the University, for the purpose of preparing a proposal for election to an academic rank, the Faculty Council appoints a Commission for Preparing the Proposal for Election. The Commission consists of at least three teachers, the majority of whom must be from the narrow scientific field for which the candidate is being elected, and they must hold the same or a higher academic rank than the rank to which the candidate is being elected. In cases where, for justified reasons, it is not possible, during the procedure for appointing the Commission for Preparing the Proposal for Election to an academic rank, to meet the requirement that the majority of Commission members be from the narrow scientific field for which the candidate is being elected, the council of the organisational unit shall, with an explanation, determine an appropriate scientific field and may propose the appointment of the Commission for Preparing the Proposal for Election in accordance with this criterion. If a member of the Commission for Preparing the Proposal for Election is from another organisational unit or another higher education institution, the council of the organisational unit initiating the election shall, when appointing the Commission members, determine the relevance of the scientific field of such a Commission member to the narrow or related scientific field relevant to the election. The Commission is required to submit a written report with a proposal to the Faculty Council within 30 days from the date of its appointment, taking into account the fulfilment of all established requirements for election to the relevant academic rank. The Commission is required to comply with the deadlines for preparing, drafting and submitting the report, and any exceeding of the deadlines for preparing the report shall be considered a serious breach of employment obligations.

Pursuant to Article 237 of the Statute of the University, the decision on election to an academic rank is adopted in accordance with the manner and procedure established by the Law and the Statute. The Law regulates the deadlines in the procedure for election to an academic rank (Article 122), the composition of the Commission (Article 123), the deadline for preparing and submitting the Commission's report (Article 124), the determination of the proposed decision on election by the council of the organisational unit, i.e. the adoption of the decision on election by the Senate of the higher education institution (Article 125), and the obligations of the Dean in the election procedure (Article 126). The decision of the Senate of the higher education institution is final, and an action may be brought before the competent court in Sarajevo within 30 days from the date of receipt of the decision (Article 125, paragraph 4). The *Rulebook on Employment at the University of Sarajevo* (2019) regulates the establishment of employment relationships with teaching and non-teaching staff (Articles 14–16).

Duties, Workload and Responsibilities of Staff

The duties, workload and responsibilities of teachers, teaching assistants and professional associates involved in the teaching process are regulated in greater detail by the *Standards and Norms for the Provision of Higher Education Activities in the Sarajevo Canton* of 2019 (Articles 17–22).

Pursuant to Article 218 of the Statute of the University (2023), in their teaching and scientific or teaching and artistic work, academic staff are required to:

a) prepare and, according to the established timetable, deliver lectures, practical classes and other forms of teaching;
b) through their personal presence and engagement, fully implement the established curriculum and programme of the course for which they are engaged;
c) ensure the smooth delivery of all forms of teaching;
d) assist students in mastering teaching and scientific content and in the assessment of their knowledge by organising and holding regular consultations and, where necessary or at the request of students, additional consultations;
e) encourage students' independent work and involve them in professional, scientific research and artistic work;
f) inform students about the objectives, content, required literature and methods of delivery of the course for which they are responsible, as well as about the methods and criteria for monitoring their work, assessing their knowledge and grading.

In accordance with the teaching delivery plan, teachers conduct lectures, practical classes and other forms of teaching, while teaching assistants conduct practical classes and, exceptionally, in coordination with the responsible teacher, parts of lectures and seminars. The Statute of the University of Sarajevo also regulates the requirements for election to academic ranks (Articles 224–232), the procedure for the election of academic staff (Articles 233–238), the engagement of academic staff (Articles 239–243), and professional, administrative and technical staff (Articles 262–267).

The Rulebook on Internal Organisation and Job Classification at the Faculty of Islamic Studies of the University of Sarajevo (2021) defines the requirements for the employment of teaching and non-teaching staff, as well as their duties and responsibilities. The Rulebook on Employment at the University of Sarajevo (2019) regulates the rights, obligations and responsibilities arising from and related to employment of teaching and non-teaching staff at the University. The rights, obligations and responsibilities of Faculty employees are additionally regulated by the Rulebook on Employment Relationships at the Riyasat of the Islamic Community in Bosnia and Herzegovina and its institutions in Sarajevo (2003, 2015).

Criteria for Professional Development of Staff

Pursuant to Article 140 of the Law on Higher Education, a higher education institution is required to analyse evaluations of the results of teaching and research work of academic staff, as well as the work of research staff, as part of the process of continuous improvement. Based

on the analysis, a quality improvement plan, i.e. a plan and programme for the professional training of all employees, is established, particularly in the areas of ethics, pedagogical-methodological and digital competences, with the aim of ensuring the quality of all business processes of the higher education institution. Pursuant to Article 146 of the Law, for the purpose of regularly carrying out its activities, improving and increasing the level of knowledge required to perform tasks within its activities, a higher education institution/organisational unit shall ensure professional development, training, international exchange and performance evaluation of non-teaching staff.

For the purpose of regularly carrying out its activities, improving and increasing the level of knowledge required to perform tasks within its activities, the University/organisational unit shall ensure professional development, training and international exchange. The forms and manner of exercising the right to professional development and training of non-teaching staff are regulated in greater detail by the Rulebook on Employment and other general acts of the University (Article 266 of the Statute of the University). The Rulebook on Employment at the University of Sarajevo contains more detailed provisions on the right and obligation of employees to receive education, training and professional development for work, the forms of education, training and professional development, and the manner of exercising the aforementioned right (Articles 41–46).

Pursuant to Article 4 of the Rulebook on the Performance Evaluation of Non-Teaching Staff at the Faculty, one of the objectives of employee performance evaluation is to create conditions for making appropriate decisions on employee rewards and professional development. Article 22 of this Rulebook provides for the mandatory inclusion of employees in appropriate professional development programmes based on a recommendation made as part of the performance evaluation.

Professional training programmes for teaching and non-teaching staff are implemented at the University and the Faculty. Thus, since September 2013, the University has been implementing the TRAIN programme (*Training & Research for Academic Newcomers*). The objectives of the programme are related to enhancing the knowledge and skills of academic staff within three thematic areas: the educational process (curriculum design and teaching effectiveness), research (research methodology and information literacy), and the development of communication skills (networking, teamwork, etc.). Three teaching assistants and two professional associates from the Faculty attended the second cycle of this programme in the 2023/24 academic year.

The Faculty organises annual professional seminars and other training programmes for its staff. Thus, on 6 June 2023, a professional seminar was held for teaching staff on the topic "Application of Innovative Working Methods in University Teaching" and for non-teaching staff on the topic "Support Processes at the Faculty – Identifying Problems and Ways of Resolving Them". On 7 June 2024, a professional seminar was held for teaching staff on the topic "Aligning the Assessment of Student Achievement with Learning Outcomes".

International staff exchange at the Faculty is enabled through the Fulbright, Erasmus and other mobility programmes, which will be discussed in greater detail under Criterion 10, "Mobility of Academic Staff and Students".

Regular semester evaluations of the performance of academic staff in teaching are conducted at the Faculty, and reports containing corrective measures are adopted. The evaluation

procedures and the adoption and implementation of corrective measures will be discussed in greater detail under Sub-criterion 9.2.

Transparency in the Application of the Above Criteria

The criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. Dynamic employment plans are adopted at sessions of the Faculty Council and the Senate of the University, respectively, and the public may access information on these plans through the minutes of the sessions of these bodies, which are available on the websites of the Faculty and the University, respectively. For example, at the 8th regular session of the Faculty Council held on 6 September 2023, the *Proposal for the Adoption of a Decision on the Adoption of the Dynamic Plan of Needs for Announcing Calls for Applications for Election to Academic Ranks in the 2023/2024 Academic Year* was adopted. Calls for applications for election to academic ranks, as well as calls for the employment of non-teaching staff, are published in at least one daily newspaper and on the websites of the University and the Faculty. Examples include the published public calls for the employment of a professional associate for methodological practice and the practicum in religious pedagogy and religious psychology and a professional associate for imam-muallim practice and the practicum in Imamate. Commission reports containing proposals for election to academic ranks are published on the Faculty's website seven days before their adoption at sessions of the Faculty Council. Furthermore, the proposals of the Faculty Council adopted for election to academic ranks and the decisions of the University Senate on election are publicly available through the websites of the Faculty and the University, respectively. For example, at the 10th regular session of the Faculty Council held on 1 November 2023, the *Commission Report with a Proposal for Election to the Academic Rank of Senior Teaching Assistant in the Scientific Field of Qur'anic Philology* was adopted.

Criteria and guidelines for the implementation of mobility, as well as reports, documents and publications of University/Faculty staff, are available on the University's website. Various mechanisms are applied to monitor the performance of the Faculty's academic staff:

a) recording the delivery of teaching in accordance with the teaching plan and the Faculty's academic calendar, and submitting monthly reports to the University Senate on the implementation of teaching;
b) semester-based evaluation of the teaching process, i.e. the performance of academic staff in teaching;
c) assessment by the Commission for Preparing the Proposal for Election, i.e. assessment by the Faculty Council of the fulfilment of the requirements for election to academic ranks, which includes demonstrated teaching skills and experience acquired in the teaching process, as evidenced by positive student evaluations, supervision of final theses of students in the Second and Third Cycles of Study, implementation of projects, and the results achieved through scientific research;
d) submission of an annual report on the work of academic staff members to the Dean, i.e. the Faculty Council.

3.5.5.3. *Academic staff are committed to research, i.e. scientific research and artistic work, particularly through international scientific research projects, as well as joint activities of mentors and students aimed at securing grants or scholarships.*

Since the establishment of the Faculty in 1977, its mission has been twofold: (a) scientific – the development of contemporary interpretations of Islam; and (b) educational – the education of highly qualified personnel for the needs of the Islamic Community in Bosnia and Herzegovina (IC BiH) and the wider community. The scientific research activities of the Faculty, as a higher education institution of the Islamic Community in Bosnia and Herzegovina and a member of the University, are conducted on the basis of state and cantonal laws, regulations of the Islamic Community in Bosnia and Herzegovina, general acts of the University and the Faculty, and adopted strategic documents. These include the following regulations and documents: the *Framework Law on Higher Education in Bosnia and Herzegovina* (*Official Gazette of Bosnia and Herzegovina*, No. 58/07) (Articles 1, 2, 3, 4 and 5), the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 33/17) (Articles 3, 7, 9, 24, 28, 34 and 39), the *Law on Scientific Research Activities of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 26/16) (Articles 2–8), the *Statute of the University of Sarajevo* (Part VI, Articles 190–220), the *Rulebook on Awards and Recognitions of the University of Sarajevo*, the *Rules of the Faculty of Islamic Studies of the University of Sarajevo* (Articles 16, 17, 121, 122 and 124), the *Strategy for the Development of Scientific Research/Artistic Research at the University of Sarajevo* (2017), and the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* (Sarajevo: El-Kalem – Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, 2016).

The results of the Faculty's scientific research activities include scientific books and papers by the Faculty's teachers and teaching assistants, published worldwide in journals specialising in Islamic studies, as well as in journals covering social, religious, cultural and civilisational topics. In addition to Bosnian, papers by Faculty teachers have been published in English, Arabic, German, French, Spanish, Albanian, Persian, Turkish and Slovenian, or have been translated into these languages. The scientific research work of the Faculty's teachers has been recognised and valued both in the Bosnian and regional contexts and at the international level.

The Faculty keeps records of chapters published in books and conference proceedings from scientific conferences held in Bosnia and Herzegovina and abroad. Additional efforts are being made to increase the number of published books, textbooks and papers in recognised journals.

Type of Work	2019.	2020.	2021.	2022.	2023.	2024.
Books and Textbooks	7	4	12	13	2	8
Articles published in peer-reviewed journals	6	3	2	1	4	3
Articles published in other scientific and professional journal	47	40	59	29	14	20
Conference Papers	9	4	6	1	4	18
Artistic Research; (concerts, performances, exhibitions, etc..)	1	/	/	2	2	_

Table 30. *Number of papers published by the Faculty's teachers and teaching assistants from 2019 to 2024*

As an example of the international visibility of the Faculty's teachers in scientific research, we highlight the scholarly monograph by Prof. Dr Nedim Begović, *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house *Routledge – Taylor and Francis Group* in London and New York in 2022; the collection of legal documents with accompanying commentaries by Prof. Dr Nedžad Grabus, *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publishing house *Brill*; and the multi-year engagement of Prof. Dr Ahmet Alibašić as co-editor of Brill's *Yearbook of Muslims in Europe*.

The research profiles of the Faculty's academic staff on platforms such as Google Scholar, ORCID, COBISS, Scopus and others provide insight into the results of the scientific research work of the Faculty's academic staff and the level of reception of these results at the national, regional and international levels (see Table 5, provided as Annex 5 to this Report).

In accordance with the *Rulebook on Awards for Academic and Scientific Research Staff of the University of Sarajevo* and decisions of the University Senate, among the recipients of University awards for scientific research, Prof. Dr Nedim Begović ranked 23rd in 2020; Prof. Dr Nedžad Grabus and Prof. Dr Nedim Begović ranked 2nd and 5th, respectively, in 2021; while Prof. Dr Dina Sijamhodžić-Nadarević ranked 26th in 2022 and 2023. From 2020 to 2023, the aforementioned Faculty professors published scholarly books and/or papers with reputable international publishing houses and, on this basis, received annual awards for scientific research. Academician Enes Karić, Professor Emeritus, received the Federal Award for Science in 2023.

The number and quality of research and project activities of teachers and teaching assistants are often limited by their workload in the teaching process and additional administrative responsibilities, which could be reduced by employing an appropriate number of non-teaching staff, in accordance with the adopted job classification.

The Vice-Dean for Scientific Research regularly encourages academic staff to plan scientific research activities within the Faculty, including the registration and approval of projects and the possibility of using the budget funds planned for this purpose within the annual work plans.

The Faculty, in cooperation with the Publishing Centre of the Riyasat of the Islamic Community in Bosnia and Herzegovina, "El-Kalem", publishes new books by Faculty teachers and teaching assistants every year.

The scientific research and professional activities of the Faculty are enhanced through cooperation with other institutions of the Islamic Community in Bosnia and Herzegovina, as well as with other higher education institutions worldwide, within the framework of scientific research and professional projects, including:

- RESILIENCE (REligious Studies Infrastructure: tooLs, Experts, conNections and CEnters) is a project within the EU H2020 research and innovation programme, in which the Faculty successfully participated in the application process, with Prof. Dr Ahmet Alibašić serving as one of the three project directors. The project is active until 2025. Its current focus is on the transnational mobility of researchers (Transnational Access – TNA) and the adoption of a database for research in the field of religious studies (ReReSearch);
- Since 2019, Prof. Dr Senad Ćeman has participated in the international research project "IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750)". The project was implemented from 2019 to 2023, with Prof. Dr Ćeman participating as a researcher in Working Group 3 – Beyond Borders. The purpose of the research was to provide a transnational and interdisciplinary approach capable of overcoming the segmentation that currently characterises the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean;
- On 15 February 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society in Fribourg (Swiss Center for Islam and Society – SZIG/CSIS) for the implementation of the scientific research project "Professionalising Spiritual Care in Plural Societies – Switzerland and BiH" (Professionalisation of Spiritual Care in Plural Societies: Switzerland and BiH). The project is being implemented from 1 September 2024 to 12 February 2026. The principal investigator is Prof. Dr Aid Smajić, while Prof. Dr Ahmet Alibašić is the head of the Faculty's project team;
- "Bibliography of Works on the Islamic Community" in cooperation with the Institute for Bosniak Islamic Tradition (IITB), Gazi Husrev-beg Library (GHB), the Bosniak Institute and BZK Preporod (since September 2019; Prof. Dr Zehra Alispahić participated in the project).

Among the professional projects, the following are highlighted:

- TRAIN project of the University of Sarajevo – a professional development programme for the University's academic staff (Prof. Dr Dina Sijamhodžić-Nadarević is a lecturer in the modules Didactics of Higher Education and Curriculum Planning in Higher Education);
- "Monitoring of Educational Work in Madrasas", a project implemented in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina. The programme involved Prof. Dr Dina Sijamhodžić-Nadarević, Prof. Dr hfz. Kenan Musić, Prof. Dr Almir Fatić and Prof. Dr Senad Ćeman;

- Prof. Dr Nedžad Grabus was a member of the project team of the scientific research project "Under the Open Sky of Clear Faith", organised by the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, while Prof. Dr Zehra Alispahić worked on the promotion and the 60 dialogue programmes accompanying the project.

The Faculty frequently serves as the organiser or co-organiser of significant international conferences and meetings of researchers from different parts of the world. Some of these conferences include:

- Conference: "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond" (Sarajevo, 24–26 August 2022);
- International Conference: "Getting to Reconciliation: A Comparative Perspective" (Sarajevo, 15–16 September 2022);
- International Conference: "Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges and Perspectives" (Sarajevo, 17–18 November 2022);
- International Conference "Konak and Villa: Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe", organised in cooperation with the Institute of Art History of the University of Vienna, the Austrian Cultural Forum and the European Research Council (Sarajevo, 27–29 April 2023);
- "Trends in Higher Education and Strengthening Teaching and Scientific Research Cooperation between the University of Sarajevo, the Faculty of Islamic Studies and Shenandoah University (USA)" (Sarajevo, 12–13 June 2023);
- The Oslo Coalition on Freedom of Religion or Belief and the Faculty organised a seminar and book launch entitled *Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws*, edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen and Christian Moe. The book was translated from English by Prof. Dr Nedim Begović and MA Nizama Ahmed. Prof. Dr Ahmet Alibašić and Prof. Dr Nedim Begović delivered presentations at the seminar and book launch, while Prof. Dr Asim Zubčević served as moderator (Sarajevo, 20 September 2023);
- "Islamic Moral Theology and the Future" was a conference organised under the auspices of the Abu Sulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation, in cooperation with the Faculty (Sarajevo, 7–10 October 2023);
- "Islam and the Challenge of Pluralism in a Globalised World" was a conference organised by the Faculty, GHB, the international initiative ResetDoc and the Moulay Hicham Foundation (Sarajevo, 18–19 November 2023). A public forum under the same title at which the results of the conference and the work of the project working group were presented to the public was held at the Gazi Husrev-beg Library (Sarajevo, 20 November 2023);
- In cooperation with the Agency for Halal Quality Certification, the Faculty organised the 2nd EUROPEAN HALAL CONGRESS on 28 and 29 May 2024;
- In cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina, the Faculty organised the first gathering of professors from Islamic faculties in the Balkans at the conference entitled "Higher Islamic Education in the Balkans: Prospects for Development and Cooperation", held on 26–27 September 2024;
- In cooperation with the Centre for Islam in the Contemporary World (CICW) at Shenandoah University (USA) and the Centre for Advanced Studies in Sarajevo, the

Faculty organised an international conference on the topic "Islam and Contemporary Challenges" on 5–6 October 2024.

The Faculty's teachers and teaching assistants participate in a significant number of scientific conferences in Bosnia and Herzegovina and worldwide. In addition to publishing papers in scientific journals and other periodicals, they publish translations of scholarly works from English and Arabic, review projects, books and articles, edit translations of scholarly works, and are engaged as editors of co-authored books, conference proceedings and journals both domestically and abroad.

Students of the Master in Imamate have access to the Faculty's modern classrooms, reading room and library, which holds more than 25,000 library items. The scientific research work of the Faculty's teachers and teaching assistants is facilitated to some extent by access to scientific databases to which the University subscribes.

The Faculty has procedures and resources to support scientific research and the activities of academic staff involved in the Master in Imamate. Mechanisms are in place to support academic staff and students in obtaining grants and scholarships. In accordance with the *Law on Scientific Research Activities of the Sarajevo Canton* (Article 8: "Provision of Financial Resources for Scientific Research Activities"), the University provides annual funding to support scientific research activities, which is allocated to University organisational units through a public call issued by the Ministry of Education, Science and Youth of the Sarajevo Canton. The Ministry for Science, Higher Education and Youth of the Sarajevo Canton informs the public about the publication of the Public Call for Co-financing Scientific Research/Artistic Research and Research and Development Projects from the Budget of the Sarajevo Canton. In accordance with the prescribed forms of co-financing, from 2022 to 2024, Faculty teachers and teaching assistants were entitled to use funds under the following programmes:

- B.1c: Co-financing of the costs of the technical preparation and defence of a doctoral dissertation at the University of Sarajevo;
- B.2: Strengthening capacities for internationalization;
- B.2.3: Introduction of programmes/modules/cyclical and non-cyclical programmes in foreign languages / digital portals and innovative materials promoting the achievements of Bosnia and Herzegovina in science and the arts (paperless internationalization, *greening*);
- B.3: Co-financing the organisation of and participation in conferences/events and the publication of scientific articles. Funds obtained under the programme;
- B.2.3: Introduction of programmes/modules/cyclical and non-cyclical programmes in foreign languages. The funds were used to prepare a special programme in English: The Lifelong Learning Program "Introduction to the Study of Islam".

Based on the individual research activity plans of the Faculty's departments, an annual plan of the Faculty's research activities is prepared, in which teachers and teaching assistants involved in the Master in Imamate participate. The Faculty also supports these research activities through funding from its own annual budget. These activities include the Faculty's ongoing projects, such as the publication of the *Monograph of the Faculty of Islamic Studies of the University of Sarajevo 1977–2017*, the publication *The Role of Waqf in the Development of the Faculty of Islamic Studies in Sarajevo*, the study *Occupational Stress among Imams in Bosnia and Herzegovina: Situation, Causes and Coping*, regular professional workshops and seminars organised in cooperation with the Konrad Adenauer Foundation and the two other theological

faculties in Bosnia and Herzegovina, entitled “Strengthening the Rhetorical Competences of Young Religious Leaders”, and others.

3.5.5.4. *Administrative and support staff are provided with opportunities for professional development through participation in training programmes, particularly in relation to information technology systems and management systems.*

As part of its annual work plan and academic calendar, the Faculty provides for at least one professional seminar for Faculty employees, including both teaching and non-teaching staff. Thus, on 29 November 2019, a seminar for teaching and non-teaching staff on the establishment of the Faculty’s quality assurance system was held at Hotel “Han”, Bjelašnica. Subsequently, on 6 June 2023, a seminar was held at Hotel “Tarčin Forest Resort & Spa” for non-teaching staff on the topic “Support Processes at the Faculty of Islamic Studies: Identifying Problems and Possible Solutions”, and for teaching staff on the topic “Application of Innovative Working Methods in University Teaching”.

During the COVID-19 pandemic, several training sessions on the use of digital technologies in the teaching process and specific applications supporting administrative work were organised within the Master in Imamate. Namely, beginning in 2019, the Faculty introduced its own online learning platform, which is regularly upgraded in accordance with needs, with the involvement of professional and administrative staff. The same applies to the Information System of the University of Sarajevo (eUNSA), which the Faculty joined in 2022.

Article 22, paragraphs (4) and (5) of the *Rulebook on the Performance Evaluation of Non-Teaching Staff at the Faculty* stipulates that, where an “employee is assessed as having ‘unsatisfactory performance’, the immediate supervisor shall mandatorily: (a) prepare a Work Performance Improvement Plan; (b) propose that the employee be referred to a professional development programme if, having regard to the nature of the duties of the relevant position, such development may contribute to improving the employee’s work performance.” Paragraph (5) further stipulates that “the Dean shall decide on the type of professional development programme referred to in paragraph (4) of this Article, in consultation with the immediate supervisor and the Quality Assurance Committee”.

In addition to the above case, pursuant to Article 22, paragraph (3), the Dean has the right to “adopt a decision referring an employee to a professional development programme recommended as part of the performance evaluation, regardless of the performance rating assigned to the employee, with the aim of further professional development of the employee and improving their work performance.”

In accordance with identified needs, individual members of the non-teaching staff have attended additional training programmes (e.g. on the use of information technology programmes and other areas), with financial support from the Faculty.

3.6. RESOURCES AND FINANCING

3.6.5.1. ***Resources for delivering the study program—in accordance with the Agency Recommendations on Criteria for Accreditation of Higher Education Institutions and Study Programs in BiH and the relevant act of the competent educational authority prescribing licensing criteria—are sufficient and accessible to students.***

The Faculty provides all necessary resources for the uninterrupted execution of the educational and research process within the Master in Imamate study program, in accordance with the Recommendations of the Agency on Criteria for Accreditation of Higher Education Institutions and Study Programs in BiH, as well as the regulations of Sarajevo Canton. These resources comprise the engagement of a sufficient number of full-time academic staff, administrative and technical support personnel, adequate spatial capacity (per student), and material, technical, and IT resources, with minor deviations regarding the number of available computers. However, wireless network access to all necessary platforms and content is fully secured, alongside all other elements required for delivering the Master in Imamate program.

3.6.5.2. ***Mandatory and domain-specific equipment required for delivering the study program/courses according to the demands of the scientific field/sub-field is available. The higher education institution provides compulsory and supplementary literature for each course that substantively supports course delivery.***

The Faculty has a library whose purpose is to provide support for teaching and scientific research within the Master in Imamate. The library acquires, professionally processes, preserves and makes available books, journals, newspapers and electronic materials (*Library | FIN*).

The library enriches its collection through purchases, exchanges, donations and legal deposit copies. The librarian is responsible for the acquisition policy, in consultation with the Library Committee, departments, the Vice-Deans for Teaching and Scientific Research, teaching staff, and in accordance with users' requests, all in line with the needs of scientific research, teaching and professional work. Library materials are professionally processed and catalogued using a unified processing system based on international standards. The library collection has been entered into an electronic database and can be searched by all relevant parameters (author, title, publisher, keywords, etc.) through the Faculty's DL platform. The Faculty's budget provides funds for the regular annual renewal of the library collection.

Users of the library collection include students of the Master in Imamate, academic staff, professional associates and external associates, as well as other Faculty employees.

All required literature, both compulsory and supplementary, is available in sufficient numbers, with no fewer than three copies, in the Faculty's reading room, while most of the literature, particularly the compulsory literature, is also available in electronic form.

The library collection comprises approximately 25,000 volumes (11,500 titles) of monographic and periodical publications. In addition to Bosnian, the collection includes books and journals in Arabic and English, as well as Turkish, German, Albanian and other languages.

The most extensively represented scientific fields in the library are religion in general, and Islam and all its disciplines in particular; philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, as well as architecture and the arts.

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

The Faculty's information technology resources are fully utilised in support of the teaching and scientific research processes within the Master in Imamate. A sufficient number of computers is available in the reading room. Given that students have their own devices, including mobile phones, tablets and laptops, the entire building, as well as the Faculty's ancillary facilities, is covered by high-speed wireless Internet with access to all relevant platforms, particularly the library platform for catalogue searches. The Faculty has access to the following databases: EBSCOhost, CEEOL, and others. One of the most recent activities aimed at establishing a unified library and information system has been integration into the COBISS membership system.

3.6.5.4. *The higher education institution monitors the implementation of the investment plan in physical resources and equipment for scientific research and educational operations.*

Within the budgetary allocations provided by the Executive Council (Riyasat) of the IZ BiH, line items are continuously designated for maintaining, renovating, and upgrading physical resources and equipment necessary for research and teaching in the Master of Imamate study program. Currently, physical and technical requirements are fully satisfied, including instructional equipment, workplace technology, and auxiliary tools. Equipment is modernized annually to acquire updated items according to institutional needs. All classrooms are equipped with computers and projectors, facility space features wireless internet coverage, the reading room provides terminal computers for catalog search, and the Faculty library is integrated into University and Riyasat networks regarding database and literature access.

3.6.5.5. *The higher education institution ensures, through contractual relationships with other higher education institutions and research centres, the possibility of using their resources.*

Through the Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH), the Faculty has access to all institutions founded by the Riyasat. Particularly significant as research resources are the Gazi Husrev-beg Library in Sarajevo, the Institute for Bosniak Islamic Tradition in Sarajevo, and the Institute for Religious and Social Research in Tuzla. Given that the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic Pedagogical Faculty of the University of Zenica, the Faculty has the possibility of using the resources of these higher education institutions on the basis of inter-institutional cooperation. The Faculty has also signed cooperation agreements with numerous institutions

outside Bosnia and Herzegovina, among which the following are particularly noteworthy: Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. Among the most recent is the agreement signed with the Institute in Ankara.

3.7. INFORMATION MANAGEMENT REGARDING STUDY PROGRAMS

3.7.5.1. ***A system for regular collection and processing of information on all aspects of study programs (student success rates, dropouts, student satisfaction, graduate employability, etc.) is established and utilized for study program quality enhancement.***

The Faculty has established a system for the regular collection and analysis of data on key aspects of the Master in Imamate. This system includes analyses of examination attendance and pass rates, student progression and study success, dropout rates, student satisfaction with teaching and the Study Programme, and the employability of graduates, which are used as an important source of information in the process of improving the quality of the Study Programme.

Information management for the Master in Imamate is carried out in three key phases, as shown in the chart below. In the first phase, data are collected on all relevant aspects of the Study Programme. Following the analysis of the collected data, the Quality Assurance Committee prepares reports with recommendations, which are considered and adopted at sessions of the Faculty Council. In the final phase, the Faculty implements the adopted recommendations, monitors their effects and, based on the insights gained, continuously improves the quality of the Study Programme.



Figure 80. *Phases of data management for the Master in Imamate at the Faculty*

3.7.5.1.1. ***Examination Attendance and Pass Rates***

As already stated, the Faculty has established a system for the regular collection, processing and analysis of data on student attendance and pass rates in examinations, as well as the adoption and implementation of recommendations of the Quality Assurance Committee/conclusions of the Faculty Council.

I *Reports*

During the 2022/23 academic year, the following were adopted:

a) *Reports on examination attendance and pass rates by examination period:*

- January–February examination period in the 2022/2023 academic year: student attendance and pass rates in examinations in the winter semester of the 2022/2023 academic year, 4th regular session of the Faculty Council, No. 03-03-4. Red. sjed. - 369/23, held on 5 April 2023. (*Report on Student Pass Rates in the January–February Examination Period 2022/23 with a Proposed Conclusion for the Faculty Council*);

b) *Reports on examination attendance and pass rates by academic year:*

- Report on the pass rates of UNSA-FIN students in examinations in the 2022/23 academic year, by Study Programme, year of study and course; adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2. Quality;
- Report on the examination attendance and pass rates of UNSA-FIN students in the 2023/24 academic year; adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(a) Quality Assurance**.**

For the 2022/23 academic year, reports were prepared by semester and for the academic year, while annual reporting was subsequently introduced, enabling more comprehensive analysis and better comparability of data.

II Recommendations of the Quality Assurance Committee/Conclusions of the Faculty Council

Based on the analysis of student examination attendance and pass rates, the following recommendations and measures were adopted:

1. Measures in cases of a low pass rate (less than 30% in a course):
   - Organisation of additional classes or consultations; (*Report on the Pass Rates of Students in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes, Years of Study and Courses*, adopted at the 11th regular session held on 6 December 2023; *Report on the Examination Attendance and Pass Rates of Students in the 2023/24 Academic Year*.

2. Measures in cases of an exceptionally high pass rate in courses that significantly deviates from the average pass rate for the Study Programme:
   - Analysis of the course catalogue and delivery syllabus, as well as analysis of written examinations (*Report on the Pass Rates of Students in Examinations at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes, Years of Study and Courses*, adopted at the 11th regular session held on 6 December 2023; *Report on the Examination Attendance and Pass Rates of Students in the 2023/24 Academic Year*.

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations include:

a) Provision of additional classes or consultations;
b) Conducting an analysis of written examinations in the 2022/23 academic year and organising a professional seminar for teaching staff on aligning assessment methods with learning outcomes in June 2024.

3.7.5.1.2. Student Progression Rate and Study Success

I *Reports*

The Faculty continuously monitors the student progression rate and study success in the Master in Imamate. The adopted reports for the relevant academic years are presented below.

- Academic year 2021/22 – Report on Student Progression and Study Success at UNSA-FIN, adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4. Quality (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).
- Academic year 2022/23 – Report on Student Progression and Study Success at UNSA-FIN, adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2. Quality (*Report on Student Progression and Study Success at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year by Study Programmes and Years of Study*).
- Academic year 2023/24 – Report on Student Progression and Study Success at UNSA-FIN, adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3(b) Quality Assurance (3rd regular session – 4 December 2024).

For illustrative purposes, a more detailed presentation of the Report on Student Progression and Study Success for the 2021/22 academic year is provided below, offering insight into the key indicators for the Master in Imamate. The reports for this academic year were adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4. Quality (*Proposal of the Report on Student Progression and Study Success at the Faculty of Islamic Studies of the University of Sarajevo for the 2021/22 Academic Year with Recommendations*).

Overview of data for the Master in Imamate (percentages in parentheses indicate student progression between years of study):

- Year I: 13 students enrolled; 3 students fulfilled the requirements for Year II (23.01%)
- Graduates from previous cohorts: 1

II Recommendations of the Quality Assurance Committee/Conclusions of the Faculty Council

The adopted recommendations of the Quality Assurance Committee, i.e. the conclusions of the Faculty Council, based on the analysis of data on student progression and graduation for the 2021/22 and 2022/23 academic years, include the following:

The adopted recommendations of the Quality Assurance Committee, i.e. the conclusions of the Faculty Council, based on the analysis of data on student progression and graduation for the 2021/22 and 2022/23 academic years, apply to all Study Programmes of the Faculty; however, in this segment, they did not include specific recommendations for the Master in Imamate.

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations did not include any specific activities for the Master in Imamate.

3.7.5.1.3. Dropout Rate and Reasons for Dropping Out

The Faculty continuously monitors the dropout rate and reasons for dropping out of the Master in Imamate. The adopted reports for the relevant academic years are presented below.

For the 2021/2022 academic year, the dropout rate and reasons for dropping out were analysed for the Master in Imamate, and the data were adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4. Quality (*Proposal of the Report on the Dropout Rate and Reasons for Dropping Out at the Faculty of Islamic Studies of the University of Sarajevo in the 2021/22 Academic Year*).

The overview of data for the Master in Imamate shows the following:

- Master in Imamate – Of the 13 students enrolled in the first year, two (15.39%) dropped out, while there were no withdrawals in the second year. Reasons: inability to actively attend the Study Programme due to private and work-related obligations.

These data indicate that the most common reasons for dropping out are transferring to another faculty, financial and personal reasons, and work and family obligations.

In the 2022/2023 academic year, reports on the dropout rate and reasons for dropping out were adopted, covering data by Study Programme and year of study and providing insight into the factors affecting student progression. Given the low dropout rate and the fact that the reasons for dropping out were predominantly personal in nature, the Quality Assurance Committee and the Faculty Council did not consider it necessary to adopt recommendations in relation to these reports. The documents confirming the adoption of the reports were adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1254/23), held on 6 December 2023, under item 2. Quality (*Report on the Dropout Rate and Reasons for Dropping Out at the University of Sarajevo – Faculty of Islamic Studies in the 2022/23 Academic Year*).

In the 2023/2024 academic year, reports on the dropout rate and reasons for dropping out were adopted, with the same conclusion as for the previous academic year; consequently, the Faculty Council did not consider it necessary to adopt additional measures. The documents confirming the adoption of the reports were adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. Red. sjed. - 1220/24), held on 4 December 2024, under item 3. Quality Assurance (3rd regular session – 4 December 2024).

3.7.5.1.4. Student Satisfaction with the Study Programme

The Faculty continuously monitors student satisfaction with the Master in Imamate. The adopted reports for the relevant academic years are presented below.

- Academic year 2021/22 – Student satisfaction was assessed as part of a comprehensive evaluation of the Faculty's Study Programmes. The reports were adopted at the 7th regular electronic session of the Faculty Council (No. 03-03-7. sjed.-695/22), held on

30 June 2022, under item 3. Quality Assurance (*Report on the Evaluation of Study Programmes in the 2021/22 Academic Year with Recommendations*).

- Academic year 2022/23 – Student satisfaction with the Study Programme is regularly assessed through evaluations of academic staff. The reports were adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4. Quality (*Report on the Evaluation of the Performance of Academic Staff in the Summer Semester of the 2022/23 Academic Year at the Faculty of Islamic Studies of the University of Sarajevo with Recommendations*).
- Academic year 2023/24 – Report on the Evaluation of Teaching, adopted at the 3rd regular session of the Faculty Council (No. 03-3-3. red. sjed. - 1220/24), held on 4 December 2024, under item 2. Quality Assurance.

A more detailed presentation of the evaluation of teaching and Study Programmes is provided in Chapter 3.9.

3.7.5.1.5. Graduate Employability Rate

I *Reports*

The Faculty continuously monitors the employability of graduates of the Master in Imamate. The adopted reports for the relevant academic years are presented below.

The *Report on the Employability of Graduates of the Faculty of Islamic Studies for the Period 2019–2022 with Recommendations* was adopted, covering graduates of the Master in Imamate included in the self-evaluation process. The Report was adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023, under item 4. Quality (*Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo for the Period 2019–2022 with Recommendations*).

For the 2022/23 and 2023/24 academic years, employability reports were not adopted due to the low response rate among alumni to the survey, and their preparation was therefore postponed to the following academic year, 2025/26. In addition to the Faculty's activities, the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina also conducts labour market analyses in order to obtain a broader picture of the employment opportunities of graduates of the Faculty's Study Programmes. Detailed data on the employability of graduates of all five Study Programmes have already been presented in Subsection 3.2.1.

II Recommendations of the Quality Assurance Committee/Conclusions of the Faculty Council

The adopted recommendations of the Quality Assurance Committee and the conclusions of the Faculty Council based on the analysis of data on the employability of graduates for the period 2019–2022 include the following:

a) Submission of an initiative to the Faculty's Founder for the development of occupational standards and qualification standards for the relevant Study Programmes, with the aim of better synchronising learning outcomes and the competencies required in the labour market (*Report on the Employability of Graduates of the Faculty of Islamic Studies of the University of Sarajevo for the Period 2019–2022 with Recommendations*);

These recommendations are presented in greater detail in Subsection 3.2.1, under the section *Labour Market Analysis*, where data on the employability of graduates of all Study Programmes are analysed.

III *Results of the Implementation of Recommendations*

The results of the implementation of the recommendations are reflected in specific steps undertaken following their adoption, with the aim of implementing them, including:

a) The Faculty submitted an initiative to the Faculty's Founder for the development of occupational standards, which resulted in the development and adoption in draft form of standards for 11 occupations and three first-cycle qualifications acquired upon completion of the Faculty's Study Programmes, as part of the higher education reform process within the Islamic Community in Bosnia and Herzegovina, launched in January 2024. These documents clearly link the qualifications acquired upon completion of the Faculty's first-cycle Study Programmes with specific occupations. More detailed information on this process is presented in Subsection 4.2.

   In the revised first- and second-cycle Study Programmes, adopted by the Faculty Council in October 2024, the occupations for which graduates of these Study Programmes are educated have been precisely defined.

3.7.5.2. *The higher education institution regularly collects and analyses data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent and visiting staff, as well as data from student surveys of academic staff.*

Article 3, paragraph (2), item i) of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* stipulates that the adequacy and currency of the information system, as well as the manner of collecting, processing and using information, constitute one of the areas for quality assessment at an organisational unit. The Faculty currently uses two information systems through which it collects and analyses data for the Master in Imamate, including data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent and visiting staff, as well as data from student surveys of academic staff.

1. e-UNSA

In June 2022, the Faculty discontinued the use of the University's former information system, ISSS, and began using the University's new unified information system, e-UNSA. All data on the academic staff and students of the Master in Imamate were transferred from the ISSS system to the e-UNSA system. This system enables continuous monitoring of data on students, employees, engaged personnel and the teaching process within the Master in Imamate, as well as the generation and analysis of various reports. One of the system's functions is the computerisation and automation of all processes within this Study Programme, including, among other things, data on the number and structure of students, employees and visiting staff, based on the data entered into the system. The system has accelerated and improved the quality

of information exchange between students, academic staff, the Faculty's Student Affairs Office and the University Rectorate. The system also enables data to be translated into any foreign language, facilitating its use by international students and visiting lecturers. The implementation of the unified information system involves continuous activities aimed at developing and improving the system, with the objective of enhancing the educational process and activities at the Faculties and the University. Access to the system is available to all enrolled students, teachers and teaching assistants, as well as employees of the Faculty's Student Affairs Office, subject to certain restrictions on access to different types of data. The e-UNSA system is maintained by the University Tele-Information Centre (UTIC), with certain authorisations granted to the Faculty's Student Affairs Office. Further information about this system is available on the website.

2. Faculty DL Platform

The DL Platform is the second information system used by the Faculty for collecting and analysing data within the Master in Imamate. Its primary function is to provide an online environment for learning, teaching and assessment, as well as to facilitate higher-quality communication and information exchange between students, academic staff and the Faculty's Student Affairs Office. However, it is also used as a system for collecting and analysing data on the work of academic staff, external associates and students. Through this system, the Faculty distributes various types of information to students enrolled in this Study Programme and conducts numerous procedures and analyses, as well as surveys through which it collects and analyses the data obtained. The DL Platform is maintained by SmartLab, a company engaged by the Faculty to design and maintain the platform.

Through these two information systems, as well as through other procedures, the Faculty regularly collects data on the number, gender and age structure of academic staff, the ratio of permanent and visiting staff, the ratio of teachers to students, and data from student surveys of academic staff within the Master in Imamate.

Article 17, paragraph (d) of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo* establishes, as one of the responsibilities of the Quality Assurance Office at the Faculty, the updating of the University's information system and application databases, including data on Faculty staff. An integral part of the e-UNSA information system is the HR (Human Resources) database on Faculty employees, which consolidates detailed data on the teaching and engaged staff involved in this Study Programme. For each staff member, the following data are entered and regularly updated:

- personal data;
- personal identification number;
- gender;
- date of birth;
- nationality;
- father's first and last name;
- mother's first and last name;
- permanent residence address;
- temporary residence address;
- telephone number;
- email address;
- data on academic rank elections;

- data on signed contracts;
- PIO/MIO data;
- data on engagements at other organisational units; and
- data on workload.

The Faculty's HR database on employees will, in the future, enable reports to be generated on the basis of all the above data. In order to protect the personal data of teaching and engaged staff, access to the database is restricted, and the data may be verified through the user accounts of authorised persons, such as employees of the Faculty's Student Affairs Office.

The above data on the number, gender and age structure of the Faculty's employees are regularly updated in the employees' personnel files, as well as in the *Employee Calendar*, which are kept by the Faculty Secretary, who maintains the Faculty's overall statistics for academic and non-teaching staff, pursuant to Article 46 of the *Rulebook on the Internal Organisation and Job Classification of the Faculty*, in accordance with the *Standards and Norms for the Provision of Higher Education Activities in the Sarajevo Canton*. Each year, the Faculty Secretary submits a Statistical Report to the Federal Institute for Statistics containing data on academic staff. The collected data are analysed at sessions of the Faculty Council, as required, on the basis of which further measures are adopted to improve the Faculty's operations, such as updating the Faculty's Dynamic Plan, preparing teaching plans, preparing the Academic Calendar, as well as other documents that will be presented in greater detail below in the Report.

At the 40th regular session of the Faculty Council (No. 03-03-40-36/20), held on 15 January 2020, the document *Faculty Employees* was also adopted and analysed, containing tabulated data on the Faculty's employees as of 2020.

FACULTY EMPLOYEES					
FULL PROFESSORS			ASSOCIATE PROFESSORS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	2	8	8	3	11
ASSISTANT PROFESSORS			SENIOR ASSISTANTS		
Professionally	Part-time	Total	Professionally	Part-time	Total
6	3	9	6	-	6
ASSISTANTS			ADMINISTRATION		
Professionally	Part-time	Total	Professionally	Part-time	Total
3	-	3	7	-	7
SERVICE STAFF			TOTAL EMPLOYEES		
Professionally	Part-time	Total	Professionally	Part-time	Total
10	-	10	46	8	54

Table 31. *Faculty Employees, 2020*

The data provided include only the number of employees, classified into eight categories and divided into employees (professionally engaged staff) and external associates (engaged on a fee-based basis). The table shows that, in 2020, the structure of permanent and visiting staff at the Faculty comprised 29 members of academic staff and eight externally engaged associates. Based on these data, the Faculty's Dynamic Plan and Teaching Plan were prepared. The table does not include data on the gender and age structure of employees; however, these data can be found in the personnel files, the *Employee Calendar* and the HR database of the e-UNSA information system. The table needed to be updated in order to enable the collection and

systematic presentation of data on the gender and age structure of employees, which was done in 2023.

At the 10th regular session of the Faculty Council (No. 03-03-10. Redovna sjed. - 1059/23), held on 1 November 2023, under item 3 of the Agenda: *Information on the Data of the Faculty of Islamic Studies Included in Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, a document presenting data on the Faculty's employees through Tables E-1 and E-2 was analysed. Table E-1 presents the age and gender structure of teachers and teaching assistants employed by the Faculty as of 2023.

Teachers and staff in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	10	10	-	-	-	8	1	1
Associate Professors	8	4	4	-	5	1	2	-
Assistant Professors	3	3	-	-	2	1	-	-
Senior Assistants	4	2	2	1	3	-	-	-
Assistants	1	1	-	1	-	-	-	-
TOTAL	26	20	6	2	10	10	3	1

Table 32. (E-1): *Age and Gender Structure of Teachers and Teaching Assistants Employed by the Faculty, 2023*

Table E-2, presented below, provides the individual and total number of teachers and teaching assistants who were in permanent employment (members of academic staff) and employed on a supplementary basis (external associates) at the Faculty as of 2023. For the purposes of the Report, the data were subsequently updated for the 2023/24 academic year.

Academic year	Full Professors		Associate Professors		Assistant Professors		Total number of teachers	Senior Assistants		Assistants		Total number of associates	Total number of teachers and associates
	Employment relationship	External associate	External associate	Employment relationship	External associate	Employment relationship		Employment relationship	External associate	Employment relationship	External associate		
2018/19	6	1	8	4	6	2	27	6	-	3	-	9	36
2019/20	6	2	8	4	6	3	29	6	-	3	-	9	38
2020/21	6	1	10	3	6	3	29	6	-	2	-	8	37
2021/22	2	4	11	2	6	3	28	4	-	2	-	6	34
2022/23	10	3	8	4	3	1	29	4	-	1	-	5	34
2023/24	9	4	9	4	4	-	30	5	-	3	-	8	38

Table 33. (E-2): *Number of Teachers and Teaching Assistants in Permanent and Supplementary Employment at the Faculty*

In Table 34 below, the age and gender structure of teachers and teaching assistants employed by the Faculty as of 2024 has been updated.

Teachers and associates in employment	TOTAL	Gender structure		Age structure				
		Total M	Total F	Up to 35	35–45	45–55	55–65	Over 65
Full Professors	9	9	0	0	0	4	4	1
Associate Professors	9	5	4	0	0	7	2	0
Assistant Professors	4	4	0	0	3	1	0	0
Senior Assistants	5	3	2	3	2	0	0	0
Assistants	3	1	2	3	0	0	0	0
TOTAL	30	22	8	6	5	12	6	1

Table 34. *Age and Gender Structure of Teachers and Teaching Assistants Employed by the Faculty, 2024*

Based on the data collected and the needs identified, the Faculty regularly adopts the Dynamic Plan and periodically, as necessary, makes additions and amendments to it. Based on data on the number, gender and age structure of academic staff, as well as on the ratio of permanent and visiting staff, the Faculty prepares and, at sessions of the Faculty Council, proposes the Dynamic Plan:

- The Dynamic Plan for the 2020/2021 academic year was adopted at the 46th regular session of the Faculty Council (No. 03-03-46-1069/20), held on 21 September 2020 (Decision No. 03-03-46-/20);
- The Dynamic Plan for the 2021/2022 academic year was adopted at the 5th electronic session of the Faculty Council (No. 03-03-5. elek. sjed. - 454/21), held on 11 May 2021 (Decision No. 03-03-45-1084/20);
- The Dynamic Plan for the 2022/2023 academic year was adopted at the 9th regular electronic session of the Faculty Council (No. 03-03-9. redovna elek. sjed. - 913/22), held on 7 September 2022;
- The Dynamic Plan for the 2023/2024 academic year was adopted at the 8th regular session of the Faculty Council (No. 03-03-8. Redovna sjed. - 820/23), held on 6 September 2023 (Decision No. 03-03-8. red. sjed. - 830/23);
- The Dynamic Plan for the 2024/2025 academic year was adopted at the 8th regular session of the Faculty Council (No. 03-03-2.8.red.sjed.-685/24), held on 4 September 2024.

Based on the above data on the number, gender and age structure of academic staff, as well as on the ratio of permanent and visiting staff, the Faculty discusses the need for engaging academic staff at sessions of the Faculty Council, updates the Dynamic Plan, and submits proposals for initiating procedures for recruitment, election to higher academic ranks or retirement of teaching staff. An example of such a proposal is the First regular session of the Faculty Council (No. 03-03-1. Redovna sjed. - 16/23), held on 11 January 2023 (item 2, paragraph d): *Proposal to Initiate the Procedure for the Early Election of Academic Staff to the Academic Rank of Associate Professor in the Scientific Fields of Aqidah (Dogmatics), Tasawwuf and Comparative Religions – 1 full-time position.*

In addition to data on the number, gender and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data on all students enrolled in the Master in Imamate, as well as data on their studies and grades by course. Students, the Student Affairs Office, and the respective teachers and teaching assistants have access to these data. The data can be verified through the user accounts of authorised persons. The e-UNSA information system currently provides certain possibilities for analysing individual and aggregate data on the number of students, the ratio of teachers to students, and the ratio of permanent and visiting staff, by generating various reports that can serve as a basis for taking appropriate measures to improve the Master in Imamate.

At the 10th regular session of the Faculty Council (No. 03-03-10. Redovna sjed. - 1059/23), held on 1 November 2023, under item 3 of the Agenda: *Information on the Data of the Faculty of Islamic Studies Included in Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, a document presenting data on the number of students enrolled in the Master in Imamate from the 2018/19 to the 2022/23 academic year was analysed through two tables, D-2. The tables present the total number of Faculty students by cycle of study, year of study and student category. For the purposes of the Report, the data were subsequently updated for the 2023/24 academic year. For ease of reference in the Report, the tables have been extracted and included as Annex 6 to the Self-Evaluation Report.

The collected data on the number of students enrolled in the Master in Imamate are periodically analysed at sessions of the Faculty Council, as required, on the basis of which further measures are adopted to improve the Faculty's operations, such as defining student admission quotas,

providing facilities for the delivery of teaching activities, analysing the workload norms of teachers and teaching assistants, and engaging additional academic staff. Based on the data collected and the needs analysed, before the beginning of each academic year, the Faculty prepares the Teaching Plan, which presents the teaching workload of teachers and teaching assistants in terms of the number of classes and students, as well as the ratio of permanent and visiting staff. The Teaching Plan is analysed and adopted by the Faculty Council and subsequently by the University Senate:

- The Teaching Plan for the 2020/21 academic year was adopted at the 2nd electronic session of the Faculty Council (No. 03-03-2. elek. - 892/20), held on 17 July 2020;
- The Teaching Plan for the 2021/22 academic year was adopted at the 5th electronic session of the Faculty Council (No. 03-03-5. elek. sjed. - 454/21), held on 11 May 2021;
- The Teaching Plan for the 2022/23 academic year was adopted at the 11th regular session of the Faculty Council (No. 03-03-11. Redovna sjed. - 1134/22), held on 9 November 2022 (Conclusion No. 01-16-116/22);
- The Teaching Plan for the 2023/24 academic year was adopted at the 7th regular session of the Faculty Council (No. 03-03-7. Redovna sjed. - 636/23), held on 5 July 2023 (Decision No. 03-03-7. Redovna sjed. - 661/23);
- The Teaching Plan for the 2024/25 academic year was adopted at the 7th regular session of the Faculty Council (No. 03-03-2. red. sjed. - 555/24), held on 3 July 2024.

Pursuant to Article 14, paragraph (e) of the *Rulebook on the Quality Assurance and Quality Management System at the University of Sarajevo*, one of the responsibilities of the Quality Assurance Committee is to "organise, coordinate and implement processes, and analyse data obtained through the student evaluation of the performance of academic staff and the effectiveness of the implementation of curricula and syllabi". In accordance with this responsibility, the Faculty regularly collects and analyses data obtained through the student surveys of teaching staff and teaching assistants involved in the Master in Imamate. The student evaluation procedure is conducted at the end of each semester. The collected data are analysed, after which a student evaluation report containing recommendations for improving teaching is prepared. This report is analysed and adopted at sessions of the Faculty Council (see Chapter 3.9).

In addition to the regular procedure for student evaluation of the performance of academic staff, at the 8th regular electronic session of the Faculty Council (No. 03-03-8. redovna elek. sjed. - 776/22), held on 8 July 2022, the Faculty initiated the self-evaluation procedure for the Master in Imamate. The self-evaluation of this programme included student questionnaires through which students evaluated the Study Programme, as well as the Faculty's teaching and non-teaching staff.

Following the completion of the survey process, at the 7th regular electronic session of the Faculty Council (No. 03-03-7-709/22), held on 30 June 2022, the Report of the Quality Assurance Committee containing recommendations for further improvement of the Master in Imamate was adopted.

Following the completion of the survey process, at the 7th regular electronic session of the Faculty Council (No. 03-03-7-709/22), held on 30 June 2022, the Report of the Quality Assurance Committee containing recommendations for further improvement of the Master in Imamate was adopted.

3.8. PUBLIC INFORMATION ABOUT STUDY PROGRAMMES

3.8.5.1. ***The higher education institution provides the public with objective and timely information, updated regularly, on all aspects of the approved (licensed) and/or accredited Study Programmes it offers, with particular emphasis on the defined objectives of the Study Programmes and learning outcomes. Information on the academic careers of employed and engaged staff is publicly available. At least 50% of the total information is available in English.***

Pursuant to Article 49, paragraph (4) of the *Law on Higher Education of the Sarajevo Canton* of 2022 (*Official Gazette of the Sarajevo Canton*, Year XXVII, No. 36): "Higher education institutions are required to publish and continuously update on their websites information on the number and profile of all Study Programmes implemented at the higher education institution."

The Faculty provides the public with timely and updated information on various aspects of the Master in Imamate it offers, with particular emphasis on the defined objectives and learning outcomes of this Study Programme. On its website, the Faculty publishes current, clear, accurate, objective, impartial, easily accessible and verifiable information on the Master in Imamate. Information on this Study Programme is available under the "Second Cycle" study menu.

Transparency in the dynamics of updating curricula and syllabi is reflected in the fact that not only the most recent curricula and syllabi are publicly available, but also those from previous years, for the needs of all currently enrolled students:

- In the folder/section for the Master in Imamate, the current Curriculum and Syllabus from 2018 is publicly available.

In addition to the curricula and syllabi, the same folders also provide the public with the current *Guide for Future Students of the Faculty*, which also serves as an information package useful to prospective students, including prospective students of the Master in Imamate at the Second Cycle of Study. It contains all relevant information on this Study Programme, including curricula and syllabi, as well as the academic title awarded upon completion of the programme, in accordance with Article 143, paragraph (3) of the *Statute of the University of Sarajevo* (2018): "The University/organisational unit is required to publish on its website an information package/student guide containing information on all student rights, including mobility programmes, in accordance with the law and this Statute."

In the aforementioned folder for the Second Cycle of Study on the website, in addition to the documents listed above that are common to both cycles of study, additional useful documents for students of this Master's programme are available, as follows:

- Flowchart of Activities in the Second Cycle of Study;

Other required/useful forms:

- Application for Recognition of a Foreign Higher Education Qualification;
- Application for Approval of the Final Thesis Topic;
- Proposal for the Commission for the Assessment and Defence of the Final Thesis;

- Application for the Assessment and Defence of the Final Thesis;
- Supervisor's Approval;
- Commission Report on the Assessment and Defence of the Final Thesis;
- Minutes of the Final Thesis Defence;
- Master's Thesis Title Page Template;
- Statements of Authenticity.

At the aforementioned link for the Second Cycle of Study, the public has access to complete and updated information provided by the Faculty on the exact name of this Master's Study Programme (Master in Imamate), as well as other information on this Study Programme, including the following:

- Information on the intended learning outcomes for the Master in Imamate, defined on pages 2 and 3 of the Curriculum and Syllabus, as well as in tabular form for each individual course;
- Information on the qualification and academic title awarded upon completion of this programme, as defined on page 7 of the *Guide for Students of the First and Second Cycle of Study* (2022);
- The Rules of Study are defined by the document *Rules of Study for the First and Second Cycles of Study, Integrated, Professional and Specialist Studies at the University of Sarajevo*;
- Information on knowledge assessment and student grading is available at the same link in the Curriculum and Syllabus for the Master in Imamate, where it is presented in tabular form under the heading "Methods of Knowledge Assessment with the Grading Structure" for each individual course.

For the Master in Imamate, opportunities for further professional development are available at the following link, while information on employment opportunities for graduates of this Master's programme is available on pages 22–23 of the *Guide*.

The criteria for the selection and admission of students to the Master in Imamate are defined on page 23 of the *Guide* from 2022.

The updated Guide for Future Students (2025) also contains concise information on the admission requirements for the Master in Imamate (page 26) and the employment prospects of graduates of this programme (page 28). The revised curricula and syllabi adopted by the Faculty Council as part of the revision of this Study Programme in October 2024 included more precise information on: (a) the admission criteria for this Study Programme and (b) the occupations in which graduates of the programme may be employed, as already presented in Subsection 1.6 of the Self-Evaluation Report.

The profiles of teachers and teaching assistants delivering teaching within the Master in Imamate are available on the Faculty's website. The profiles of all teaching staff are available here, with fully updated and harmonised bio-bibliographies (100%). Currently, 92% of the updated bio-bibliographies of teaching staff are available in English, while the aim is to achieve full availability of teaching staff bio-bibliographies in English as well.

The Faculty continuously works to improve the means and methods of communication with the public. Communication is therefore conducted through several channels.

Through its *website*, the Faculty informs the target groups of all five Study Programmes, including the Master in Imamate, as well as the wider public, about all events and activities at the Faculty, such as the defence of master's theses and doctoral dissertations, the organisation of scientific and professional conferences and meetings for which the Faculty is the organiser or co-organiser, graduation ceremonies for bachelor's and master's graduates, book launches, study visits, guest lectures by visiting professors, calls for applications at the Faculty, Commission reports, etc. The folder for Second Cycle Study Programmes also contains a dedicated "Notice Board", through which the Faculty specifically informs students of this cycle of study, as its primary target group, about various aspects of their studies and news of interest to Second Cycle students. In general, the Faculty communicates with the public primarily through the "Latest" section, with the subsections "Latest", "Featured" and "Announcements".

The Faculty uses *different forms of communication* with each of its target groups, as well as with the public. Thus, Faculty representatives participate in job fairs, present their Study Programmes, including the Master in Imamate, organise and mark graduation days and master's graduation ceremonies (2019/20, 2021/22), and promote the Faculty and its programmes, including the Master in Imamate, through television (FTV, Hayat, BIR TV), radio, electronic media, and print media. Promotion of the Faculty to prospective students is very well organised and involves teachers and students, with the support of the Student Affairs Office. However, it should be emphasised that the primary target group for the Master in Imamate consists of graduates of the Faculty's First Cycle of Study, meaning that this programme does not require specific promotion outside the Faculty.

Relevant information on the mission, vision and strategy, organisational structure and management (Dean's Office, Board of Governors, Faculty Council), academic staff, Study Programmes and academic titles, research activities, and events and current activities of the higher education institution can be found on the Faculty's website, which is regularly updated in Bosnian and English. The Faculty also monitors and supports the scientific research work of its academic staff and publishes information on the results on its website (completed projects, ongoing projects, documentation).

Through the Faculty's DL Platform. This platform is exclusively internal, and its users include students of the Master in Imamate and Faculty staff. It is used to provide information and facilitate communication on all important aspects of the Study Programme, as well as for teaching, teaching materials, consultation schedules and consultations in the e-classroom, the preparation of quizzes and e-examinations, and all other information related to the teaching process, such as the publication of examination results and notices to students from teachers and the Student Affairs Office.

Through the Faculty's Facebook page. This social network is used as a platform for quickly informing the wider public about all interesting and current events at the Faculty.

Direct communication with the Faculty takes place *via email* at sekretar@fin.unsa.ba, as well as *via fax* or *by telephone*.

The website also contains an Alumni section through which Second Cycle students and graduates can register themselves. There is also a database of Master in Imamate alumni that enables alumni searches. This alumni database is continuously being populated. The Faculty communicates with its alumni in various ways, as demonstrated by the following television

appearance by the Dean, Prof. Dr Mustafa Hasani, as well as the address to alumni by the former Dean, Prof. Dr Zuhdija Hasanović.

Certain procedures and communication strategies with target groups (potential/prospective students of the Master in Imamate, current students and graduates of this programme, etc.) exist in practice, but they have not been formalised in a separate document that would also provide a basis for analysing communication and adopting measures for its improvement. The Faculty has a permanent *Commission for Public Relations and Maintenance of the Faculty Website*, which is the body responsible for this area of activity. The process of publishing information on the Faculty's website takes place in several stages, from the person responsible for preparing/providing a particular type of information, through the staff member serving as editor of the Faculty website, to the business entity whose employees perform the technical aspects related to the publication and updating of the final content, website maintenance, redesign, and other tasks. At present, there are no specific mechanisms for monitoring and analysing user satisfaction with the quality of the website and the information provided. Nevertheless, as part of the evaluation of the Master in Imamate at the Faculty, Second Cycle students have the opportunity to assess the quality of the Faculty's website and DL Platform and to provide suggestions for improvement.

3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMS

3.9.5.1. *Procedures for the periodic evaluation, improvement and restructuring of existing Study Programmes have been established. The procedures include the opinions of students and other internal and external stakeholders.*

The internal evaluation of a Study Programme, pursuant to the *Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo Canton*, No. 36/22), "is conducted continuously and at least once upon the expiry of the duration of the cycle of study in which the Study Programme is implemented" (Article 80, paragraph (3) and Article 93, paragraph (6)). Responsibility for conducting the evaluation of Study Programmes at all cycles of study lies with the council of the organisational unit of the University (Article 69, paragraph (1), item c). This body analyses the effectiveness of teaching and examinations conducted in courses during the semester and academic year and determines measures for their improvement; it analyses the effectiveness of teaching within Study Programmes and determines proposals for preventive and corrective measures aimed at improving teaching (Article 69, paragraph (1), items s–u).

When conducting the evaluation, the opinions of students are taken into account, as the Law guarantees students the right to "evaluation of the performance of academic staff" (Article 108, paragraph (3), item k) of the Law. The higher education institution is required to analyse the performance of teaching staff as part of the process of continuous improvement. Based on this analysis, a quality improvement plan, i.e. a plan and programme for the professional training of all employees, is established, particularly in the areas of ethics, pedagogical-didactic and digital competences, with the aim of ensuring the quality of all business processes of the higher education institution (Article 140, paragraph (1)). In addition to the results of the scientific and research work of teaching staff, the subject of evaluation is also the work performance of non-

teaching staff, which the higher education institution/organisational unit is required to evaluate at the end of each calendar year. Based on the results of this evaluation, a plan for strengthening the capacities of non-teaching staff is established, with the aim of ensuring the achievement of the defined level of quality and building a quality culture (Article 146).

Pursuant to Article 140 of the *Statute of the University of Sarajevo* (No. 01-1093-3-/18 of 28 November 2018), the implementation of a Study Programme is monitored by the council of the organisational unit and the Senate, which submit proposals for its amendments and supplements, taking into account the requirements of service users and the labour market. Study Programmes are subject to evaluation and, where necessary, amendments and supplements at least once upon the expiry of the duration of the cycle of study in which the Study Programme is implemented.

The procedure for evaluating the performance of teaching staff and the procedure for evaluating the effectiveness of the implementation of curricula and syllabi are regulated in greater detail by the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (No. 01-1101-99/18 of 19 December 2018).

The *Rulebook on the Evaluation of the Performance of Non-Teaching Staff at the University of Sarajevo – Faculty of Islamic Studies* regulates the criteria and procedure for evaluation, the obligations of participants in the evaluation process, as well as the content of standard forms for evaluating the performance of employees from among the Faculty's non-teaching staff, i.e. professional, administrative and support and technical staff.

The procedure for revising existing Study Programmes was regulated in greater detail by the *Rulebook on the Procedure for Proposing, Evaluating and Adopting New Study Programmes and Amendments to Existing Study Programmes and Curricula and Syllabi at the University of Sarajevo – Consolidated Text* (No. 01-01-2238/21 of 27 January 2021).

Regular updating of courses relating to the improvement of teaching methods, keeping abreast of recent literature and student performance, and aligning content with contemporary knowledge is not considered a substantial change, but rather constitutes part of quality assurance. Changes to curricula and syllabi relating to the regular updating of courses are adopted by the council of the organisational unit (Article 14). Along with a request for amendments to the curriculum and syllabus of an existing Study Programme, the council of the organisational unit is required to submit: a) the proposed amendments, b) the reasons for the amendments, and c) the opinion of the organisational unit's Quality Assurance Committee on the compliance of the proposed amendments with the standards and norms and the compliance of the proposed quality assurance plan for the Study Programme with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (Article 15). On the basis of the opinion received from the Council of the Grouping, the Senate may adopt a decision on: a) approving the request for amendments and supplements to an existing Study Programme, b) rejecting the request for amendments and supplements to an existing Study Programme, or c) conditionally approving the request for amendments and supplements to an existing Study Programme, subject to revision as required by the Senate (Article 17).

From the 2024/25 academic year, a new University regulation governing this area, namely the *Rulebook on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo*, began to apply.

Amendments and supplements to the curricula and syllabi of the Faculty's Study Programmes are adopted by the Senate upon the proposal of the Faculty Council, with the prior approval of the Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH) as the competent body of the Faculty's Founder, in accordance with Article 170 of the Law on Higher Education and Article 11 of the *Agreement on the Status and Activities of the Faculty of Islamic Studies in Sarajevo as a Member of the University of Sarajevo*. The Senate of the University adopts the curriculum and syllabus for religious subjects within the Faculty's curriculum and syllabus, without having the authority to amend or abolish them.

The regulations of the University and the Faculty provide for the participation of all stakeholders in the process of revising Study Programmes (Articles 63 and 109 of the *Statute of the University*, Article 15 of the *Rulebook on the Quality Assurance and Quality Management System at the University*; Article 6 of the *Rulebook on the Internal Organisation and Job Classification of the Faculty*). In accordance with the provisions contained in the aforementioned articles of the University and Faculty regulations, the relevant bodies, the Quality Assurance Committee and the Faculty Council, have been appointed.

Teaching and non-teaching staff and students, either personally or through their representatives, participate in the work of decision-making bodies relevant to the revision process (Quality Assurance Committee, Faculty Council, Senate of the University), while the Islamic Community in Bosnia and Herzegovina (IC BiH), as the Faculty's Founder and the principal employer of its graduates, is involved in the process by granting approval for revisions (Article 27 of the *Rules of the Faculty*).

Decisions adopted in the revision process and the revised curricula and syllabi are published on the websites of the Faculty and the University, respectively:

- Master in Imamate (2018).

The Master in Imamate has undergone revision to date in 2024.

The quality of the teaching process within the Master in Imamate is regularly monitored and assessed as part of the semester evaluation of the teaching process; corrective measures are adopted and their implementation is carried out. The links below provide access to the minutes of the Faculty Council sessions at which teaching evaluation reports were adopted:

- in the summer semester of the 2023/24 academic year (3rd regular session of the Faculty Council, 4 December 2024);
- in the winter semester of the 2023/2024 academic year (6th regular session of the Faculty Council, 5 June 2024);
- in the summer semester of the 2022/23 academic year (8th regular session of the Faculty Council, 8 September 2023);
- in the winter semester of the 2022/23 academic year (4th regular session of the Faculty Council, 5 April 2023);
- in the summer semester of the 2021/22 academic year (9th regular electronic session of the Faculty Council, 7 September 2022);
- in the winter semester of the 2021/22 academic year (4th regular electronic session of the Faculty Council, 30 March 2022);
- in the summer semester of the 2020/21 academic year;

- in the winter semester of the 2020/21 academic year (1st thematic electronic session of the Faculty Council, 26 March 2021);
- in the summer semester of the 2019/20 academic year (44th regular session of the Faculty Council, 1 July 2020);
- in the winter semester of the 2019/20 academic year (43rd regular session of the Faculty Council, 10 June 2020).

In the 2021/2022 academic year, an Evaluation of the Faculty's Study Programmes was conducted, which also included the Master in Imamate.

The general quality indicators of the Study Programme measured through the evaluation of Study Programmes were:

a) Services and general conditions of study at the Faculty;
b) Study Programme (content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.);
c) Delivery of teaching and examinations;
d) Relations with students and support during studies;
e) Overall assessment of study outcomes.

Each of the above general indicators includes a number of specific quality indicators contained in the Questionnaire for the Evaluation of the Faculty's Study Programmes.

The results of the Evaluation of the Faculty's Study Programmes for the 2021/22 academic year were considered at a meeting of the Quality Assurance Committee, attended by members of the Faculty's Dean's Office (the Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of 47 recommendations for the improvement of Study Programmes. The Report was subsequently considered and adopted at the 7th regular session of the Faculty Council held on 30 June 2022.

The implementation of evaluations aimed at improving the quality of the Study Programme is explained in greater detail in relation to Criterion 3.9.

3.9.5.2. *The higher education institution periodically evaluates the curriculum and syllabus, the teaching process, the level of implementation of learning outcomes and their relevance to the labour market through surveys of students, academic and administrative staff, and uses the feedback obtained to innovate and improve the above.*

The teaching process is systematically monitored and evaluated through regular semester evaluations of teaching. Reports on the evaluation of teaching are considered and adopted by the Quality Assurance Committee and subsequently by the Faculty Council, starting from the summer semester of the 2018/19 academic year. Members of the academic and administrative staff are represented, either in person or through their representatives, on the Quality Assurance Committee and the Faculty Council, and participate in discussions and the adoption of teaching evaluation reports, together with accompanying corrective measures and recommendations for improving the teaching process.

In the 2021/22 academic year, the first comprehensive evaluation of the curriculum and syllabus, the level of implementation of learning outcomes and their relevance to the labour market was conducted through a student survey, namely through the Evaluation of the Faculty's Study Programmes in the 2021/22 Academic Year, which also included the Master in Imamate.

Members of the academic and administrative staff, either in person or through their representatives on the Quality Assurance Committee and the Faculty Council, participated in discussions and the adoption of the Report on the Evaluation of the Faculty's Study Programmes in the 2021/22 Academic Year, together with the accompanying recommendations for improvement.

From 31 October to 6 November 2023, the Quality Assurance Office of the University Rectorate conducted a survey of the University's academic staff on the quality, currency and availability of resources related to Study Programmes, including the Master in Imamate, for the 2022/23 academic year, in which members of the Faculty's academic staff participated. According to the results of this survey, the Faculty of Islamic Studies ranked second among the University's organisational units in terms of the satisfaction of its academic staff with various aspects of the institution's operations. At its 3rd session held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the Report on the Results of the Survey of the Faculty's Academic Staff with Recommendations, which was subsequently considered and adopted at the 6th regular session of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's operations, particularly in the area of scientific research activities.

The results of the semester evaluation of teaching are regularly analysed by the Quality Assurance Committee and presented in reports containing data on the number and structure of respondents; average ratings of the performance of academic staff (teachers, teaching assistants and external associates) in teaching; proposals for awards and recognitions for the three highest-performing teachers, the three highest-performing teaching assistants and the highest-performing external associate; aggregate indicators of the quality of the teaching process according to various criteria/questions from the evaluation questionnaire; the Committee's review of the aggregate indicators of progress achieved and areas for improvement; examples of good teaching practices; identified shortcomings; and proposals for corrective measures provided for under the *Rulebook on Student Evaluation of the Performance of Academic Staff in Teaching*, as well as other proposals for improvement. The Committee's reports on the evaluation of the teaching process are considered and adopted by the Faculty Council. The implementation of corrective measures is initiated by the Dean and the Vice-Deans for Teaching and Quality, in cooperation with the heads of departments.

It is important to note that improvements in the teaching process, from the report for the winter semester of the 2020/21 academic year to the report for the summer semester of the 2022/23 academic year, are evident:

a) The aggregate indicators by criteria/questions in the evaluation questionnaire demonstrate a continuous improvement in the quality of the teaching process;
b) The occurrence of an unsatisfactory average rating (below 2) for individual questions in the evaluation questionnaire requiring the implementation of corrective measures has been reduced to 0%;

c) The occurrence of shortcomings in teaching requiring the implementation of corrective measures (e.g. irregular/failure to regularly perform basic teaching duties) has been significantly reduced.

In support of statement a), the trend in the aggregate ratings of the adopted teaching quality indicators is presented graphically below. Specifically, the graphs show the percentage of students who rated the adopted quality indicators with the highest rating of 5. It can be observed that the majority of indicators (16 out of a total of 17) show an upward trend in ratings, indicating the positive effects of the regular semester evaluation of the teaching process.

It should be noted that the evaluation of teaching within the Master in Imamate and the remaining four Study Programmes of the First and Second Cycles of Study is conducted using a single questionnaire. Therefore, the analyses and indicators presented above apply collectively to all five Study Programmes.

The percentage increase in the highest rating during the indicated period, by teaching process quality indicator, was as follows:

- Encourages students to conduct independent research and learning (24%);
- Applies different forms and methods of teaching (23.4%);
- Involves students in discussions and encourages them to actively participate in the delivery of teaching content (19.6%);
- Creates different resources enabled by the DL Platform (18.4%);
- Stays focused on the subject matter during classes (12.5%);
- Provides students with appropriate feedback and assessment of their assignments (12.2%);
- Enables students to have consultations through the DL Platform or via email communication (10.3%);
- Defines the course objectives, students' course-related obligations, literature and methods of student assessment in a timely and clear manner (10%);
- Overall assessment of the performance of teachers and teaching assistants (9.3%);
- Is motivated to work and conscientiously fulfils their duties (8.1%);
- Presents teaching content clearly and understandably (8%);
- Different e-learning resources are adequately organised (2.6%);
- Treats students fairly and with respect (1.9%);
- Approaches teaching prepared (1.3%);
- Available e-learning materials were useful in the process of mastering the course material (0.4%);
- Made e-learning materials available to students in electronic form (0.1%).

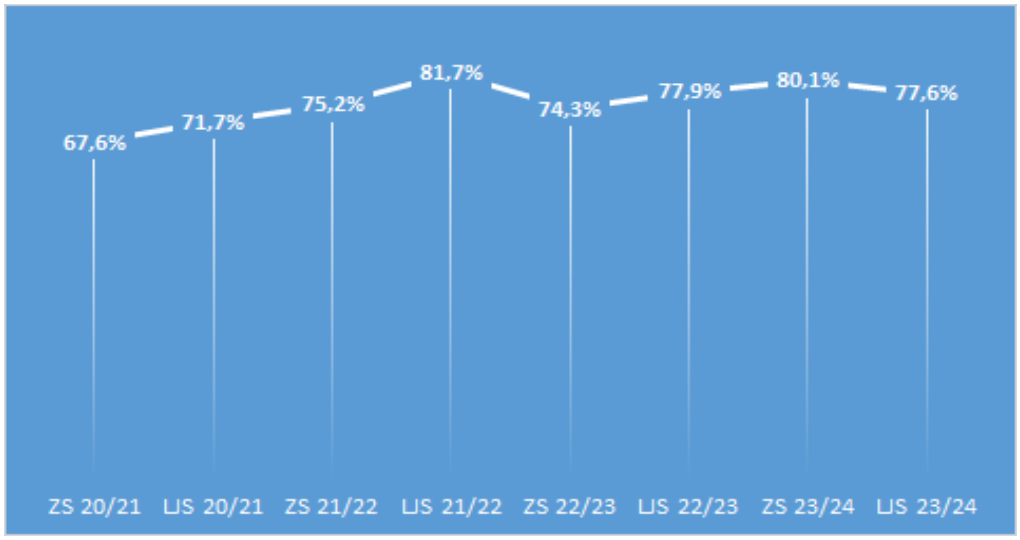


Figure 81. *Defines the course objectives, students' course-related obligations, literature and methods of student assessment in a timely and clear manner*

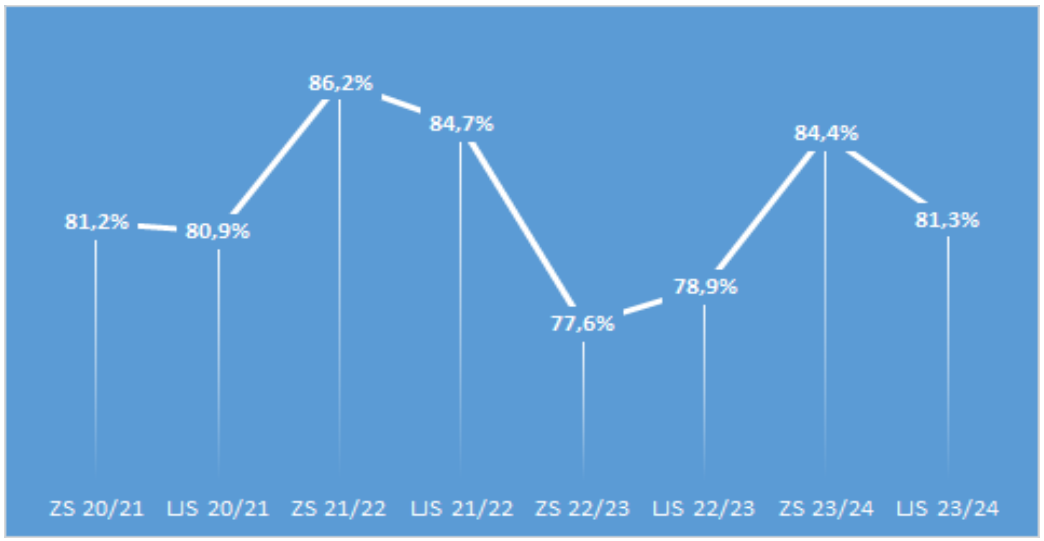


Figure 82. *Made e-learning materials available to students in electronic form*

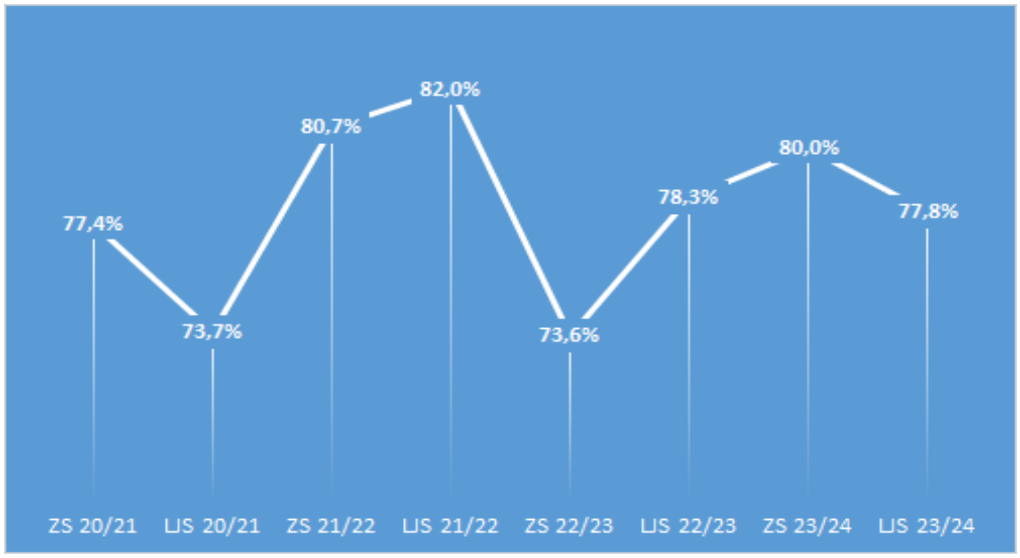


Figure 83. *Available e-learning materials were useful in the process of mastering the course material*

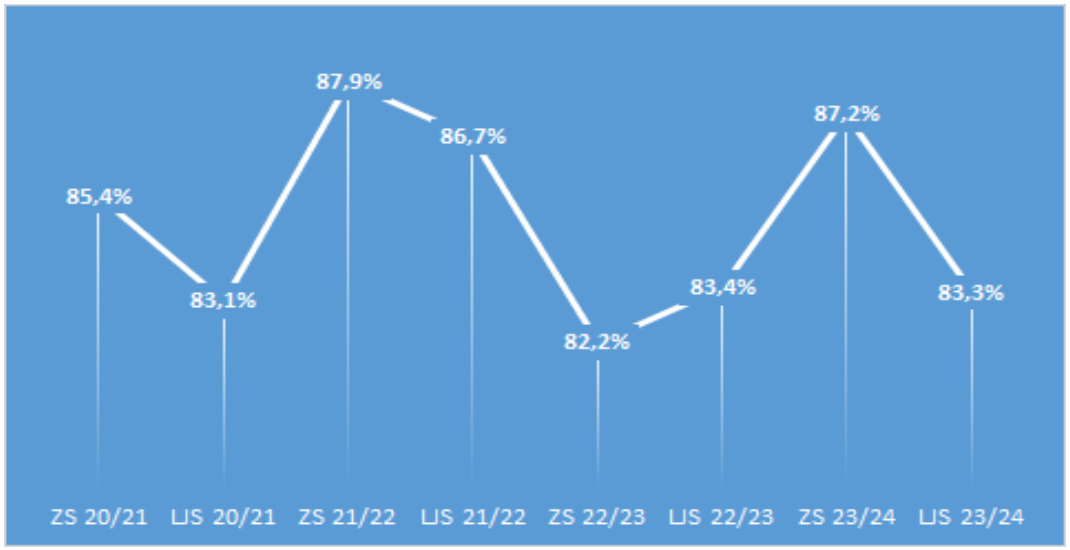


Figure 84. *Conducts teaching regularly and on time*

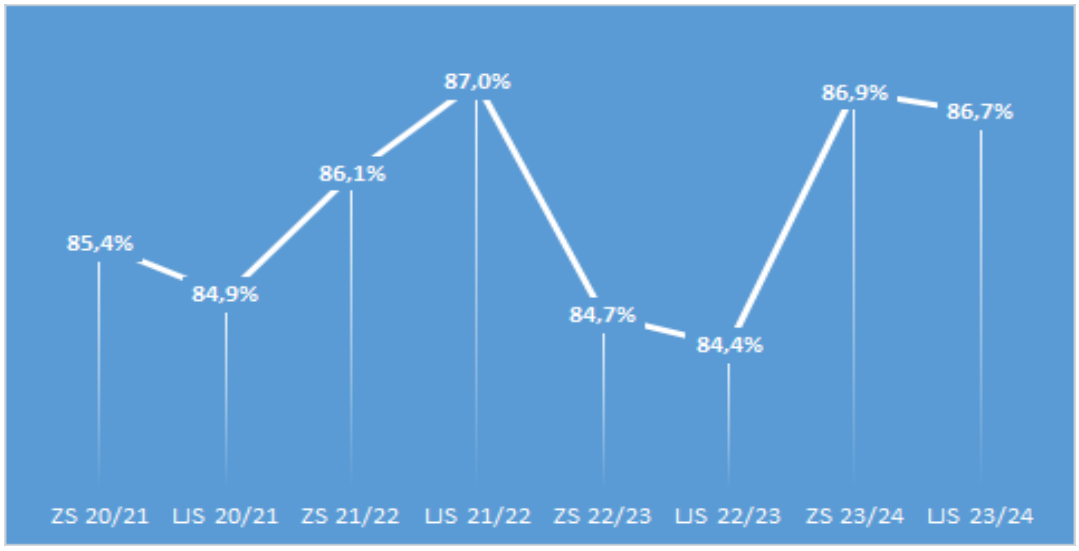


Figure 85. *Approaches teaching prepared*

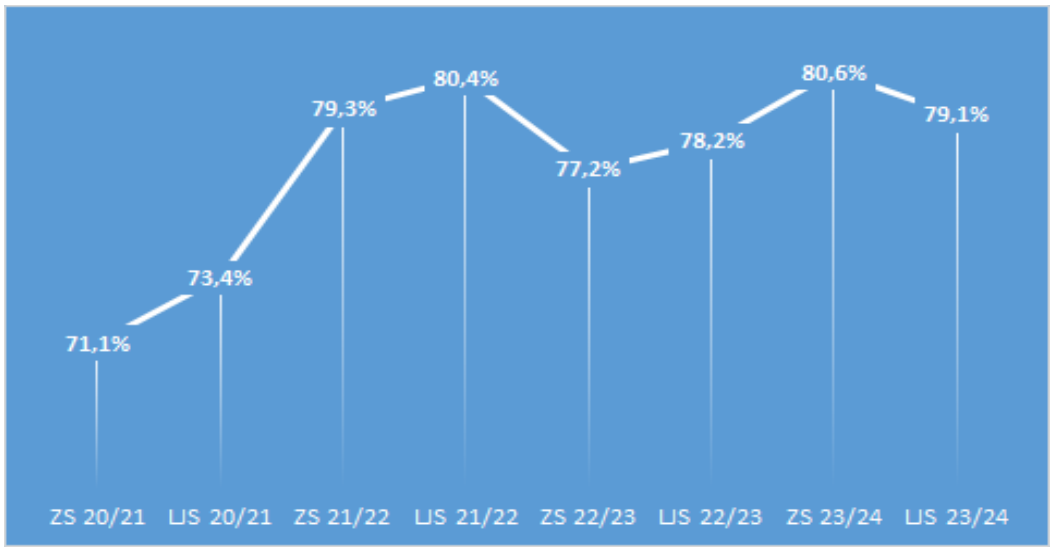


Figure 86. *Presents teaching content clearly and understandably*

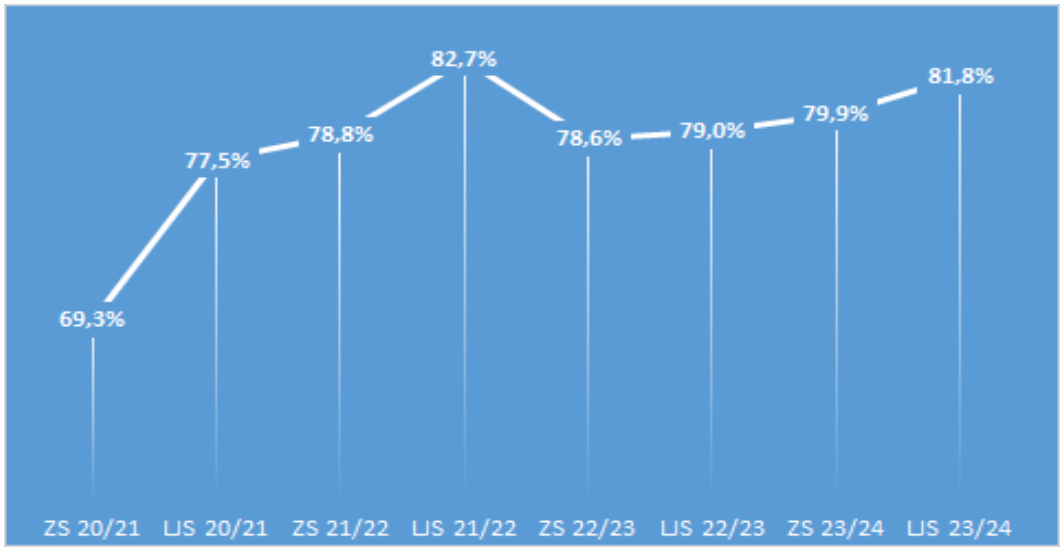


Figure 87. *Stays focused on the subject matter during classes*

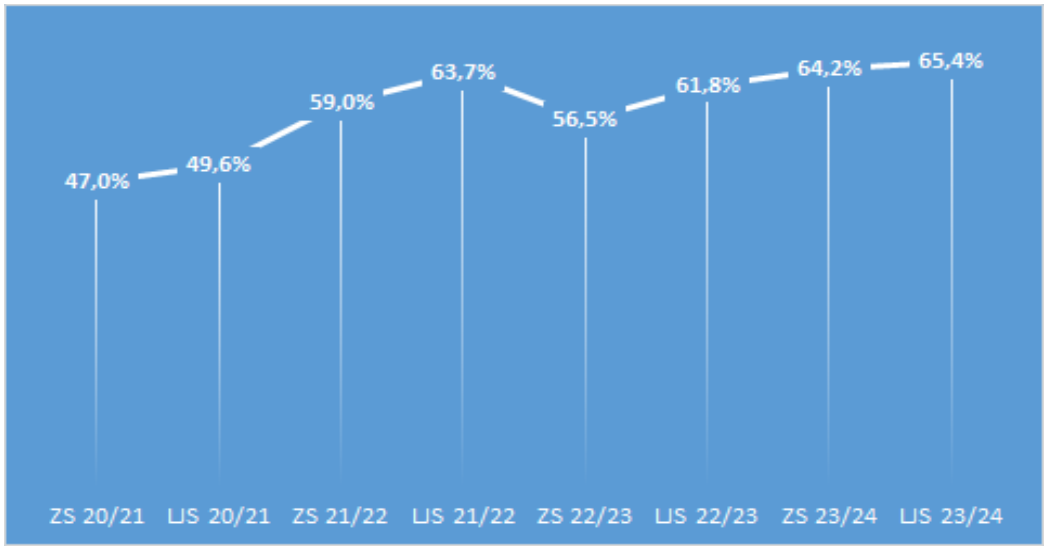


Figure 88. *Creates different resources enabled by the DL Platform*

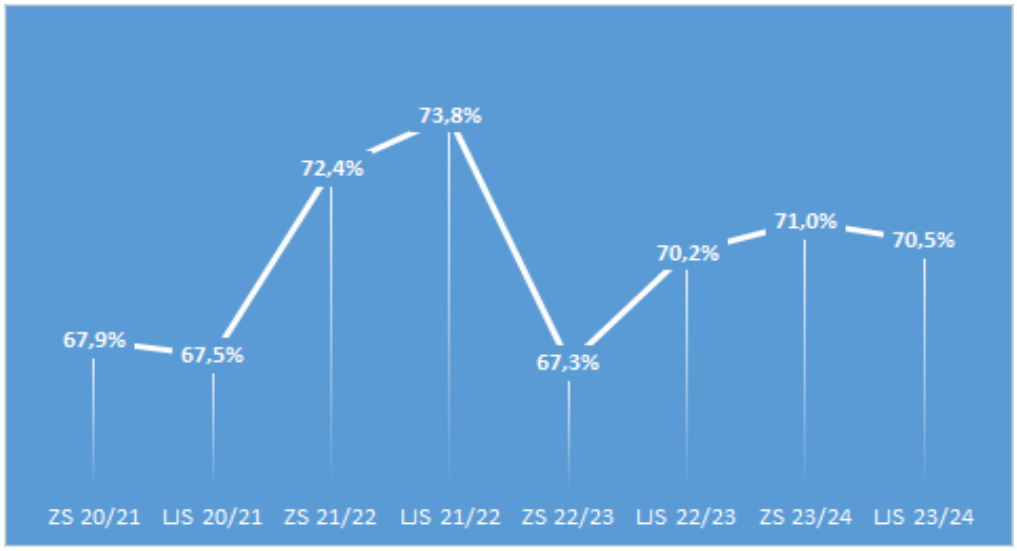


Figure 89. *Different e-learning resources are adequately organised*

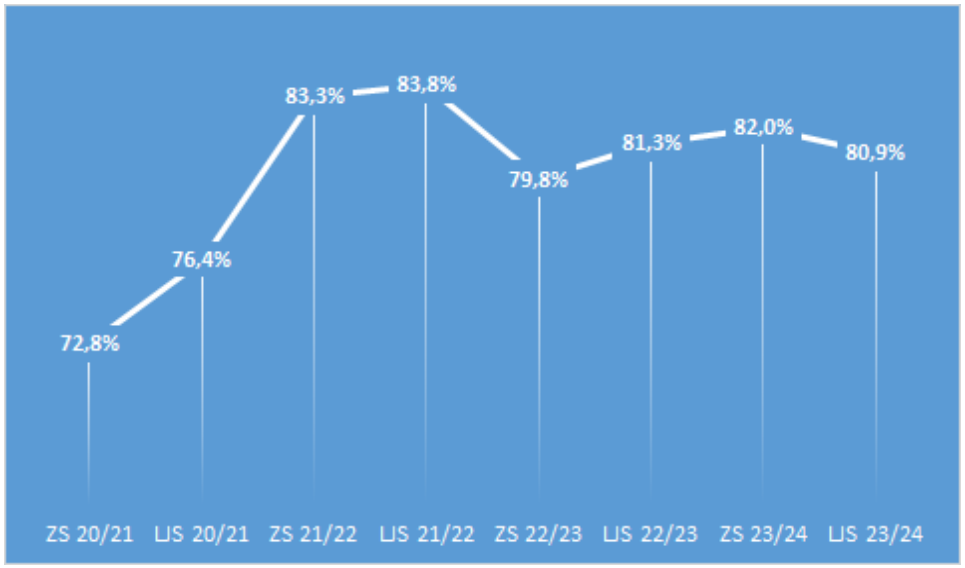


Figure 90. *Is motivated to work and conscientiously fulfils their duties*

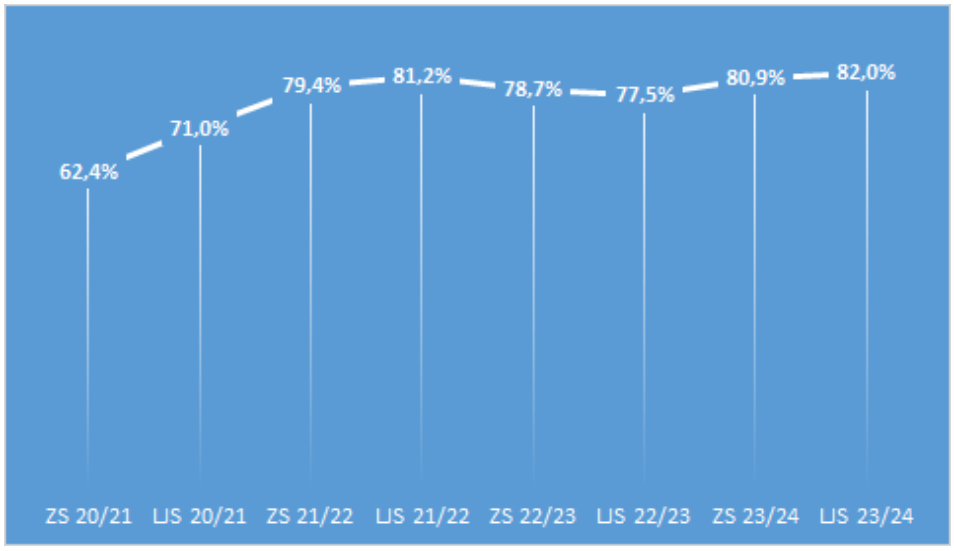


Figure 91. *Involves students in discussions and encourages them to actively participate in the delivery of teaching content*

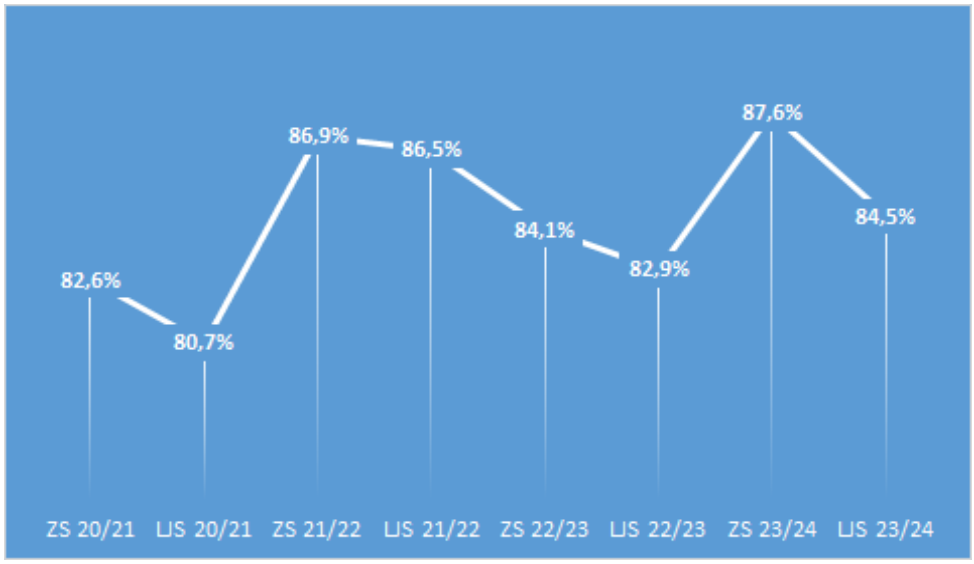


Figure 92. *Treats students fairly and with respect*

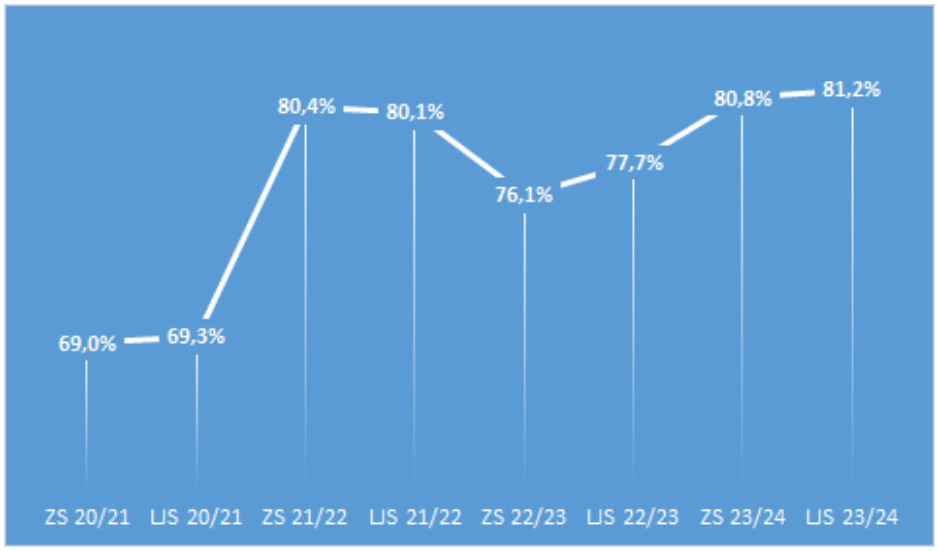


Figure 93. *Provides students with appropriate feedback and assessment of their assignments*

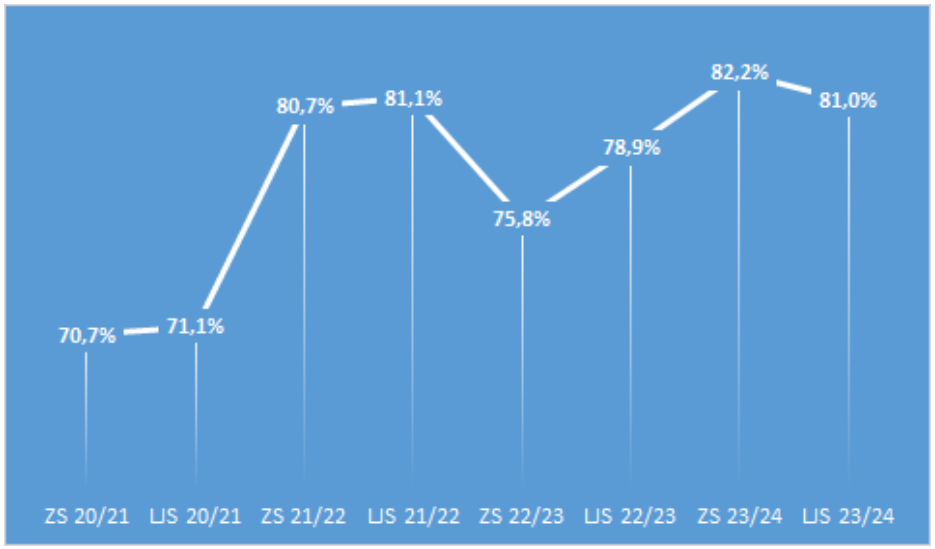


Figure 94. *Enables students to have consultations through the DL Platform or via email communication*

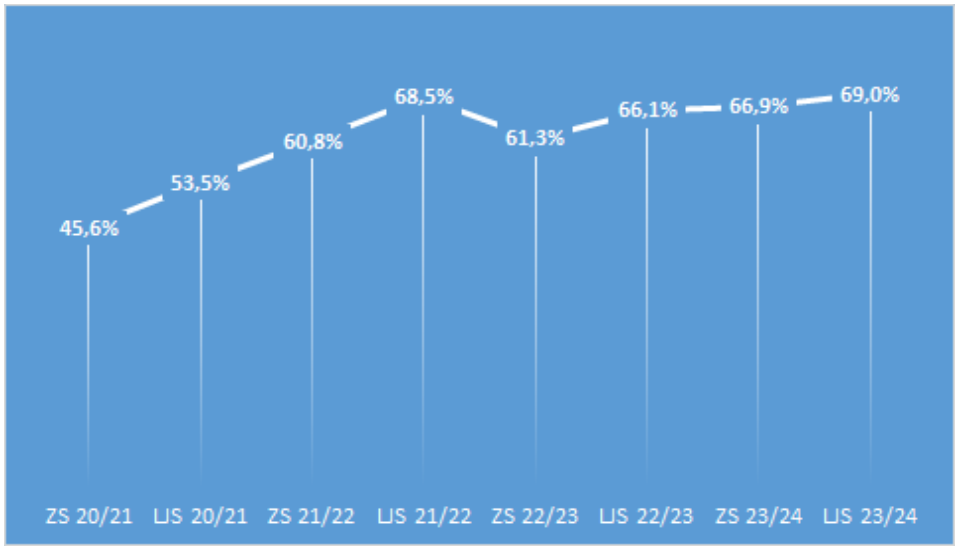


Figure 95. *Applies different forms and methods of teaching*

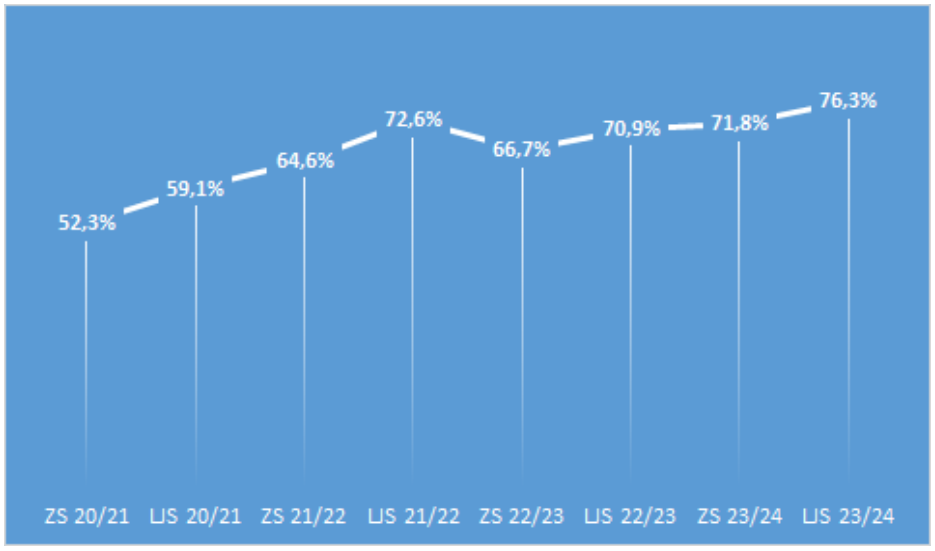


Figure 96. *Encourages students to conduct independent research and learning*

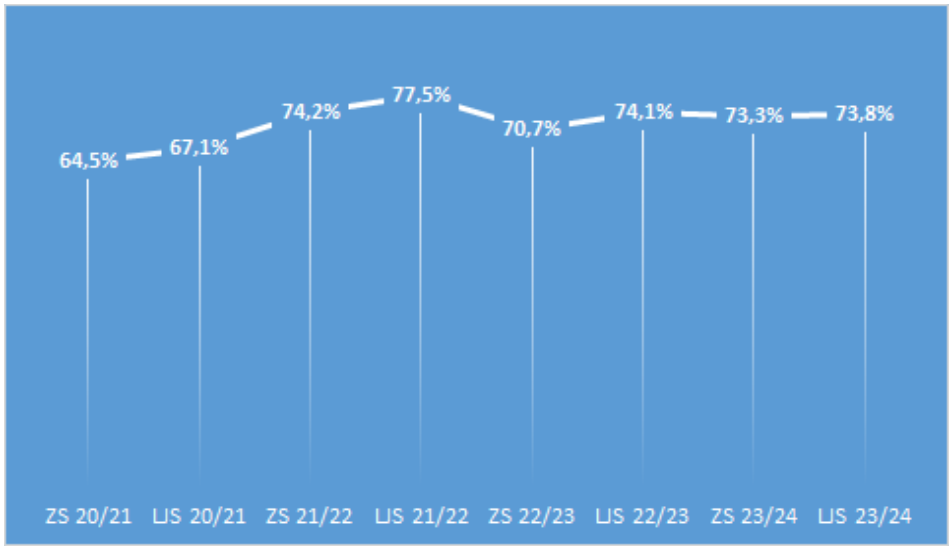


Figure 97. *Overall assessment of the performance of teachers and teaching assistants*

In support of statements b) and c), the table below presents the occurrence of an unsatisfactory average rating (below 2, on a scale from 1 to 5) for individual questions in the evaluation questionnaire (among a certain number of teachers and teaching assistants), shortcomings in the performance of teaching duties based on responses to open-ended questions, as well as the number of adopted corrective measures and additional recommendations for improving the teaching process, by semester.

Semester	Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire?	Have any deficiencies in teaching been identified (based on the responses to open-ended questions)?	Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance	Number of additional recommendations adopted for improving the teaching process
Summer semester 2018/19.	No	Yes	4	10
Winter semester 2019/20.	Yes	Yes	6	6
Summer semester 2019/20.	The questionnaire was adapted for online teaching	Yes	1	4
Winter semester 2020/21.	Yes	Yes	6	6
Summer semester 2020/21.	No	No	0	3
Winter semester 2021/22.	No	No	0	4
Summer semester 2021/22.	No	No	0	5
Winter semester 2022/23.	Yes	Yes	6	5
Summer semester 2022/23.	No	Yes	5	5
Winter semester 2023/24.	Yes	Yes	3	5
Summer semester 2023/24.	No	Yes	1	5

Table 35. *Occurrence of Unsatisfactory Average Ratings for Individual Questions, Shortcomings in Teaching, Adopted Corrective Measures and Other Recommendations for Improving Teaching*

The results of the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year, including the Master in Imamate, as mentioned above, were considered by the Quality Assurance Committee in the presence of members of the Faculty's Dean's Office (the Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, containing a total of fifty recommendations for improving the Study Programmes. The Report was subsequently considered and adopted by the Faculty Council.

Of the 47 recommendations adopted, 20 (42.5%) had been implemented by 29 October 2023, when the Faculty submitted the completed forms to the University Rectorate for the purposes of the University's internal institutional evaluation as part of the re-accreditation procedure (see the *Information on the Data of the Faculty of Islamic Studies Included in Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, adopted at the 10th regular session of the Faculty Council held on 1 November 2023). By the

time the Self-Evaluation Report was finalised, a further four adopted recommendations had been implemented, bringing the total to 24 (51%).

It is important to note that the implementation of a significant number of the adopted recommendations depends on the action, approval or support of external factors, primarily the Islamic Community in Bosnia and Herzegovina (IC BiH) as the Faculty's Founder and the Government of the Sarajevo Canton (e.g. the development of occupational/qualification standards, amendments to curricula and syllabi, funding for the employment of new staff, etc.).

Between 2018 and 2020, the Faculty, in cooperation with the Directorate for Education and Science of the Riyasat of the Islamic Community in Bosnia and Herzegovina (IC BiH), implemented a scientific research project on the competencies of personnel of the Islamic Community in Bosnia and Herzegovina, the results of which were presented in the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: Publishing Centre "El-Kalem" and Faculty of Islamic Studies, 2022). The results of this research provide feedback from alumni of the Faculty of Islamic Studies and other faculties of the Islamic Community in Bosnia and Herzegovina, as well as from employees of the Islamic Community in Bosnia and Herzegovina who graduated from other faculties, which is important for the process of revising and innovating Study Programmes and for systematic planning of further professional training of personnel. The study sought to identify areas for improving the competencies and qualification structure of employees of the Islamic Community in Bosnia and Herzegovina, in order to project future development needs and adapt the knowledge, skills and abilities of personnel to new conditions, social changes, the structure of the population with whom they work and technological progress, and thereby increase overall work efficiency. Among other things, the study examined the competencies of imams, Islamic Religious Education teachers/professors, educators in IC BiH student dormitories, and teachers/professors of Islamic subjects in madrasas (muderrises), which are occupations that, in accordance with the regulations of the Islamic Community in Bosnia and Herzegovina, may be performed by graduates of the Master in Imamate. The results of the aforementioned study, which, among other things, establishes a link between the competencies of Faculty graduates and labour market needs, will be used in the next revision of the Study Programmes.

During the 2019 revision of the Study Programme in Islamic Theology, four courses were introduced with the aim of linking studies with practical training for the needs of the labour market, namely Imamate-Muallim Practice I–IV. The relevance of the learning outcomes of the Study Programme in Islamic Theology to the labour market was also assessed by the competent bodies of the Faculty's Founder – the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina – by granting approval for revisions of this programme in 2019 and 2020. It should be noted that the Islamic Community in Bosnia and Herzegovina is not only the Faculty's Founder but also the principal employer of its graduates.

When the Master in Imamate was launched in 2018, a survey was conducted among: a) muftis (religious authorities of the Islamic Community in Bosnia and Herzegovina within their respective muftiates), b) chief imams (imams' immediate supervisors), and c) presidents of majlises (employers of imams) regarding the competencies required for performing the duties of an imam. The results of this survey were used in developing the curriculum and syllabus and defining the learning outcomes. The relevance of the learning outcomes of the Master in Imamate to the labour market was also assessed by the competent bodies of the Faculty's

Founder – the Riyasat and the Council of Muftis of the Islamic Community in Bosnia and Herzegovina – by granting approval for the establishment of this Study Programme in 2018.

Pursuant to the conclusion of the Riyasat of the Islamic Community in Bosnia and Herzegovina, No. 02-03-2-2150-2/20 of 11 June 2020, the Centre for Training and Human Resources implemented a research project analysing the age and educational structure of personnel of the Islamic Community in Bosnia and Herzegovina, in accordance with the *Rulebook on the Collection, Processing, Use and Protection of Personal Data in the Islamic Community*. In implementing this project, the Centre cooperated with the Directorate for Education and Science, the Directorate for Religious Affairs, organisational units and institutions of the Islamic Community in Bosnia and Herzegovina, including the Faculty.

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

The Faculty has not adopted its own internationalization action plan and therefore has no procedures for monitoring and evaluating its implementation. However, the University has adopted the *International Cooperation Development Strategy* (2018/2019–2022/2023), which defines one strategic objective, three operational objectives and activities through which these objectives are to be implemented. It also provides brief descriptions of the activities, deadlines, budget, responsible parties, sources of funding and indicators for monitoring the implementation of the Strategy, within the framework of the Action Plan (Chapter A.4).

This Strategy is incorporated as an integral part of the *University of Sarajevo Development Strategy for the Period 2019–2023*, which defines as strategic objective M1 the institutionalization of the internationalization process at the University, together with the strong development of conditions for strengthening "internationalization at home", in order to create an attractive, stimulating, creative and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

The *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024* identifies "Student and Staff Mobility" as one of its strategic tasks, under task 7.1.5.

There are no procedures adopted at the Faculty level for monitoring the benefits of signed international cooperation agreements and the progress of students undertaking professional development abroad. Furthermore, there is no evidence that analyses of the benefits of international cooperation and professional development are conducted at the Faculty level, together with recommendations for improvement measures. However, the University Rectorate's International Relations Office prepares annual *reports on the University's international cooperation* with the aim of monitoring the number and benefits of signed international agreements, international outgoing and incoming mobility of students and teaching and non-teaching staff, as well as international projects.

The Quality Assurance Committee, at its 7th session held on 30 August 2023, and subsequently the Faculty Council, at its 8th regular session held on 6 September 2023, adopted the *Report on the Employability of Graduates of the Faculty for the Period 2019–2022*, which also

included graduates of the Master in Imamate, together with recommendations concerning activities aimed at: a) increasing the employability of graduates in the institutions of the Faculty's Founder; b) strengthening the linkage between the qualifications acquired at the Faculty and labour market needs through the development of occupational standards and qualification standards and the alignment of learning outcomes with these standards; and c) undertaking further revision of Study Programmes in order to align them with labour market needs. This demonstrates that the results of employability analyses are taken into consideration and that improvement measures are planned in cooperation with the Faculty's Founder. Moreover, during the self-evaluation process, some of the adopted recommendations had already been implemented (see Chapter 3.7).

3.9.5.4. *The quality, currency and availability of resources are evaluated through surveys of academic staff and students.*

The *Rulebook on Student Evaluation of the Performance of Academic Staff and the Effectiveness of the Implementation of Curricula and Syllabi at the University of Sarajevo* (2018) provides for comprehensive evaluations of Study Programmes which, among other indicators, include the assessment of the quality, currency and availability of resources related to Study Programmes.

As mentioned above, in the 2021/22 academic year, the Faculty conducted an Evaluation of the Faculty's Study Programmes, which also included the Master in Imamate. As part of this evaluation, students in their final semester of study had the opportunity to assess, in addition to other Study Programme quality indicators, the quality, currency and availability of resources related to the Study Programme. The results of the Evaluation of the Faculty's Study Programmes in the 2021/22 academic year were considered by the Quality Assurance Committee in the presence of members of the Faculty's Dean's Office (the Dean, Vice-Deans and Secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programmes, which included the evaluation results and a total of fifty recommendations for improving the Study Programmes. The Report was subsequently considered and adopted at the 7th regular session of the Faculty Council held on 30 June 2022.

The Quality Assurance Committee and subsequently the Faculty Council adopted a number of recommendations accompanying the Report on the Evaluation of Study Programmes in the 2021/22 academic year, which, among other objectives, were aimed at improving the quality, availability and currency of resources related to Study Programmes (see the *Information on the Data of the Faculty of Islamic Studies Included in Questionnaires for Collecting Data from Organisational Units Required for the Preparation of the Internal Evaluation Report for the Purpose of the Re-accreditation of the University of Sarajevo*, adopted at the 10th regular session of the Faculty Council held on 1 November 2023). A substantial proportion of these recommendations has been implemented.

Examples of adopted recommendations	**Implemented recommendations**
The library should play an important role in improving the overall learning experience for students by: a) providing physical and digital access to library resources;	a) – g)

b) offering physical space for learning, research, and team project work;
c) conducting training/tutorials for students; and
d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning).

Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services:

a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program;
b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research;
c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met;
d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars)
e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources;
f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities;
g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library resources important for students' and teaching staff's research projects via the Faculty's website;
h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks

(such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly encouraging them to read, and assessing this type of student activity as part of their final grade.	
The Committee recommends: a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization; b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary; c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October.	a) – c)

Table 36. *Examples of Adopted and Implemented Recommendations of the Faculty's Quality Assurance Committee Accompanying the Report on the Evaluation of the Faculty's Study Programmes in the 2021/2022 Academic Year*

As mentioned above, the Faculty's academic staff participated in the University staff survey aimed at assessing the quality, currency and availability of resources for Study Programmes in the 2022/23 academic year, which also included the Master in Imamate. A total of 23 out of 27 members of the Faculty's academic staff (85.19%) participated in the survey, according to the report submitted by the University Quality Assurance Office by email to the chairs of the quality assurance committees of the University's organisational units on 24 November 2023.

At its 3rd session held on 30 May 2024, the Faculty's Quality Assurance Committee adopted the *Report on the Results of the Survey of the Faculty's Academic Staff with Recommendations*, which was subsequently considered and adopted at the 6th regular session of the Faculty Council held on 5 June 2024. A number of recommendations were adopted with the aim of further improving the Faculty's operations, particularly in the area of scientific research activities.

The Report showed:

a) that members of the academic staff rated the following criteria 4.00 or higher:
- sense of belonging to the institution (4.78);
- sense of personal safety in the work environment (4.65);
- institutional image (4.64);
- job satisfaction (4.57);
- availability of office equipment/materials (4.55);
- cleanliness/maintenance of hygiene in the work environment (4.52);
- working conditions in the office/workplace (4.50);
- the institution appropriately addresses students' needs (4.50);
- technical equipment and support (4.45);
- communication between teaching and non-teaching staff (4.45);
- the institution appropriately promotes, monitors and evaluates the quality of the teaching process (4.45);
- the institution provides academic staff with the opportunity to express suggestions and comments regarding the Faculty's operations (4.45);

- the possibility of submitting complaints and grievances without fear of retaliation (4.43);
- the feeling that the work of academic staff members is assessed and valued (4.41);
- material and technical working conditions at the Faculty (4.41);
- availability of the library collection (4.41);
- quick and efficient access to information (4.30);
- the institution promotes open communication and teamwork among employees (4.27);
- informal recognition of the contributions of academic staff members (4.18);
- the institution appropriately promotes, monitors and evaluates international cooperation and the mobility of teachers, other employees and students (4.09);
- the institution provides opportunities for professional development in the field of teaching (4.09);
- the institution provides opportunities for professional development in the field of research (4.05);

b) that members of the academic staff rated the following criteria 3.99 or lower:

- formal recognition of contributions (3.95);
- the institution appropriately promotes, monitors and evaluates scientific research activities (3.95);
- the institution's capacity for scientific research (3.95);
- the number of non-teaching staff available to achieve work objectives and tasks (3.95);
- availability of relevant journal databases (3.73);
- the number of teaching staff available to achieve work objectives and tasks (3.77); and
- workload arising from obligations not directly related to teaching (3.27).

The Faculty Council adopted the recommendations of the Quality Assurance Committee for improvement in relation to the criteria listed under item b). These included, among others, introducing the practice of awarding recognitions and awards to the highest-performing researchers among academic staff, as well as for social/institutional contributions; paying due attention to updating the research profiles of academic staff (Google Scholar, ORCID and COBISS), as well as implementing the Dean's decision on recording scientific research and international cooperation activities using the prescribed form; preparing an annual analysis of the scientific output of academic staff; launching an interdisciplinary scientific research project of significance to the Islamic Community or of broader social significance through cooperation among a larger number of the Faculty's departments, as well as cooperation with departments of other faculties of the Islamic Community; involving Third Cycle students in scientific conferences organised or co-organised by the Faculty; organising Doctoral Days at the Faculty with the aim of presenting and discussing the research progress of Third Cycle students and facilitating agreements between supervisors and doctoral students on participation in scientific conferences and joint publication of papers in journals; ensuring that the Faculty library subscribes to digital editions of the most significant international journals in the field of Islamic studies; specifying the days and times during the week when, as a rule, meetings of Faculty bodies should be held and limiting the duration of meetings in order to reduce the administrative workload of teaching staff.

3.10. ACADEMIC STAFF AND STUDENT MOBILITY

3.10.5.1. ***The mobility of academic staff and students within the Study Programme is promoted and enhanced through joint applications and participation in projects with higher education institutions from Bosnia and Herzegovina and abroad.***

Activities aimed at promoting the mobility of students and academic staff through joint applications and participation in projects with other higher education institutions in Bosnia and abroad are regulated and undertaken in accordance with the regulations governing the University, which the Faculty, as a member institution, is required to comply with, including:

a) *Law on Higher Education of the Sarajevo Canton* of 2022 (Articles 108 and 109, paragraphs (1) and (2));
b) *Statute of the University of Sarajevo* of 2023;
c) *Decision of the Senate on the Signing of Inter-Institutional Agreements*;
d) *Rulebook on Mobility at the University* of 2018.

The existing formal and legal regulatory framework of the University provides an adequate framework and a sound platform for initiating student and staff exchange projects. This is particularly the case with the Erasmus student and staff exchange programme, which is currently the main, most beneficial and most frequently used mobility programme by the Faculty's teachers and students, including those of the Master in Imamate.

A particular advantage of the current regulatory framework in this regard is its flexibility, which allows University organisational units to independently initiate and apply for KA171 and similar Erasmus exchange programmes and to implement them independently in cooperation with partner institutions when the number of University faculties participating as signatories and participants in KA171 projects is fewer than three (3). In addition to facilitating and accelerating the process of initiating and signing agreements, this creates a sense of trust among the organisational units, as well as a sense of responsibility. It should also be emphasised that the University International Relations Office performs its duties appropriately and professionally and provides maximum support to the Faculty Vice-Dean for International Cooperation by delivering, in a timely manner, the information required to initiate and manage exchange projects, as well as by providing continuous support in the event of unforeseen circumstances.

Another facilitating circumstance is the relatively high level of interest among partner faculties in cooperation with the Faculty through student and staff exchange, particularly in certain European Union countries, which at times raises the question of the "optimal number" of such inter-faculty agreements.

On the other hand, it is noticeable that the procedure for signing and implementing Erasmus mobility agreements sometimes differs from one programme country to another (e.g. Germany and Belgium differ significantly from Türkiye and Slovenia), and it would therefore be useful for the University's central International Relations Office to identify and clarify any such differences in a timely manner. Furthermore, national education agencies, as the bodies that ultimately grant or withhold approval for applications by partner institutions to launch KA171 and similar mobility projects, in some countries (e.g. Türkiye) tend to focus primarily on student exchange, which may constitute a difficulty and challenge for the "sustainability of

agreements", particularly in situations where "incoming students" do not have sufficient knowledge of the Bosnian language.

In accordance with the applicable regulations, from 2019 to the present, the Faculty has successfully applied for and subsequently directly concluded Erasmus agreements with four (4) universities in Germany (Tübingen, Erlangen, Osnabrück and Paderborn), and with one (1) university each in the Netherlands (Radboud University), Belgium (KU Leuven), Slovenia (University of Ljubljana) and North Macedonia (Faculty of Islamic Sciences), as well as four (4) universities in Türkiye (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University and Ibn Haldun University). Given that universities from "programme countries", as holders of the right to access EU funds, propose how the allocated funds are to be used, only some Erasmus agreements provided for both staff and student exchange (Tübingen, Erlangen, Osnabrück and Leuven), while others provided exclusively for teaching/administrative staff exchange (Paderborn, Radboud University, Fatih Sultan Mehmet Vakif University, Istanbul University and Marmara University). Among the latter (Fatih Sultan Mehmet Vakif University, Istanbul University and Marmara University), the allocated funds were generally limited in scope and primarily intended for "reciprocal visits" by international cooperation administrative staff for the purpose of planning, initiating and further developing cooperation. Furthermore, due to the COVID-19 pandemic, some funds allocated for the 2019/20 academic year were not used (Radboud University). From 2019 to the present, a total of ten (10) of our teachers have participated in Erasmus staff exchange programmes, while nine (9) members of teaching staff from our partner universities have visited the Faculty. With regard to student exchange, a total of ten (10) Faculty students have taken advantage of the opportunity to participate in Erasmus student exchange programmes. Unfortunately, students of the Master in Imamate have not participated in Erasmus exchange programmes. On the other hand, from 2019 to the present, a total of three (3) students from partner universities have visited the Faculty within the Erasmus programme.

3.10.5.2. ***Mechanisms for facilitating bilateral and multilateral student exchange with foreign higher education institutions through various student exchange programmes and networks, with recognition of the period of study, grades and ECTS credits earned during the exchange, have been established.***

Mechanisms for facilitating bilateral and multilateral student exchange with foreign higher education institutions through various student exchange programmes and networks, with recognition of the period of study, grades and ECTS credits earned during the exchange (e.g. Erasmus exchange programmes), have been established and function in accordance with the regulations governing the University, which the Faculty, as a member institution, complies with, including:

1) *Law on Higher Education* of 2022 (Articles 108 and 109, paragraphs (1) and (2)) on student mobility;
2) *Statute of the University of Sarajevo* of 2023 (Articles 193, 194, 195 and 196);
3) *Rulebook on Mobility at the University of Sarajevo* of 2018.

The mechanisms for facilitating and implementing bilateral and multilateral exchange of students/teaching staff primarily concern activities undertaken with the aim of promoting, encouraging and motivating students/teaching staff to participate in exchange programmes, monitoring their implementation, and subsequently recognising the ECTS credits and grades

earned. In this regard, participation in mobility programmes is promoted in cooperation with the University's International Relations Office by obtaining relevant information on Erasmus exchanges, international scholarships and international events and publishing such information on the Faculty's website. In addition, the Faculty independently promotes mobility through additional presentations on available exchange opportunities for students, discussions with representatives of the Faculty's Student Association, and calls for applications for exchange programmes with partner universities with which the Faculty has directly concluded Erasmus agreements. Information on directly concluded Erasmus agreements, as well as calls for applications for Faculty students to participate in active Erasmus programmes, is also published on the Faculty's website.

Recognition of the ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the Learning Agreement, without the need for a separate additional recognition procedure (Article 10 of the *Rulebook on Mobility*), while observing the principle of "maximum flexibility" (Article 11 of the Rulebook). In this regard, we have not encountered any difficulties to date in recognising the ECTS credits earned by our outgoing students. In cases where students' entitlement to the ECTS credits earned and courses passed is challenged, the matter is resolved with the support of the Vice-Dean for Teaching.

It is, however, noticeable that our students show limited interest in participating in Erasmus programmes, while teaching staff have only recently become more actively involved in exchange programmes, generally citing excessive teaching and other obligations at their home institution as the reason.

3.10.5.3. ***The higher education institution strengthens, in terms of human resources and funding, the capacities of the international cooperation and two-way mobility services for academic staff and students. This service monitors and evaluates mobility and submits an annual Report on the Mobility of Academic Staff and Students to the Senate, together with proposed measures for improvement.***

The University International Relations Office is responsible for promoting and implementing international cooperation and student and teaching staff exchange projects and programmes, monitoring the University's participation in international networks and memberships, organising the International Staff Week, Scholarship Fair, the "Exbition+" exhibition and similar activities aimed at promoting the University's international cooperation. The Office comprises the Vice-Rector for International Cooperation, the Head of the Office and senior professional associates, who, in cooperation with the Vice-Deans for International Cooperation of the organisational units, plan and implement the University's international activities.

Unlike the University, the Faculty, as its sub-organisational unit, does not have an International Relations Office. Accordingly, the duties and activities within the area of international cooperation are carried out by the Vice-Dean for International Cooperation, with the support of two student volunteers. The practice of engaging "student volunteers", i.e. assistants for international cooperation, dates back to the 2021/22 academic year and has further enhanced activities in the field of international cooperation, given that their scope and volume exceed the capacities of the Vice-Dean. However, this practice has also revealed certain weaknesses associated with the "temporary" engagement of student volunteers in such activities. Given that this is a relatively recent practice, work is still underway to clearly define the rights and obligations of "student volunteers" and to identify a more sustainable solution for the duties of

an international cooperation assistant, as student engagement is generally voluntary and temporary, ending at the end of the academic year. This makes it difficult to ensure long-term continuity within the international cooperation team. With the support of “student assistants”, the Vice-Dean also generally monitors and assesses the effectiveness of implemented mobility activities, occasionally conducting surveys among students; however, standardised procedures for evaluating mobility have not yet been established.

4. CONCLUSIONS WITH PROPOSED IMPROVEMENT ACTIVITIES
A. ISLAMIC THEOLOGY STUDY PROGRAMME
4.1. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMMES

4.1.1.1. The internal quality assurance policy for study programmes, which also applies to the Islamic Theology Study Programme, has been adopted and is publicly available. Evidence exists of its implementation, the analysis of implementation outcomes, and its continuous improvement.

4.1.1.2. The quality assurance policy for study programmes promotes research, learning and teaching, mobility, and internationalisation within the Islamic Theology Study Programme. Evidence of its implementation and analysis of implementation outcomes exists; however, there is limited evidence of its further development, or such development is still at an early stage.

A mechanism for preventing plagiarism in academic staff publications has been established. Evidence of its implementation and analysis of results exists, although measures for its further enhancement have either not yet been undertaken or remain at an initial stage. The Islamic Theology Study Programme does not include the preparation of a final thesis.

4.1.1.3. The quality assurance policy for study programmes supports the development of a quality culture. The involvement of both internal and external stakeholders is regulated in a manner that ensures their meaningful contribution, and there is evidence demonstrating the continuous improvement of the policy.

As a full member of the University of Sarajevo, the Faculty of Islamic Studies follows the University's quality assurance policy, which was originally adopted in November 2017 and updated in December 2023 through the adoption of the Quality Policy and the Quality Policy for Study Programmes. The Faculty established its internal quality assurance system in 2019, in accordance with the regulations of both the University and the Faculty. This system comprises the Vice Dean for Quality Assurance, the Quality Assurance Committee, the Quality Assurance Office, and specialised quality assurance bodies operating in specific areas. It forms an integral part of the University's integrated quality management system.

Through the preparation and implementation of annual work plans, the Faculty has actively contributed to the implementation of the two overarching strategic documents directly relevant to its activities: the University of Sarajevo Development Strategy 2019–2023 and the *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina 2014–2024*. Furthermore, following the previous institutional accreditation of the University, the Faculty implemented activities envisaged by *the Action Plan for the Improvement and Enhancement of the Quality Assurance System at the University of Sarajevo (2020–2024).* These activities are documented in the Report on the Implementation of *the Overarching Strategies and Action Plan in the Field of Quality Assurance for the Period 2020–2024.*

In accordance with the University's Quality Policy for Study Programmes and the relevant regulations of the Faculty, the University, and the Faculty's founder (the Islamic Community in Bosnia and Herzegovina), the systematic monitoring of quality indicators and the continuous evaluation of the achieved quality level of the Islamic Theology Study Programme involve a broad range of internal and external stakeholders. These include the Faculty management,

academic and administrative staff, students, employers of graduates, alumni, the media, and the wider community.

The participation of external stakeholders is particularly significant given the Faculty's status as a theological higher education institution whose founding and governance rights remain vested in the Islamic Community in Bosnia and Herzegovina, pursuant to the Agreement on the Status and Operation of the Faculty within the University of Sarajevo. Moreover, the Islamic Community is the principal employer of the Faculty's graduates. Through the joint research project on the competencies of the Islamic Community's personnel conducted by the Faculty and the Islamic Community (2022), as well as through the development (2024) and adoption (2025) of occupational and qualification standards within the Islamic Community, the necessary preconditions have been established for stronger alignment between the learning outcomes of the Islamic Theology Study Programme and the needs of the Islamic Community in Bosnia and Herzegovina.

Proposed Improvement Activities

a) Conduct an analysis of the implementation of the strategic objectives and priorities defined in the overarching strategies of the Islamic Community in Bosnia and Herzegovina (2014–2024) and the University of Sarajevo (2019–2023) in the areas of teaching, research, finance and resources, and international cooperation.

b) Through the engagement of its own expert bodies and the participation of its representatives in University governing bodies, the Faculty should actively contribute to the preparation of the University of Sarajevo Development Strategy for the period 2025–2028.

c) The Faculty Council should consider and adopt annual reports submitted by the Faculty management on the implementation of the overarching strategies across the defined areas of responsibility, including teaching and student support, finance, research, international cooperation, and quality assurance.

d) Consider the need for and feasibility of preparing a Faculty Development Plan for the period 2025–2028, aligned with the principles of higher education reform within the Islamic Community in Bosnia and Herzegovina and with the University's Development Strategy for the same period.

4.2. DESIGN AND APPROVAL OF STUDY PROGRAMMES

4.2.1.1. Procedures for the proposal, design, approval, monitoring, and implementation of study programmes have been established, and there is evidence of their effective application. All relevant stakeholders were consulted during the design and approval of the Islamic Theology Study Programme. The Faculty regularly analyses the programme and successfully implements measures for its continuous improvement.

4.2.1.2. The Islamic Theology Study Programme is generally aligned with contemporary academic and educational standards and developments in the field of Islamic theology, the requirements of related academic disciplines aimed at fostering multidisciplinary knowledge, labour market needs, and international higher education reform processes.

4.2.1.3. The Islamic Theology Study Programme has clearly defined objectives and learning outcomes that are consistent with the programme content and qualification level, aligned with the institutional strategy, and comparable to equivalent and similar programmes offered by higher education institutions in Bosnia and Herzegovina and abroad.

Nevertheless, there remains scope for further alignment. In this regard, a comprehensive comparative analysis of the programme's objectives and learning outcomes should be undertaken in relation to comparable programmes offered by higher education institutions in countries such as Germany, Türkiye, Egypt, Malaysia, and elsewhere.

4.2.1.4. The Islamic Theology Study Programme has defined learning outcomes at all qualification levels; however, a stronger alignment with the Qualifications Framework of Bosnia and Herzegovina and the Qualifications Framework of the European Higher Education Area (QF-EHEA) is still required.

However, despite all the positive aspects of the previous revisions of the Study Programme in Islamic Theology, their main shortcoming was the absence of occupational standards within the Islamic Community in Bosnia and Herzegovina (IC BiH), as well as qualification standards associated with these occupations, which would serve as a basis for defining the objectives, learning outcomes and content of this Study Programme. Under such circumstances, the previous revisions relied on relevant regulations and documents adopted by the Faculty's founder or approved by it: the *Rulebook on Imams* from 2008, the rules and curricula of medresas, which, among other things, prescribe the profile and educational qualifications required for performing specific duties, i.e. job descriptions, as well as the content of public calls for employment for the aforementioned positions, as a substitute for an occupational standard. In addition, the objectives and structure of the Study Programme in Islamic Theology were compared with related programmes worldwide.

Specifically, during the revision of the Study Programme in October 2024, the findings of the evaluation of the Faculty's Study Programmes conducted in the 2021/22 academic year and the *Study on the Competencies of the Staff of the Islamic Community in Bosnia and Herzegovina* were also taken into consideration. On this occasion, the Study Programme in Islamic Theology was not structurally or substantively revised, except with regard to the learning outcomes of individual courses and the methods of assessing knowledge, skills and acquired values. A revision of the structure of this programme will be carried out as part of the ongoing process of reforming higher education within the Islamic Community in Bosnia and Herzegovina.

As part of this process of reforming higher education within the Islamic Community in Bosnia and Herzegovina, and following an initiative by the Faculty, the Riyasat established a Commission for the Development of Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina (*Decision on the Appointment of the Commission for Preparing Draft Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina*, No. 02-03-2-1847-2/24 of 25 April 2024). The Commission prepared, between 10 April and 24 October 2024, draft standards for 11 occupations, including: Imam-Muderris, Imam, Community Imam, Muezzin, Muallima, Assistant Muallima, Teacher/Professor of Islamic Religious Education, Educator in Student and Pupil Dormitories of the Islamic Community in Bosnia and Herzegovina, Professor of Islamic Studies Subjects in a Medresa (Muderris), University Teaching Assistant in Islamic Studies (Muid), and University Professor of Islamic Studies (Alim), as well as draft standards

for three qualifications associated with the completion of the First Cycle of Study at higher education institutions of the Islamic Community in Bosnia and Herzegovina: Baccalaureus/Baccalaurea of Islamic Theology, Professional Associate for Imamate, and Baccalaureus/Baccalaurea of Islamic Religious Education and Religious Pedagogy/Professor of Islamic Religious Education/Bachelor of Islamic Religious Education. At its 30th regular meeting held on 8 November 2024, the Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the aforementioned standards in draft form.

Proposed Improvement Activities

a) Initiate the development and adoption of occupational standards for the positions of Chief Imam and Mufti by the Faculty's founder.
b) Initiate the development and adoption of qualification standards for second-cycle qualifications, including the Master of Islamic Studies and the Master in Imamate.
c) Systematically align all first- and second-cycle study programmes with the adopted qualification standards and eliminate any identified inconsistencies or deficiencies.
d) Conduct a comprehensive analysis of the alignment of programme objectives, learning outcomes, and curricula with the overarching higher education strategies of the Islamic Community in Bosnia and Herzegovina and the University of Sarajevo.
e) Analyse the alignment of the Faculty's study programme learning outcomes with the Qualifications Framework of Bosnia and Herzegovina, following its formal adoption by the competent state authorities.

4.2.1.5. The curriculum of the Islamic Theology Study Programme contains all required components; however, certain elements require more precise definition and further improvement.

A comprehensive and systematic verification of the ECTS workload assigned to individual courses within the programme remains to be completed.

4.2.1.6. Evidence demonstrates that the Faculty ensures interdisciplinarity and multidisciplinarity, the internationalisation of the Islamic Theology Study Programme, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific and scholarly research within the programme. The achievement of these objectives is regularly analysed, while further improvements have either been planned or are in the initial stages of implementation.

To fully satisfy this sub-criterion, the following activities are recommended:

a) Increase incoming mobility of international students by introducing selected courses taught in English.
b) Improve the quality of professional Imam–Muallim practice and the Imamate Practicum by certifying field mentors, introducing an electronic practice log accessible to field mentors, course instructors, and the professional associate responsible for Imam–Muallim practice.
c) Ensure the involvement of students in research and professional projects across all academic departments.

4.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

4.3.1.1. The academic staff take into account the results of student surveys on the quality of learning and teaching when preparing and implementing teaching activities. Survey results from at least the previous three years demonstrate significant improvements.

Since becoming a full member of the University in 2013, the Faculty has continuously sought to align its work with the University's regulatory framework, particularly in the area of student-centred learning, teaching and assessment, as elaborated in the University's Study Regulations. In this process, the Faculty benefited from having a relatively small academic staff and a smaller student body compared to some other University members. The process accelerated considerably after 2015. The intensity of these changes is reflected in the frequency of curriculum revisions. Prior to 2013, the Faculty's study programmes were revised, on average, every ten years. Since 2015, however, revisions have become much more frequent and have been guided by the results of various evaluation processes. Each successive revision has been more comprehensive than the previous one, incorporating analyses of different aspects of the teaching and assessment system, with students regularly involved in the process. The most comprehensive revision was initiated during the self-evaluation and accreditation preparations in October 2024, when programme- and course-level learning outcomes, teaching methods and assessment methods were analysed more systematically than ever before. The Faculty also conducted its most thorough assessment to date of student workload within individual courses. Equally important has been the continuous investment in the professional development of academic and administrative staff, as well as in infrastructure that facilitates students' access to online resources and supports learning in a stimulating academic environment. It is recommended that these good practices be continued.

4.3.1.2. The academic staff inform, motivate and involve students in research, scientific research and teaching activities, while providing appropriate support and consultations. The results are monitored and analysed, and improvement measures are either being planned or are in the initial stages of implementation.

This is evident from the examples presented in the self-evaluation report. However, it is also clear that the outcomes of these efforts remain limited and that additional efforts are needed, together with the development of incentive mechanisms that would encourage students to respond more actively to the initiatives of academic staff. Such incentives may include course credit, recommendations, awards, scholarships, or similar forms of recognition. In addition, the following measures are recommended:

a) Ensure greater engagement of all departments in designing a larger number of scientific, professional and research projects and in involving students in these activities. It has been observed that some departments do not involve students in their research or professional projects at all.
b) Provide increased financial support for student participation in projects and for the implementation of student projects within the Faculty budget.
c) Introduce annual awards and recognitions for members of the academic staff who achieve outstanding research results and who actively involve students in departmental projects.

4.3.1.3. The study programme has established procedures for student assessment, including clearly defined methods for evaluating students' knowledge and skills, which are applied

consistently. However, further alignment with the intended learning outcomes of the study programme is required.

This area is comprehensively and appropriately regulated by the Study Regulations and course syllabi. Nevertheless, there remains a need to monitor the practical alignment between assessment methods and the intended programme learning outcomes.

4.3.1.4. The study programme has clearly defined procedures for organising tests and examinations, as well as assessment criteria, grading methods and complaint procedures. There is evidence of their consistent and transparent implementation. The implementation results are regularly analysed, and improvements over the past three years are evident.

The competencies of academic staff and teaching assistants in student assessment methods have been strengthened through professional training and the self-evaluation process. Nevertheless, there is still room for improvement, as reflected in occasional student comments regarding the perceived arbitrariness of the assessment of seminar papers and similar assignments.

4.3.1.5. Not relevant.

4.3.1.6. Procedures for involving students in the governing bodies and decision-making processes related to study programmes are consistently implemented. There is evidence of students' active participation in these bodies, which is regularly monitored and analysed, with observable improvements over time.

4.3.1.7. Procedures and mechanisms supporting students' career development are in place, implemented and regularly evaluated, while measures for further improvement are either being planned or are at an early stage of implementation.

As one of the Faculty's most significant current shortcomings is the absence of a systematic support mechanism for students' personal and professional development, it is recommended to intensify dialogue with the Founder in order to secure the financial resources necessary for employing two professional associates who would provide mentoring support to students, as envisaged by the Faculty's development plans.

4.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

4.4.1.1. Procedures governing student admission to the Islamic Theology Study Programme are in place and are based on legal provisions, clear and transparent criteria, including the assessment of applicants' knowledge, aptitudes and abilities, as well as their prior academic achievement. Labour market needs and the available institutional resources are taken into consideration. Information on the admission call is published on the Faculty website and through the media.

4.4.1.2. Procedures governing the recognition of qualifications have been established. There is evidence of their transparent and consistent implementation, which is regularly analysed, while measures for further improvement are either being planned or are at an early stage of implementation.

4.4.1.3. A procedure for issuing graduation certificates and a standardized Diploma Supplement have been established. However, the Diploma Supplement should be further improved in terms of the completeness and currency of the information it provides.

The Faculty admits students to the Islamic Theology Study Programme in accordance with the applicable legal provisions and clear, transparent admission criteria, taking into account the resources available for programme delivery and the enrolment plan approved by the Islamic Community in Bosnia and Herzegovina and adopted by the Senate of the University.

Recognition of foreign higher education qualifications for enrolment in the Study Programme in Islamic Theology is conducted in accordance with the applicable regulations, namely the *Rulebook on the Recognition of Foreign Higher Education Qualifications at the University of Sarajevo* and the *Rulebook on Specific Criteria in the Procedure for the Recognition of Foreign Higher Education Qualifications in the Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. Once the Faculty Secretariat receives an application, an administrative review is conducted to determine whether the application complies with all formal legal requirements. The responsible administrative office prepares the documentation and forwards it to the Centre for Information and Recognition of Documents in the Field of Higher Education, after which the case is referred to the competent commission.

Where professional recognition is requested, the application is submitted to the Commission for the Professional Recognition of Foreign Higher Education Qualifications, which serves as a standing body of the Faculty. Where academic recognition is requested, the Dean appoints, by formal decision, the members of the commission according to the relevant scientific field or discipline represented within the study programme on the basis of which recognition of the foreign higher education qualification is sought.

All procedural steps are recorded electronically in the established Register of the Recognition of Foreign Higher Education Qualifications.

The first applications for the equivalence of previously awarded academic degrees and scientific or professional titles were submitted and resolved in 2024. A completed pre-Bologna undergraduate study programme is recognised as equivalent to a first-cycle study programme carrying 240 ECTS credits.

Recommendations for further improvement:

The admission and enrolment process was carried out according to the established procedures and within the planned timeframe. The approved enrolment quota was filled at 89.90% (89 enrolled students out of 99 approved places). No substantiated complaints were submitted by applicants.

a) Admission to the first year of the first-cycle study programme is currently based exclusively on secondary school academic achievement. Introducing an entrance examination would allow for a more comprehensive selection of candidates by assessing their overall competencies, interests and motivation to study within the Islamic Theology Study Programme.
b) A unified register of students participating in mobility programmes should be established.

4.5. HUMAN RESOURCES

4.5.1.1. The number of academic and non-academic staff engaged in the Islamic Theology Study Programme is in accordance with the requirements prescribed by the relevant act of the competent education authority. The competencies of staff are regularly analysed, and improvement measures are implemented, with evident progress.

4.5.1.2. The Faculty has formally adopted a human resources management policy. There is evidence that the criteria for recruitment, professional development, and academic and professional training of academic staff are applied transparently. Activities defined by the policy and relevant criteria should be further improved in order to ensure additional resources for the implementation of mechanisms for monitoring the performance of academic staff.

4.5.1.3. The Faculty has established procedures and provides resources to support research, scientific research and artistic work and activities of academic staff. The Faculty has mechanisms to support academic staff and students through the allocation of grants and scholarships. The results of the implementation of these procedures and mechanisms are analysed, while improvement measures are either being planned or are at an early stage of implementation.

4.5.1.4. The Faculty has a plan and programme for the professional development of academic and non-academic staff aimed at ensuring the effective use of the information system and management system. The Faculty monitors the results and implementation of these activities, while improvement measures are either being planned or are at an early stage of implementation.

The Faculty employs a sufficient number of competent academic staff for the implementation of the teaching process within the Islamic Theology Study Programme, which is the subject of this self-evaluation, in accordance with the Standards and Norms for Performing Higher Education Activities in the Sarajevo Canton. A similar situation applies to the Faculty's non-academic staff, although financial conditions have not yet been secured for filling several positions envisaged by the Rulebook on Internal Organisation and Job Classification of the Faculty (professional associates for student mentoring support and a professional associate for economic-financial and technical affairs).

The Faculty systematically organises and implements training activities for academic and non-academic staff and encourages and enables them to participate in training programmes organised by the University Rectorate services and other institutions, aimed at improving competencies required for the performance of their job duties.

Since 2022, the Faculty has introduced the practice of planning work objectives, monitoring their implementation and evaluating the performance of non-academic staff, based on the adopted Rulebook on the Evaluation of the Performance of Non-Academic Staff of the Faculty.

The academic staff of the Faculty have participated in significant scientific research and professional projects of both international and national character.

Recommendations for further improvement of the situation within the Islamic Theology Study Programme:

a) Ensure a dedicated budgetary allocation that would enable a greater number of academic staff members engaged in the Islamic Theology Study Programme to participate in international scientific conferences, which would significantly contribute to their professional development and the international visibility of the Faculty. In addition, criteria for awarding grants for such participation should be adopted;
b) Provide additional financial resources to enable the engagement of external associates for teaching activities during periods when it is necessary to reduce the teaching and administrative workload of academic staff members within the Islamic Theology Study Programme in order to facilitate intensive research activities;
c) Conduct annual analyses of the publication output of academic staff within the Islamic Theology Study Programme and their participation in scientific conferences, accompanied by improvement measures and incentives for the most productive researchers at the Faculty;
d) Work on increasing the number of publications by academic staff within the Islamic Theology Study Programme in scientific journals in Bosnia and Herzegovina and abroad, particularly in international journals indexed in citation databases such as Web of Science and Scopus;
e) Increase budgetary allocations for scientific research projects within the Islamic Theology Study Programme, while also encouraging greater engagement of academic staff in applying to public calls issued by cantonal and federal ministries responsible for science, with research projects involving students of the Islamic Theology Study Programme;
f) The quantity and quality of research activities of teaching staff and associates within the Islamic Theology Study Programme are often limited by their teaching workload and additional administrative responsibilities. This could be addressed by employing an adequate number of non-academic staff in accordance with the adopted job classification system, thereby creating greater opportunities for academic staff and associates to engage in scientific research;
g) Introduce a systematic practice of evaluating the scientific research achievements of academic staff within the Islamic Theology Study Programme and awarding annual recognitions and prizes for such achievements at the Faculty level. Based on the recommendation of the Quality Assurance Committee, the Vice-Dean for Scientific Research coordinated the collection of data on the scientific achievements of academic staff in 2024 with the aim of evaluating results and recognising the most productive researchers.

4.6. RESOURCES AND FINANCING

4.6.1.1. The Faculty ensures sufficient and efficient use of resources for the implementation of the Islamic Theology Study Programme. Analyses of resource utilisation are conducted periodically; however, further efforts are needed to improve accessibility.

4.6.1.2. The necessary mandatory and specific equipment, as well as required and supplementary literature, are provided for the implementation of the Islamic Theology Study Programme. The results of their use are monitored and analysed, while improvement measures are either being planned or are at an early stage of implementation.

4.6.1.3. The Faculty provides and makes available a sufficient number of computer units with internet access for academic staff and students. The Faculty library contains an adequate number of library resources in printed and electronic formats and provides access to contemporary academic databases. The results of resource utilisation are monitored and analysed, while improvement measures are either being planned or are at an early stage of implementation.

4.6.1.4. The Faculty has and implements an investment plan for physical resources and equipment necessary for conducting scientific research and teaching activities. The implementation of the plan is systematically monitored, while improvement measures are either being planned or are at an early stage of implementation.

4.6.1.5. The Faculty has established procedures and signed agreements with other faculties and research centres regarding opportunities to use their resources. The implementation of these agreements is systematically monitored, while improvement measures are being implemented and improvements are evident.

As a full member of the University, the Faculty largely finances its activities from the budget of the Sarajevo Canton. The budget allocation covers salaries, allowances and contributions for employees of the Faculty, including both academic and non-academic staff. The Riyasat of the Islamic Community in Bosnia and Herzegovina covers the costs of maintaining the infrastructure of the facilities used by the Faculty, including the historic building of the former Sharia Judicial School from 1887, which is under state protection, as well as utility costs, inventory-related expenses and other material costs.

Recommendations for further improvement:

a) Intensify communication with the University Rectorate and the relevant ministries of the Government of Sarajevo Canton and, in coordination with the Riyasat of the Islamic Community in Bosnia and Herzegovina, seek to secure funding for material costs in the form of a grant, thereby ensuring equal treatment of the Faculty with other University members;
b) Improve infrastructural and technical conditions for teaching delivery and scientific research through the renewal of inventory, procurement of necessary equipment and continuous monitoring of the needs arising from teaching and research processes;
c) Optimise Faculty operations in relation to fixed costs necessary for normal functioning and continuous operation;
d) Develop the existing potentials of the Faculty with the aim of strengthening its resources, infrastructure and property;
e) Activate existing funds, including the scholarship fund, the **Hifz Fund**, and other relevant funds, and ensure a sustainable mechanism for their continuous replenishment in order to provide further support to talented students, socially disadvantaged students and students involved in various Faculty projects.

4.7. MANAGEMENT OF INFORMATION ON STUDY PROGRAMMES

4.7.1.1. The Faculty has established an information system through which it collects, analyses and, to a certain extent, uses information relevant for improving the quality of the Study

Programme in Islamic Theology. The information system is periodically evaluated, and technical improvements are planned or currently underway.

4.7.1.2. The Faculty has established an information system that enables the collection and analysis of data on the number and age structure of academic staff, gender distribution, the ratio between the number of academic staff and students, the ratio between permanent and visiting staff, as well as data obtained through student evaluations of academic staff. These data are systematically analysed, and improvement measures are planned or are in the initial implementation phase.

The Faculty has established a system for regular collection, processing and, to a certain extent, utilization of information relevant for quality enhancement in all aspects of the Study Programme in Islamic Theology (including student success rates, student retention/dropout rates, student satisfaction, employability of graduates, and other relevant indicators).

The Faculty significantly meets the criterion related to the regular collection and processing of information on student performance, dropout rates, student satisfaction, employability of graduates, and other relevant indicators within the Study Programme in Islamic Theology. The Faculty has established systems for collecting and analysing data on student progression, academic success and study completion, enabling continuous monitoring of students' academic progress and identification of key challenges in the study process.

These data are systematically analysed and used for developing recommendations aimed at improving the quality of the study programme. It is necessary to continue working on their collection, analysis and integration into the quality assurance system.

Furthermore, the Faculty has established systems for collecting and analysing data on student satisfaction with the Study Programme in Islamic Theology and on the employability of graduates, which are used for quality improvement purposes. Student satisfaction is currently assessed within the framework of academic staff evaluations, while employability is monitored through online surveys conducted among alumni.

Although the collected data have been analysed and used for improving the teaching process and the study programme, certain challenges have been identified, including the need for more systematic measurement of student satisfaction and improvement of strategies for collecting data on graduate employability.

Proposed activities for improving the current situation:

a) Improve the methodology for collecting data on the employability of graduates of the Study Programme in Islamic Theology through a combination of online questionnaires, telephone surveys, cooperation with employers, and continuous monitoring and recording of alumni professional status;
b) Establish continuous communication with graduates through alumni networks and platforms that enable regular updating of information on their career development paths;
c) Increase alumni response rates to employability surveys through personalized invitations, promotion of research activities among alumni, and possible introduction of incentives for participation;

d) Integrate graduate employability data into the quality assurance system in order to use the results for adapting curricula and study programmes in accordance with labour market needs.

4.8. PUBLIC INFORMATION ON STUDY PROGRAMMES

4.8.1.1. Impartial, objective and verifiable information about the Study Programme in Islamic Theology is regularly published. Bio-bibliographies (CVs) of academic staff engaged in the Study Programme in Islamic Theology are available and regularly updated. The Faculty website is available in Bosnian, with more than 50% of its content available in English. Public information procedures are established, the results of their implementation are analysed, and improvement measures are planned or are in the initial implementation phase.

The Faculty provides the public with objective and timely information on various aspects of the Study Programme in Islamic Theology, which is the subject of this self-evaluation, including regulations relevant to the Faculty's activities, updated bio-bibliographies and research profiles of academic staff members, curricula and syllabi, student guides, minutes from Faculty Council sessions, as well as information on Faculty activities published through the Faculty, University and Islamic Community in Bosnia and Herzegovina websites, social media platforms, and other communication channels.

Proposed activities for improving the current situation:

a) In *the Guide for Future Students*, as well as during presentations of the Study Programme in Islamic Theology in secondary Islamic schools (madrasas), provide a more detailed overview of employment opportunities for graduates upon completion of the Study Programme in Islamic Theology, for example by presenting a five-year projection of labour market needs based on statistical analyses conducted by the Centre for Training and Human Resources Development of the Islamic Community in Bosnia and Herzegovina;
b) Update the Faculty's alumni database by entering information on all graduates of first-cycle study programmes to date, while ensuring that data on newly graduated students are automatically entered upon issuance of graduation certificates;
c) Based on good practices in public communication, develop and adopt a general internal act regulating the Faculty's communication procedures and strategy with different target groups, and make it publicly available on the Faculty website;
d) Create online surveys/pop-up feedback forms for evaluating user satisfaction with the Faculty website, particularly among students and Faculty staff;
e) Publish a guide on access to information under the control of the Faculty.

4.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMMES

4.9.1.1. Procedures for periodic evaluation, improvement and restructuring of existing study programmes have been defined, with clearly established roles of internal and external stakeholders, including students.

The implementation of procedures and the quality of the Study Programme in Islamic Theology are regularly analysed, improvement measures are implemented, and the results of these improvements are evident.

4.9.1.2. The curriculum, teaching process, level of achievement of learning outcomes, and their relevance to the labour market are periodically evaluated through surveys of students, as well as academic and administrative staff.

There is evidence that evaluation results are taken into consideration, improvement measures are implemented, and achieved improvements are evident.

4.9.1.3. Procedures for monitoring and evaluating the implementation of the internationalization action plan, monitoring benefits arising from signed international cooperation agreements, monitoring student progress during professional development abroad, and monitoring graduate employment have been established.

There is evidence that evaluation results are taken into consideration, while improvement measures are planned or are in the initial implementation phase.

4.9.1.4. Procedures have been established and evaluations of the quality, relevance and availability of resources are conducted by academic staff and students.

There is evidence that evaluation results are taken into account, while improvement measures are planned or are in the initial implementation phase.

In accordance *with the Regulations on Student Evaluation of Academic Staff Performance and the Effectiveness of Curriculum Implementation* (2018), the quality of the teaching process within the Study Programme in Islamic Theology is monitored through regular semester-based teaching evaluations, starting from the summer semester of the 2018/19 academic year.

Reports on teaching evaluations prepared by the Quality Assurance Committee are adopted by the Faculty Council and include, in addition to aggregated indicators, incentive and corrective measures. Their implementation involves the Dean, Vice-Deans for Teaching and Quality Assurance, Heads of Departments, as well as course instructors and associates.

The analysis of the effects of regular teaching evaluations presented in this report demonstrates continuous improvement in the quality of the teaching process during the period from the 2020/21 to the 2023/24 academic year. Almost all quality indicators (16 out of a total of 17) show an upward trend in evaluation scores, while the occurrence of teaching-related shortcomings requiring corrective measures has significantly decreased. This indicates generally positive effects of the implementation of regular evaluation procedures.

In the 2021/22 academic year, an evaluation of the Faculty's study programmes was conducted, including the Study Programme in Islamic Theology. The general quality indicators measured through this evaluation included: the work of administrative services and general study conditions at the Faculty, curriculum (content and quality of compulsory and elective courses, alignment with learning outcomes and competence profiles, etc.), teaching and examination processes, relations with students and study support, and the overall assessment of learning outcomes.The Study Programme Evaluation Report, adopted by the Faculty Council, included 47 recommendations related to: a) the work of administration, professional services, technical

staff and the quality of support services; b) general study conditions; c) curricula and study programmes; d) teaching and examination processes; e) relations with students and support during studies. The Report also identified Faculty employees responsible for organizing, coordinating and implementing activities, as well as partners involved in the implementation process. Independently or with the support of external stakeholders (e.g., the founder), the Faculty implemented 24 adopted recommendations (51%) by the completion of this report.

The Study Programme in Islamic Theology has undergone several revisions since the previous institutional accreditation of the University. The penultimate revision, conducted in 2024, focused on harmonizing learning outcomes at the level of individual courses and the study programme, including the development of a learning outcomes matrix. The latest revision, conducted in 2026, resulted from the process of higher education reform within the Islamic Community in Bosnia and Herzegovina and included the introduction of several new courses.

Proposed activities for improving the current situation:

a) Continue conducting periodic analyses of teaching methods and assessment methods used in individual courses in order to determine:
a.1. The extent to which they are compatible with:
- learning outcomes at the course and study programme levels; and
- the taxonomy of educational objectives in the cognitive, psychomotor and affective domains;

a.2. The extent to which they contribute to achieving the required generic and subject-specific competences defined by qualification and occupational standards;

b) Continue organizing and implementing professional development activities for Faculty academic staff regarding the alignment of teaching and assessment methods with learning outcomes;

c) Conduct an analysis of the implementation of strategic objective 7.1.5 “Mobility of Students and Teachers” *(Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*) within the Faculty’s activities and propose improvement measures;

e) Conduct an analysis of the benefits arising from signed international cooperation agreements and propose improvement measures;

f) Conduct an analysis of the progress of Faculty students participating in professional development programmes abroad and propose improvement measures;

g) Continue implementing recommendations from the Report on the Results of the Survey among Academic Staff conducted in the 2022/23 academic year.

4.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

4.10.1.1. Procedures for promoting and enhancing the mobility of academic staff and students within the Study Programme in Islamic Theology have been established. Within this programme, the Faculty participates in joint projects with other higher education institutions from the country and abroad, and there is evidence that mobility results are taken into

consideration, while improvement measures are planned or are in the initial implementation phase.

In this regard, during the period from 2019 until the end of the 2023/24 academic year, the Faculty achieved significant results in the field of academic staff and student mobility through the Erasmus exchange programme, which was the most frequently used academic mobility programme. During the mentioned period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in five different countries. In the same period, a total of ten (10) Faculty academic staff members and nine (9) academic staff members from partner universities participated in Erasmus staff exchange programmes. A total of three (3) students of the Study Programme in Islamic Theology participated in Erasmus student exchange programmes, while three (3) students from partner universities visited the Faculty within the same programme. In addition, during the mentioned period, a total of eight (8) students of Islamic Theology utilized the opportunity for a two-semester study stay at Qatar University.

Proposed activities for improving the current situation:

a) Analyse the current structure of the Faculty's Erasmus partners and the results achieved based on signed international cooperation agreements regarding student and academic staff exchanges within the Study Programme in Islamic Theology, identify the Faculty's strategic partners, and plan future cooperation accordingly;
b) Continuously update the "International Cooperation Corner" on the Faculty website with additional information on signed agreements, available mobility opportunities, required procedures and application forms;
c) Consider the possibility of re-establishing the master's programme "Islam in Europe" in English, or alternatively enable the implementation of teaching in a larger number of courses in foreign languages within the five first- and second-cycle study programmes covered by this self-evaluation, with the aim of attracting a larger number of incoming students.

4.10.1.2. For the purposes of the Study Programme in Islamic Theology, the Faculty has defined procedures and mechanisms for establishing bilateral and multilateral student exchanges with foreign higher education institutions, including recognition of the period of study, grades and ECTS credits achieved during the exchange. There is evidence that exchange results are taken into consideration, while improvement measures are planned or are in the initial implementation phase. In this regard, the mechanisms for student exchange between the Faculty and foreign higher education institutions have been established and function in accordance with the applicable regulations of the University of Sarajevo. Among students of this study programme, the Faculty promotes mobility programmes in cooperation with the University's International Relations Office, as well as independently through additional presentations, discussions with representatives of the Faculty Student Association, and announcements regarding directly concluded Erasmus agreements with partner institutions and current mobility calls published on the Faculty website.

Recognition of achieved ECTS credits is carried out in accordance with the Erasmus Charter for Higher Education (ECHE) and the signed Learning Agreement, while respecting the principle of "maximum flexibility" in the recognition of completed courses.

Proposed activity for improving the current situation:

a) Adopt a Faculty Council decision establishing the obligation to respect the "principle of maximum flexibility" when recognizing achieved ECTS credits and completed courses.

4.10.1.3. The Faculty has an established office/service for international cooperation, but its human and financial capacities need to be further strengthened in order to achieve more effective mobility of academic staff and students. The service monitors and evaluates implemented mobility activities and submits annual reports to the Senate, while improvement measures are planned or are in the initial implementation phase.

The University of Sarajevo has an established International Relations Office. At the Faculty level, activities and responsibilities within the field of international cooperation, including submission of annual reports to the University International Relations Office, are carried out by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging student volunteers as assistants in international cooperation activities has further enhanced activities in the field of international cooperation, but it has also revealed weaknesses of such "temporary" engagement, considering that it is most often limited to one academic year. As a result, it is difficult to ensure long-term continuity in developing the international cooperation team.

Proposed activity for improving the current situation:

a) Provide administrative and technical support to the Vice-Dean for International Cooperation by engaging one associate from among assistant/teaching assistant staff and one associate from among student volunteers.

B. STUDY PROGRAMME IN ISLAMIC RELIGIOUS EDUCATION AND RELIGIOUS PEDAGOGY

4.1.2. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMMES

4.1.2.1. The internal quality assurance policy for Study Programmes, which also applies to the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP), has been adopted and is publicly available, and there is evidence of its implementation, analysis of the results of its implementation, and continuous improvement.

4.1.2.2. The quality assurance policy for Study Programmes is focused on promoting research, learning and teaching, mobility and internationalization within the IRERP Study Programme. There is evidence of its implementation and the results of its implementation are analysed, but there is no evidence of its improvement, or improvement is only at an initial stage.

A mechanism for preventing plagiarism in academic staff's work has been established. There is evidence of its implementation and the results are analysed, but no improvement measures have been undertaken, or such measures are only at an initial stage. The IRERP Study Programme does not envisage the preparation of final theses.

4.1.2.3. The quality assurance policy for Study Programmes supports the development of a quality culture, and the manner of involving internal and external stakeholders is regulated in such a way as to ensure their significant contribution; there is also evidence of improvements to the policy.

The Faculty of Islamic Studies, as a full-fledged member of the University, refers to the adopted quality assurance policy of the University of Sarajevo, which was adopted in November 2017 and updated in December 2023 through the adoption of the documents *Quality Policy* and *Quality Policy for Study Programmes of the University*. The internal quality assurance system was established at the Faculty in 2019 and, in accordance with the regulations of the University/Faculty, comprises the Vice-Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and professional bodies responsible for quality assurance in specific areas. This system constitutes an integral part of the integrated quality management system at the University.

Through the preparation and implementation of annual work plans, the Faculty has actively worked on implementing two overarching strategies directly relevant to its activities, namely the *Development Strategy of the University of Sarajevo for the Period 2019–2023* and the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*. Furthermore, following the previous institutional accreditation of the University, the Faculty implemented activities aimed at implementing the *Action Plan for Improving and Enhancing the Quality System at the University for the Period 2020–2024*. The aforementioned activities are documented through the *Report on the Implementation of the Overarching Strategies/Action Plan in the Area of Quality Assurance for the Period 2020–2024*.

In accordance with the *Quality Policy for Study Programmes of the University* and the general acts of the Faculty, the University and the Faculty's Founder (the Islamic Community in Bosnia and Herzegovina (IC BiH)), the systematic monitoring of various quality improvement indicators and continuous evaluation of the achieved level of quality of the IRERP Study

Programme involve various internal and external stakeholders, namely Faculty management, academic and non-academic staff and students, employers of Study Programme graduates, alumni, the media and the wider community. The involvement of external stakeholders is particularly emphasised in the case of the Faculty, given that it is a theological higher education institution over which the Islamic Community in Bosnia and Herzegovina has retained Founder's and governance rights, pursuant to the *Agreement on the Status and Activities of the Faculty within the University*, as well as the fact that the Islamic Community in Bosnia and Herzegovina is the main employer of the Faculty's graduates. The implementation of research on the competencies of Islamic Community personnel, conducted jointly by the Faculty and the Riyasat in 2022, as well as the development of occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina in 2024 and their adoption in 2025, created the conditions for stronger synchronization and alignment of the learning outcomes of the IRERP Study Programme with the needs of the Islamic Community in Bosnia and Herzegovina.

Proposed activities for improving the current situation:

a) An analysis should be conducted of the implementation of the strategic objectives and commitments set out in the overarching strategies of the Islamic Community in Bosnia and Herzegovina (2014–2024) and the University (2019–2023) in the areas of teaching, the research process, finances and resources, and international cooperation;

b) Through the engagement of its own professional bodies and the participation of its representatives in University bodies, the Faculty should contribute to the development of the University's Development Strategy for the period 2025–2028;

c) The Faculty Council should consider and adopt annual reports of the Faculty management on the implementation of the overarching strategies in the defined areas of responsibility (teaching and student support, finances, research, international cooperation and quality assurance);

d) The need for and possibility of developing a Faculty Development Plan for the period 2025–2028 should be considered, in accordance with the principles of higher education reform within the Islamic Community in Bosnia and Herzegovina and the University's Development Strategy for the same period.

4.2. CREATION AND ADOPTION OF STUDY PROGRAMMES

4.2.2.1. Procedures for proposing, creating, adopting, monitoring and implementing Study Programmes have been established, and there is evidence of their purposeful application. All relevant stakeholders were consulted during the creation and adoption of the IRERP Study Programme. The Faculty regularly analyses and successfully implements measures for improvement.

4.2.2.2. The IRERP Study Programme is largely aligned with the scientific and educational standards and achievements in the IRERP field, the requirements of related scientific fields with a view to acquiring multidisciplinary knowledge, the requirements of the labour market, and international reform processes.

4.2.2.3. The IRERP Study Programme has defined objectives and learning outcomes that correspond to the content and level of the Study Programme and to the institution's strategy, and are comparable with the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.

However, it is evident that there is room for further alignment. In this regard, an in-depth analysis should be conducted of the comparability of the objectives and learning outcomes of this Study Programme with similar programmes abroad (e.g. in Germany, Türkiye, Egypt, Malaysia and elsewhere).

4.2.2.4. The IRERP Study Programme has defined learning outcomes at all levels; however, a higher degree of alignment with the Qualifications Framework for Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area (FQ-EHEA) needs to be achieved.

However, despite all the positive aspects of the previous revisions of the IRERP Study Programme, their main shortcoming was the absence of occupational standards within the Islamic Community in Bosnia and Herzegovina, as well as qualification standards related to these occupations, which could serve as a basis for designing the objectives, learning outcomes and content of this Study Programme. Under such circumstances, the previous revisions relied on relevant regulations and documents adopted by the Faculty's Founder or to which it had given its approval: the *Rulebook on Religious Education Teachers* of 2011 and the curricula for Islamic Religious Education, which, among other things, prescribe the required profile and qualifications for performing the relevant duties, i.e. job descriptions, as well as the content of public calls for applications for employment for the aforementioned positions, as a substitute for an occupational standard. In addition, the objectives and structure of the IRERP Study Programme were compared with related programmes worldwide.

Specifically, the revision of the Study Programme in October 2024 also took into account the findings of the evaluation of the Faculty's Study Programmes conducted in the 2021/22 academic year and the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina*. The content of the IRERP Study Programme was aligned with the relevant parts of the curricula for pre-school, primary and, in particular, secondary education in the Sarajevo Canton. Evidence of this alignment was presented through the tables that formed an integral part of the proposal for the revision adopted by the Faculty Council on 23 October 2024.

As part of this process of higher education reform within the Islamic Community in Bosnia and Herzegovina, and following an initiative by the Faculty, the Riyasat established a Commission for the development of occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina (*Decision on the Appointment of the Commission for the Preparation of Draft Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina*, No. 02-03-2-1847-2/24 of 25 April 2024). Between 10 April and 24 October 2024, the Commission prepared draft standards for 11 occupations, including: Muallima, Assistant Muallima, Islamic Religious Education teacher/professor, Educator in IC BiH student and university student dormitories, Teacher/professor of Islamic subjects in madrasas (muderris), University Assistant in Islamic Sciences (muid), and University Professor of Islamic Sciences (alim), as well as draft standards for three qualifications acquired upon completion of the First Cycle of Study at higher education institutions of the Islamic Community in Bosnia and Herzegovina

(Baccalaureus/Baccalaurea in Islamic Religious Education and Religious Pedagogy/Professor of Islamic Religious Education/Bachelor of Islamic Religious Education). The Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the aforementioned standards in draft form at its 30th regular session held on 8 November 2024.

Proposed activities for improving the current situation:

a. Initiate, with the Founder, the development and adoption of occupational standards for the Chief Imam and Mufti;
b. Initiate, with the Founder, the development and adoption of qualification standards acquired upon completion of the Second Cycle of Study (Master in Islamic Studies, Master in Imamate);
c. Systematically align the First and Second Cycle Study Programmes with the qualification standards and remedy the identified deficiencies or deviations;
d. Analyse the comparability of the objectives, learning outcomes and content of the Study Programmes with the overarching strategies for higher education, the Islamic Community in Bosnia and Herzegovina and the University;
e. Analyse the alignment of the learning outcomes of the Faculty's Study Programmes with the Qualifications Framework for Bosnia and Herzegovina following its adoption by the competent state authorities.

4.2.2.5. The IRERP curriculum contains all the required elements; however, some segments within these elements are not precisely defined and should therefore be improved.

A comprehensive and systematic review of the ECTS workload assigned to courses within the Study Programme remains to be carried out.

4.2.2.6. Evidence exists that the Faculty ensures interdisciplinarity/multidisciplinarity and internationalization of the IRERP curriculum, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific/artistic research within the Study Programme. The results of meeting these requirements are analysed, and improvements are either planned or have only recently begun to be implemented.

In order to fully meet this subcriterion, it is recommended to:

1. Introduce instruction in English in selected courses in order to facilitate greater incoming mobility of international students;
2. Ensure the involvement of students in research and professional projects across all Departments.

4.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

4.3.2.1. Academic staff take into account the results of surveys on the quality of learning and teaching when preparing and implementing teaching activities. Surveys conducted over the past three years show significant improvement.

Since becoming a full-fledged member of the University in 2013, the Faculty has sought to align its activities with the University's legal framework, particularly in the area of student-centred learning, teaching and assessment, which is elaborated in greater detail in the Rules of Study. In this process, the Faculty has benefited from a relatively small teaching staff and a smaller number of students compared to some other University members. This process was particularly accelerated after 2015. The frequency of revisions of the Study Programmes is indicative of the intensity of these changes. Prior to 2013, the Faculty's programmes were revised on average every ten years, whereas after 2015 these revisions became much more frequent and followed various types of evaluation. Each subsequent revision was more comprehensive than the previous one, as analyses of various aspects of the teaching and assessment system were conducted, with students regularly involved in the process. In this regard, the most comprehensive revision was prompted by the self-evaluation and preparations for accreditation in October 2024, when learning outcomes at the Study Programme and course levels, teaching methods and assessment methods were analysed more systematically than before. The most thorough assessment to date of student workload in individual courses was also conducted. An equally important aspect has been investment in the continuous training of teaching and non-teaching staff, as well as in infrastructure that facilitates students' access to online resources and learning in a supportive environment in general. The continuation of these practices is recommended.

4.3.2.2. Academic staff inform, motivate and involve students in the research, scientific research and teaching and educational processes, and provide them with appropriate support and consultations. Results are available and are analysed, while improvements are planned or are only beginning to be implemented.

This is evident from the examples presented in the self-evaluation. It is clear, however, that the results of these efforts are limited and that additional efforts should be made to develop an incentive structure that will motivate students to respond positively to initiatives by academic staff. Such incentives may take the form of course points, recommendations, recognition, scholarships and the like. In addition, it is recommended to:

a) Ensure greater engagement of all Departments in designing a larger number of scientific, professional and research projects and involving students. It has been observed that certain Departments do not involve students at all in their research or professional projects.
b) Ensure greater financial support for students' participation in projects and their implementation within the Faculty's budget;
c) Introduce annual awards and recognition for members of academic staff who demonstrate outstanding results in scientific research, as well as for the involvement of students in Departmental projects.

4.3.2.3. At the Study Programme level, procedures for student assessment have been defined, as well as methods for assessing knowledge and skills, which are applied consistently; however, further alignment with the objectives of the Study Programme is required.

This area is regulated in considerable detail and to a high standard by the Rules of Study and course syllabi. There remains a need to monitor the practical alignment of the methods for assessing knowledge and skills with the objectives of the Study Programme.

4.3.2.4. At the Study Programme level, the method of organising tests and examinations, assessment criteria and methods, as well as the possibility of appeals, have been defined. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

The competencies of teachers and teaching assistants in student assessment methods have been improved through training and the self-evaluation process; however, there is still room for improvement, as indicated by occasional student complaints regarding the arbitrariness of the assessment of seminar papers and similar work.

4.3.2.5. Not relevant.

4.3.2.6. Procedures involving students in governing bodies and in decision-making on Study Programmes are consistently applied. There is evidence of students' active participation in these bodies, which is analysed, and improvements are evident.

4.3.2.7. Procedures and mechanisms for supporting career development are in place, are implemented and analysed, while measures for improvement are planned or are only beginning to be implemented.

Given that the Faculty's most significant current shortcoming is probably the absence of systematic support for students in their personal and professional development, which is envisaged to be addressed through the employment of two professional associates for mentoring work with students, it is recommended that dialogue with the Founder be intensified with the aim of securing the financial conditions necessary for their engagement.

4.4. ADMISSION AND PROGRESSION OF STUDENTS, RECOGNITION AND CERTIFICATION

4.4.2.1. Procedures are in place regulating the admission of students to the IRERP Study Programme based on legal provisions and clear and transparent criteria that include assessments of candidates' knowledge, aptitudes and abilities, as well as their achievement in previous education. Analyses of labour market needs and available resources are taken into account. Information on the admission call is published on the website and in the media.

4.4.2.2. Procedures for the recognition of qualifications have been established, as well as evidence of a transparent and clear manner of their application, which is analysed, while measures for improvement are planned or are only beginning to be implemented.

4.4.2.3. A procedure for issuing confirmation of graduation has been defined, as well as an adopted Diploma Supplement template, which requires further improvement in terms of providing the necessary information and ensuring its currency.

The Faculty admits students to the IRERP Study Programme on the basis of legal provisions and clear and transparent criteria, in accordance with the resources secured for the implementation of the Study Programme and the admission plan approved by the Islamic Community in Bosnia and Herzegovina and adopted by the University Senate.

Recognition of foreign higher education qualifications for admission to the IRERP Study Programme is carried out in accordance with the applicable regulations, namely the *Rulebook on the Recognition of Foreign Higher Education Qualifications at the University* and the *Rulebook on Specific Criteria in the Procedure for Recognition of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. Upon receipt of the candidate's application by the Faculty Secretariat, an administrative review is conducted to determine whether the application is formally and legally complete. The responsible office prepares the documentation and submits it to the Centre for Information and Recognition of Documents in the Field of Higher Education, which subsequently refers the case to the competent commission. Where professional recognition is concerned, the application is referred to the Commission for Professional Recognition of Foreign Higher Education Qualifications as a permanent body of the Faculty, while, in cases concerning academic recognition, the Dean of the Faculty appoints, by decision, members of the commission, depending on the scientific branch or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought. All steps taken are immediately recorded electronically in the established Register of Recognition of Foreign Higher Education Qualifications.

The first applications for the equivalence of previously acquired academic titles, i.e. scientific and professional qualifications, were submitted and resolved in 2024. Completion of a pre-Bologna undergraduate study programme is considered equivalent to completion of a First Cycle Study Programme carrying 240 ECTS credits.

Proposed activities for improving the current situation:

The admission and enrolment of students were carried out according to the planned schedule and in accordance with the established procedures. The admission quotas were filled to 89.90% (89 out of 99 approved places). There were no substantiated complaints from candidates.

a) Admission of students to the first year of the First Cycle of Study is based exclusively on achievement in secondary school. Introducing an entrance examination would enable a more careful selection of candidates by assessing their overall competencies, interests and motivation for studying in the IRERP Study Programme.
b) A unified register of students participating in mobility programmes should be established.

4.5. HUMAN RESOURCES

4.5.2.1. The number of academic and non-academic staff engaged in the IRERP Study Programme is in accordance with the requirements of the relevant act of the competent educational authority. The competencies of the staff are analysed, while measures for improvement are planned or are only beginning to be implemented.

4.5.2.2. The Faculty has a formally adopted human resources management policy. There is evidence that the criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. The activities defined by

the policy and criteria require further improvement in order to ensure additional resources for implementing mechanisms for monitoring the performance of academic staff.

4.5.2.3. The Faculty has procedures and resources to support the research, i.e. scientific research and artistic work and activities of academic staff. The Faculty has mechanisms to support academic staff and students in applying for grants and scholarships. The results of the application of these procedures and mechanisms are analysed, while measures for improvement are planned or are only beginning to be implemented.

4.5.2.4. The Faculty has a professional development plan and programme for academic and non-academic staff aimed at ensuring the effective use of the information system and management system, monitors their results and implementation, while measures for improvement are planned or are only beginning to be implemented.

The Faculty employs a sufficient number of competent teaching staff to implement the teaching process of the IRERP Study Programme, which is the subject of the self-evaluation, in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. The situation is similar with regard to the Faculty's non-teaching staff, although the financial conditions have not yet been secured for filling several positions provided for in the *Rulebook on the Internal Organisation and Job Classification* at the Faculty (professional associates for mentoring work with students, and a professional associate for economic, financial and technical affairs).

The Faculty systematically organises and implements training for teaching and non-teaching staff and encourages and enables them to attend training organised by the University Rectorate's services and other institutions, aimed at improving the competencies required for performing the duties of their positions.

Since 2022, the Faculty has introduced the practice of setting work objectives, monitoring their implementation and evaluating the performance of non-teaching staff, based on the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*.

The Faculty's teaching staff have participated in significant international and domestic scientific research and professional projects.

Proposed activities for improving the situation within the IRERP Study Programme:

a) Ensure a budget allocation within the Faculty that would enable a greater number of academic staff members of the IRERP Study Programme to participate in international scientific conferences, which would significantly contribute to their professional development and the Faculty's international visibility. In addition, criteria for awarding grants for such participation should be adopted;
b) Ensure additional financial resources that would enable the engagement of external associates to deliver teaching within the IRERP Study Programme during periods when it is necessary to reduce the teaching and administrative workload of academic staff members in order to conduct intensive research;
c) Conduct annual analyses of the publications of academic staff within the IRERP Study Programme and their participation in scientific conferences, together with

measures for improving and incentivising the most productive researchers at the Faculty;

d) Work towards increasing the number of publications by academic staff within the IRERP Study Programme in scientific journals in Bosnia and Herzegovina and abroad, particularly in international journals indexed in citation databases (Web of Science and Scopus);
e) Work towards increasing budget allocations for scientific research projects within the IRERP Study Programme, as well as greater engagement of teaching staff in applying to public calls issued by cantonal and federal ministries responsible for science, with research projects in which students of the IRERP Study Programme would be involved;
f) The number and quality of research activities undertaken by teachers and teaching assistants are often limited by their workload in the teaching process and additional administrative obligations. This could be addressed through the employment of an appropriate number of non-teaching staff, in accordance with the adopted job classification, thereby creating greater opportunities for teachers and teaching assistants within the IRERP Study Programme to engage in scientific research;
g) Introduce into practice the evaluation of the scientific research results of academic staff within the IRERP Study Programme, as well as the awarding of annual recognition and awards for such achievements at the Faculty level. Based on a recommendation of the Quality Assurance Committee, the Vice-Dean for Scientific Research coordinated the recording of the scientific research results of teachers and teaching assistants in 2024 with the aim of evaluating them and rewarding the most productive researchers;

4.6. RESOURCES AND FINANCES

4.6.2.1. The Faculty ensures sufficient and efficient use of resources for the implementation of the IRERP Study Programme. Analyses of resource utilisation are conducted periodically; however, further efforts are needed to improve accessibility.

4.6.2.2. The necessary mandatory and specific equipment, as well as mandatory and supplementary literature, have been provided for the implementation of the IRERP Study Programme. The results of their use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.2.3. The Faculty has and makes available a sufficient number of computers with Internet access for academic staff and students. There is a library equipped with a certain number of library units in printed or electronic form, as well as access to modern databases. The results of resource use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.2.4. The Faculty has and implements an investment plan for physical resources and equipment for the implementation of scientific research and teaching and educational activities. The implementation of the plan is systematically monitored, while measures for improvement are planned or are only beginning to be implemented.

4.6.2.5. The Faculty has established procedures and signed agreements with other faculties and research centres concerning the possibility of using their resources. The implementation of the

agreements is systematically monitored, while improvement measures are being implemented and improvements are evident.

As a full-fledged member of the University, the Faculty finances the majority of its activities from the budget of the Sarajevo Canton. The budget allocation covers salaries, allowances and contributions for Faculty employees from among teaching and non-teaching staff. The Riyasat of the Islamic Community in Bosnia and Herzegovina covers the costs of maintaining the infrastructure of the buildings used by the Faculty, including the historic building of the former Sharia Judicial School dating from 1887, which is under state protection, as well as utility, inventory and other material costs.

Proposed activities for improving the current situation:

a) Intensify communication with the Rectorate and the competent ministries of the Government of the Sarajevo Canton and, in coordination with the Riyasat of the Islamic Community in Bosnia and Herzegovina, seek to secure funding for material costs in the form of a grant, thereby placing the Faculty on an equal footing with other University members;
b) Improve the infrastructural and technical conditions for teaching and scientific research by renewing inventory, procuring the necessary equipment and continuously monitoring the requirements of the teaching and scientific research processes;
c) Optimise the Faculty's operations with regard to the fixed costs necessary for its normal functioning and continuous operation;
d) Develop the Faculty's existing potential in terms of strengthening its resources, infrastructure and assets;
e) Activate existing funds, including the Scholarship Fund, Hifz Fund and others, and ensure a continuous mechanism for replenishing these funds with the aim of providing further support to talented and socially disadvantaged students, as well as students involved in various Faculty projects.

4.7. INFORMATION MANAGEMENT FOR STUDY PROGRAMMES

4.7.2.1. The Faculty has established an information system for collecting, analysing and, to a certain extent, using information relevant to improving the quality of the IRERP Study Programme. The information system is periodically evaluated, and technical improvements are planned or are currently underway.

4.7.2.2. The Faculty has established an information system that enables the collection and analysis of data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent and visiting staff, as well as data from student surveys of academic staff. This information is systematically analysed, while measures for improvement are planned or are only beginning to be implemented.

The Faculty has established systems for collecting and analysing data on student progression, study success and dropout, enabling the continuous monitoring of students' academic progress and the identification of key challenges in the study process. These data are systematically analysed and used to formulate recommendations aimed at improving the quality of Study

Programmes, and it is necessary to continue working on their collection, analysis and integration into the quality assurance process.

In addition, the Faculty has established systems for collecting and analysing data on student satisfaction with their studies and the employability of graduates, which are used to improve the quality of Study Programmes. Student satisfaction is currently assessed as part of the evaluation of academic staff, while employability is monitored through online surveys addressed to alumni. Although the data collected have been analysed and used to improve the teaching process and Study Programmes, certain challenges have been identified, including the need for more systematic measurement of student satisfaction and improvement of strategies for collecting employability data.

Proposed activities for improving the current situation:

a) Improve the methodology for collecting data on the employability of graduates of the IRERP Study Programme through a combination of online questionnaires, telephone surveys, cooperation with employers, and continuous recording of alumni's professional status;
b) Establish continuous communication with graduates through alumni networks and platforms that enable regular updating of data on their career paths;
c) Increase alumni response rates to employability surveys through personalised invitations, promotion of the research among alumni, and the possible introduction of incentives for participation;
d) Integrate data on graduate employability into the quality assurance system so that the results can be used to adapt curricula and syllabi in accordance with labour market needs.

The Faculty has established information systems that enable the collection and analysis of data on the number, gender and age structure of academic staff, the ratio of permanent and visiting staff, the ratio of teachers to students, as well as data from student surveys of academic staff. This information is systematically analysed, and measures for improvement are regularly undertaken.

Proposed activities for improving the current situation:

- The e-UNSA information system may, in the future, provide the Faculty with additional opportunities for collecting, and particularly for analysing, individual and aggregated data on the number, gender and age structure of Faculty employees, the ratio of permanent and visiting staff, and the ratio of teachers to students, as well as opportunities for faster and more efficient generation of various types of reports on the basis of which further improvement measures could be undertaken. Therefore, further digitalisation of the e-UNSA system is recommended.

4.8. PUBLIC INFORMATION ON STUDY PROGRAMMES

4.8.2.1. Impartial, objective and verifiable information on the IRERP Study Programme is published regularly. The bio-bibliographies (CVs) of academic staff engaged in the Study Programme in Islamic Theology are available and up to date. The Faculty's website is available in Bosnian, with more than 50% of its content available in English. Procedures for informing

the public are in place, the results of the application of these procedures are analysed, and measures for improvement are planned or are only beginning to be implemented.

The Faculty provides the public with objective and timely information on various aspects of the IRERP Study Programme subject to self-evaluation, including regulations relevant to the Faculty's activities, updated bio-bibliographies and research profiles of academic staff members, curricula and syllabi, student guides, minutes of Faculty Council meetings, information on Faculty activities disseminated through the websites of the Faculty, the University and the Islamic Community in Bosnia and Herzegovina, as well as through social media and other channels.

Proposed activities for improving the current situation:

a) Provide, in the *Guide for Future Students*, as well as during presentations of the IRERP Study Programme at madrasas, a more detailed overview of employment opportunities for graduates of the Study Programmes, e.g. by presenting a five-year projection of labour market needs based on statistical analyses conducted by the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina;
b) Update the Faculty's alumni database by entering data on all graduates to date of the IRERP Study Programme, First Cycle of Study, and enter data on new graduates automatically upon the issuance of confirmation of graduation;
c) Based on good practice in communicating with the public, develop and adopt a general act regulating the Faculty's communication procedures and strategy with different target groups, and make it publicly available on the Faculty's website;
d) Create online surveys/pop-ups for feedback/evaluation of satisfaction among users of the Faculty's website, particularly students and Faculty staff;
e) Publish a guide on access to information under the control of the Faculty.

4.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMMES

4.9.2.1. Procedures have been defined for the periodic evaluation, improvement and restructuring of existing Study Programmes, with the roles of internal and external stakeholders, including students, clearly defined. The application of the procedures and the quality of the IRERP Study Programme are regularly analysed, improvement measures are implemented, and the results of these improvements are evident.

4.9.2.2. The curriculum and syllabus, the teaching process, the level of implementation of learning outcomes and their relevance to the labour market are periodically evaluated through surveys of students, as well as academic and administrative staff. There is evidence that the results of the evaluation are taken into account, improvement measures are implemented, and the improvements achieved are evident.

4.9.2.3. Procedures are in place for monitoring and evaluating the implementation of the internationalization action plan, monitoring the benefits of signed international cooperation agreements, monitoring the progress of students during professional development abroad, and monitoring graduate employment.

There is evidence that the results of the evaluation are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

4.9.2.4. Procedures have been established and evaluations of the quality, currency and availability of resources by academic staff and students are conducted. There is evidence that the results of the evaluation are taken into account, while measures for improvement are planned or are only beginning to be implemented.

In accordance with the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Success of the Implementation of Curricula and Syllabi* (2018), the quality of the teaching process within the IRERP Study Programme has been monitored through regular semester teaching evaluations since the summer semester of the 2018/19 academic year. The reports on teaching evaluation prepared by the Quality Assurance Committee are adopted by the Faculty Council and include, in addition to aggregate indicators, incentive and corrective measures implemented by the Dean, Vice-Deans for Teaching and Quality, Heads of Departments, and the respective teachers and teaching assistants. The analysis of the effects of regular teaching evaluation presented in this report demonstrates a continuous improvement in the quality of the teaching process during the period from the 2020/21 to the 2023/24 academic year. An improving trend in ratings is evident for almost all quality indicators (16 out of a total of 17), while the incidence of shortcomings in teaching requiring the application of corrective measures has been significantly reduced, indicating generally positive effects of the implementation of regular evaluation.

In the 2021/22 academic year, an evaluation of the Faculty's Study Programmes was conducted, which also included the IRERP Study Programme. The general quality indicators measured through the evaluation included: the work of the Faculty's services and general study conditions at the Faculty, the curriculum and syllabus (the content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.), the delivery of teaching and examinations, relations with students and support during their studies, and the overall assessment of learning outcomes. The Report on the Evaluation of Study Programmes, adopted by the Faculty Council, contained 47 recommendations relating to: a) the work of the administration, professional services and technical staff and the quality of support services; b) general study conditions; c) curricula and syllabi; d) the delivery of teaching and examinations; and e) relations with students and support during their studies, with Faculty employees responsible for organising/coordinating and implementing activities, as well as partners involved in implementation, identified for each recommendation. Independently or with the support of external stakeholders (e.g. the Founder), the Faculty implemented 24 of the adopted recommendations (51%) by the time this report was finalised.

The IRERP Study Programme has been subject to several revisions since the previous institutional accreditation of the University. The latest revision, conducted in 2024, focused on synchronising learning outcomes between individual courses and the Study Programme, including the development of a learning outcomes matrix.

Proposed activities for improving the current situation:

a) Continue conducting periodic analyses of teaching and assessment methods used in courses in order to determine:
a.1. the extent to which they are compatible with:

- learning outcomes at the course and Study Programme levels; and

- the taxonomy of educational objectives in the cognitive, psychomotor and affective domains;

a.2. the extent to which they contribute to achieving the required generic and subject-specific competencies defined by qualification/occupational standards;
b) Continue organising and delivering professional training for the Faculty's academic staff on aligning teaching and assessment methods with learning outcomes;
c) Analyse the implementation of strategic task 7.1.5, "Student and Staff Mobility", under the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*, within the Faculty's activities and propose measures for improvement;
e) Analyse the benefits of signed international cooperation agreements and propose measures for improvement;
f) Analyse the progress of Faculty students undertaking professional development abroad and propose measures for improvement;
g) Continue implementing the recommendations of the *Report on the Results of the Survey of Academic Staff* for the 2022/23 academic year.

4.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

4.10.2.1. Procedures are in place for promoting and enhancing the mobility of academic staff and students within the IRERP Study Programme. Within this programme, the Faculty participates in joint projects with other higher education institutions in Bosnia and Herzegovina and abroad, and there is evidence that the results of mobility are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, during the period from 2019 to the end of the 2023/24 academic year, the Faculty achieved significant results in the mobility of academic staff and students through Erasmus exchange programmes, which were the most frequently used academic mobility programmes. During this period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in five different countries. During the same period, a total of ten (10) Faculty teachers and nine (9) teachers from partner universities participated in Erasmus teaching staff exchange programmes. A total of two (2) students of the IRERP Study Programme participated in Erasmus exchange programmes. In addition, a total of two (2) IRERP students made use of the opportunity to undertake a two-semester study stay at Qatar University during the same period.

Proposed activities for improving the current situation:

a) Analyse the current structure of the Faculty's Erasmus partners and the results achieved under signed international cooperation agreements in terms of student and teaching staff exchange within the IRERP Study Programme, and identify the Faculty's strategic partners and plan future cooperation accordingly;
b) Continuously update the "International Cooperation Corner" on the Faculty's website with additional information on signed agreements, available mobility opportunities, relevant procedures and forms;
c) Consider the possibility of relaunching the master's programme "Islam in Europe" in English or, alternatively, enabling teaching in a larger number of courses within the five First and Second Cycle Study Programmes subject to

self-evaluation to be delivered in foreign languages, with the aim of attracting a greater number of visiting students.

4.10.2.2. For the purposes of the IRERP Study Programme, the Faculty has defined procedures and mechanisms for establishing bilateral and multilateral student exchange with foreign higher education institutions, with recognition of the period of study, grades and ECTS credits earned during the exchange. There is evidence that the results of exchange are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, the Faculty's mechanisms for student exchange with foreign higher education institutions have been established and operate in accordance with the applicable regulations of the University of Sarajevo. Among students of this Study Programme, the Faculty promotes mobility programmes in cooperation with the University's International Relations Office, but also independently through additional presentations, discussions with representatives of the Faculty's Student Association, and notices concerning directly concluded Erasmus agreements with partner institutions and current mobility calls published on the Faculty's website. Recognition of ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education and the signed Learning Agreement, while observing the principle of "maximum flexibility" in the recognition of completed courses.

Proposed activities for improving the current situation:

a) Adopt a decision of the Faculty Council establishing the obligation to observe the "principle of maximum flexibility" when recognising ECTS credits earned and courses completed.

4.10.2.3. The Faculty has established an office/service for international cooperation, but its human resources and financial capacity need to be further strengthened in order to achieve more effective mobility of academic staff and students. The service monitors and evaluates mobility activities and submits annual reports to the Senate, while measures for improvement are planned or are only beginning to be implemented.

The University of Sarajevo has established an International Relations Office. At the Faculty, the responsibilities and activities within the area of international cooperation, including the submission of annual reports to the University's International Relations Office, are carried out by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging student volunteers as assistants in international cooperation has further enhanced activities in the field of international cooperation, but has also revealed the weaknesses of temporary engagement in such positions, given that this most often involves engagement for a single academic year, making it difficult to develop long-term continuity within the international cooperation team.

Proposed activities for improving the current situation:

a) Provide administrative and technical support to the Vice-Dean for International Cooperation by engaging one teaching assistant from among assistant/junior assistant staff and one student volunteer.

C. STUDY PROGRAMME FOR IMAMS, KHATIBS AND MUALLIMS

4.1. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMMES

4.1.3.1. The internal quality assurance policy for Study Programmes, which also applies to the Study Programme for Imams, Khatibs and Muallims (IHM), has been adopted and is publicly available. There is evidence of its implementation, analysis of the results of its implementation, and continuous improvement.

4.1.3.2. The quality assurance policy for Study Programmes is aimed at promoting research, learning and teaching, mobility and internationalization within the IHM Study Programme. There is evidence of its implementation and the results of its implementation are analysed, but there is no evidence of its improvement or such improvement is only at an initial stage.

A mechanism for preventing plagiarism in teachers' work has been established. There is evidence of its implementation and the results are analysed, but no improvement measures have been undertaken or they are only at an initial stage. The IHM Study Programme does not provide for the preparation of final theses.

4.1.3.3. The quality assurance policy for Study Programmes supports the development of a quality culture, and the manner of involving internal and external stakeholders is regulated in such a way as to ensure their significant contribution. There is evidence of improvements to the policy.

The Faculty of Islamic Studies, as a full-fledged member of the University, refers to the adopted quality assurance policy of the University of Sarajevo, which was adopted in November 2017 and updated in December 2023 through the adoption of the *Quality Policy* and the *Quality Policy for Study Programmes of the University*. The internal quality assurance system was established at the Faculty in 2019 and, in accordance with the regulations of the University and the Faculty, comprises the Vice-Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and professional bodies responsible for quality assurance in specific areas. This system forms an integral part of the integrated quality management system of the University.

Through the preparation and implementation of annual work plans, the Faculty has actively worked on implementing the two overarching strategies that are directly relevant to its activities, namely the *Development Strategy of the University of Sarajevo for the period 2019–2023* and the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*. In addition, following the previous institutional accreditation of the University, the Faculty implemented activities aimed at implementing the *Action Plan for Improving and Enhancing the Quality System at the University for the period 2020–2024*. The aforementioned activities are documented in the *Report on the Implementation of the Overarching Strategies/Action Plan in the Area of Quality Assurance for the period 2020–2024*.

In accordance with the *Quality Policy for Study Programmes of the University* and the general acts of the Faculty, the University and the Faculty's Founder (the Islamic Community in Bosnia and Herzegovina), the systematic monitoring of various indicators of quality improvement and

the continuous evaluation of the achieved level of quality of the IHM Study Programme involve various internal and external stakeholders, namely the management, teaching and non-teaching staff and students of the Faculty, employers of graduates of the Study Programmes, alumni, the media and the wider community. The involvement of external stakeholders is particularly emphasised in the case of the Faculty, given that it is a theological higher education institution over which the Islamic Community in Bosnia and Herzegovina has retained founder's and governance rights, pursuant to the *Agreement on the Status and Activities of the Faculty within the University*, as well as the fact that the Islamic Community in Bosnia and Herzegovina is the principal employer of the Faculty's graduates. Through the research on the competencies of the personnel of the Islamic Community in Bosnia and Herzegovina conducted jointly by the Faculty and the Riyasat (2022), as well as through the development of occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina (2024) and their adoption (2025), the prerequisites have been created for stronger synchronization and alignment of the learning outcomes of the IHM Study Programme with the needs of the Islamic Community in Bosnia and Herzegovina.

Proposed activities for improving the current situation:

a) Conduct an analysis of the implementation of the strategic objectives and orientations of the overarching strategies of the Islamic Community in Bosnia and Herzegovina (2014–2024) and the University (2019–2023) in the areas of teaching, the scientific research process, finances and resources, and international cooperation;

b) Through the engagement of its own professional bodies and the participation of its representatives in University bodies, the Faculty should contribute to the development of the University's Development Strategy for the period 2025–2028;

c) The Faculty Council should consider and adopt annual reports of the Faculty management on the implementation of the overarching strategies in the identified areas of responsibility (teaching and student support, finances, scientific research, international cooperation and quality assurance);

d) Consider the need and possibility of developing a Faculty Development Plan for the period 2025–2028, in accordance with the principles of higher education reform within the Islamic Community in Bosnia and Herzegovina and the University's Development Strategy for the same period.

4.2. DESIGN AND ADOPTION OF STUDY PROGRAMMES

4.2.3.1. Procedures for proposing, designing, adopting, monitoring and implementing Study Programmes have been established, and there is evidence of their purposeful application. All relevant stakeholders were consulted during the design and adoption of the IHM Study Programme. The Faculty regularly analyses and successfully implements improvement measures.

4.2.3.2. The IHM Study Programme is generally aligned with scientific and educational standards and developments in the relevant scientific field, the requirements of related scientific fields with a view to acquiring multidisciplinary knowledge, the requirements of the labour market, and international reform processes.

4.2.3.3. The IHM Study Programme has defined objectives and learning outcomes that are consistent with the content and level of the Study Programme and with the institution's strategy, and are comparable with the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.

However, it is evident that there is room for further alignment. In this regard, an in-depth analysis should be conducted of the comparability of the objectives and learning outcomes of this Study Programme with similar programmes abroad (e.g. in Germany, Türkiye, Egypt, Malaysia and elsewhere).

4.2.3.4. The IHM Study Programme has defined learning outcomes at all levels; however, a greater degree of alignment with the Qualifications Framework for Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area (FQ-EHEA) needs to be achieved.

However, despite all the positive aspects of the previous revisions of the IHM Study Programme, their main shortcoming was the absence of occupational standards within the Islamic Community in Bosnia and Herzegovina, as well as qualification standards associated with these occupations, which would have served as a starting point for designing the objectives, learning outcomes and content of this Study Programme. Under such circumstances, the relevant regulations and documents adopted by the Faculty's Founder or approved by it were used in previous revisions: the *Rulebook on Imams* of 2008, the *Rules* and *Curricula and Syllabi of Madrasas*, which, among other things, prescribe the profile and qualifications required for performing the duties, as well as job descriptions, and the *content of public calls for employment* for the aforementioned positions, which were used as a substitute for occupational standards. In addition, the objectives and structure of the IHM Study Programme were compared with related programmes worldwide.

Specifically, during the revision of the Study Programme in October 2024, the findings of the evaluation of the Faculty's Study Programmes conducted in the 2021/22 academic year and the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina* were also taken into account.

As part of the higher education reform process within the Islamic Community in Bosnia and Herzegovina, and following an initiative by the Faculty, the Riyasat established a Commission for the Development of Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina (*Decision on the Appointment of the Commission for the Development of Draft Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina*, No. 02-03-2-1847-2/24 of 25 April 2024). Between 10 April and 24 October 2024, the Commission prepared draft standards for 11 occupations, including: Imam-Muderris, Imam, Community Imam, Muezzin, Muallima, Assistant Muallima, Islamic Religious Education Teacher/Professor, Educator in Student Dormitories of the Islamic Community in Bosnia and Herzegovina, Teacher/Professor of Islamic Subjects in Madrasas (Muderris), University Assistant in Islamic Studies (Muid), and University Professor of Islamic Studies (Alim), as well as draft standards for three qualifications acquired upon completion of the First Cycle of Study at higher education institutions of the Islamic Community in Bosnia and Herzegovina: Baccalaureus/Baccalaurea of Islamic Theology, Professional Associate in Imamate, and Baccalaureus/Baccalaurea of Islamic Religious Education and Religious Pedagogy/Professor of Islamic Religious Education/Bachelor of Islamic Religious Education. At its 30th regular session held on 8

November 2024, the Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the aforementioned standards in draft form.

Proposed activities for improving the current situation:

a. Initiate, with the Founder, the development and adoption of occupational standards for Chief Imam and Mufti;
b. Initiate, with the Founder, the development and adoption of qualification standards acquired upon completion of the Second Cycle of Study (Master in Islamic Studies, Master in Imamate);
c. Systematically align the First and Second Cycle Study Programmes with the qualification standards and address the identified deficiencies or deviations;
d. Analyse the comparability of the objectives, learning outcomes and content of the Study Programmes with the overarching higher education strategies of the Islamic Community in Bosnia and Herzegovina and the University;
e. Analyse the alignment of the learning outcomes of the Faculty's Study Programmes with the Qualifications Framework for Bosnia and Herzegovina following its adoption by the competent state authorities.

4.2.3.5. The IHM curriculum and syllabus contain all the necessary elements; however, some segments within them are not precisely defined and should be improved.

A comprehensive and systematic review of the ECTS workload assigned to individual courses within the Study Programme remains to be conducted.

4.2.3.6. There is evidence that the Faculty ensures interdisciplinarity/multidisciplinarity and internationalization of the IHM curriculum and syllabus, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific/artistic research within the Study Programme. The results of meeting these requirements are analysed, and improvement measures are planned or are only beginning to be implemented.

In order to fully meet this sub-criterion, the following is recommended:

a) Through the introduction of teaching in English, enable greater incoming mobility of international students in individual courses;
b) Improve the quality of professional training in imamate and muallim practice and the Imamate Practicum by certifying field-based practice mentors, creating an electronic practice logbook accessible to field-based mentors and course teachers, i.e. the professional associate responsible for imamate and muallim practice;
c) Ensure the involvement of students in scientific research and professional projects across all Departments.

4.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

4.3.3.1. Academic staff take into account the results of surveys on the quality of learning and teaching when preparing and implementing teaching activities. Surveys conducted over the past three years show significant improvement.

Since becoming a full-fledged member of the University in 2013, the Faculty has sought to align its activities with the University's legal framework, particularly in the area of student-centred learning, teaching and assessment, which is elaborated in greater detail in the Rules of Study. In this process, the Faculty has benefited from a relatively small teaching staff and a smaller number of students compared to some other University members. This process was particularly accelerated after 2015. The frequency of revisions of the Study Programmes is indicative of the intensity of these changes. Prior to 2013, the Faculty's programmes were revised on average every ten years, whereas after 2015 these revisions became much more frequent and followed various types of evaluation. Each subsequent revision was more comprehensive than the previous one, as analyses of various aspects of the teaching and assessment system were conducted, with students regularly involved in the process. In this regard, the most comprehensive revision was prompted by the self-evaluation and preparations for accreditation in October 2024, when learning outcomes at the Study Programme and course levels, teaching methods and assessment methods were analysed more systematically than before. The most thorough assessment to date of student workload in individual courses was also conducted. An equally important aspect has been investment in the continuous training of teaching and non-teaching staff, as well as in infrastructure that facilitates students' access to online resources and learning in a supportive environment in general. The continuation of these practices is recommended.

4.3.3.2. Academic staff inform, motivate and involve students in the research, scientific research and teaching and educational processes, and provide them with appropriate support and consultations. Results are available and are analysed, while improvements are planned or are only beginning to be implemented.

This is evident from the examples presented in the self-evaluation. It is clear, however, that the results of these efforts are limited and that additional efforts should be made to develop an incentive structure that will motivate students to respond positively to initiatives by academic staff. Such incentives may take the form of course points, recommendations, recognition, scholarships and the like. In addition, it is recommended to:

a) Ensure greater engagement of all Departments in designing a larger number of scientific, professional and research projects and involving students. It has been observed that certain Departments do not involve students at all in their research or professional projects.
b) Ensure greater financial support for students' participation in projects and their implementation within the Faculty's budget;
c) Introduce annual awards and recognition for members of academic staff who demonstrate outstanding results in scientific research, as well as for the involvement of students in Departmental projects.

4.3.3.3. At the Study Programme level, procedures for student assessment have been defined, as well as methods for assessing knowledge and skills, which are applied consistently; however, further alignment with the objectives of the Study Programme is required.

This area is regulated in considerable detail and to a high standard by the Rules of Study and course syllabi. There remains a need to monitor the practical alignment of the methods for assessing knowledge and skills with the objectives of the Study Programme.

4.3.3.4. At the Study Programme level, the method of organising tests and examinations, assessment criteria and methods, as well as the possibility of appeals, have been defined. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

The competencies of teachers and teaching assistants in student assessment methods have been improved through training and the self-evaluation process; however, there is still room for improvement, as indicated by occasional student complaints regarding the arbitrariness of the assessment of seminar papers and similar work.

4.3.3.5. Not relevant.

4.3.3.6. Procedures involving students in governing bodies and in decision-making on Study Programmes are consistently applied. There is evidence of students' active participation in these bodies, which is analysed, and improvements are evident.

4.3.3.7. Procedures and mechanisms for supporting career development are in place, are implemented and analysed, while measures for improvement are planned or are only beginning to be implemented.

Given that the Faculty's most significant current shortcoming is probably the absence of systematic support for students in their personal and professional development, which is envisaged to be addressed through the employment of two professional associates for mentoring work with students, it is recommended that dialogue with the Founder be intensified with the aim of securing the financial conditions necessary for their engagement.

4.4. ADMISSION AND PROGRESSION OF STUDENTS, RECOGNITION AND CERTIFICATION

4.4.3.1. Procedures are in place regulating the admission of students to the IHM Study Programme based on legal provisions and clear and transparent criteria that include assessments of candidates' knowledge, aptitudes and abilities, as well as their achievement in previous education. Analyses of labour market needs and available resources are taken into account. Information on the admission call is published on the website and in the media.

4.4.3.2. Procedures for the recognition of qualifications have been established, as well as evidence of a transparent and clear manner of their application, which is analysed, while measures for improvement are planned or are only beginning to be implemented.

4.4.3.3. A procedure for issuing confirmation of graduation has been defined, as well as an adopted Diploma Supplement template, which requires further improvement in terms of providing the necessary information and ensuring its currency.

The Faculty admits students to the IHM Study Programme on the basis of legal provisions and clear and transparent criteria, in accordance with the resources secured for the implementation of the Study Programme and the admission plan approved by the Islamic Community in Bosnia and Herzegovina and adopted by the University Senate.

Recognition of foreign higher education qualifications for admission to the IHM Study Programme is carried out in accordance with the applicable regulations, namely the *Rulebook on the Recognition of Foreign Higher Education Qualifications at the University* and the *Rulebook on Specific Criteria in the Procedure for Recognition of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. Upon receipt of the candidate's application by the Faculty Secretariat, an administrative review is conducted to determine whether the application is formally and legally complete. The responsible office prepares the documentation and submits it to the Centre for Information and Recognition of Documents in the Field of Higher Education, which subsequently refers the case to the competent commission. Where professional recognition is concerned, the application is referred to the Commission for Professional Recognition of Foreign Higher Education Qualifications as a permanent body of the Faculty, while, in cases concerning academic recognition, the Dean of the Faculty appoints, by decision, members of the commission, depending on the scientific branch or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought. All steps taken are immediately recorded electronically in the established Register of Recognition of Foreign Higher Education Qualifications.

The first applications for the equivalence of previously acquired academic titles, i.e. scientific and professional qualifications, were submitted and resolved in 2024. Completion of a pre-Bologna undergraduate study programme is considered equivalent to completion of a First Cycle Study Programme carrying 240 ECTS credits.

Proposed activities for improving the current situation:

Admission and enrolment of students were carried out according to the planned schedule and in accordance with the established procedures. The admission quotas were filled to 89.90% (89 out of 99 approved places). There were no substantiated complaints from candidates.

a) Admission of students to the first year of the First Cycle of Study is based exclusively on achievement in secondary school. Introducing an entrance examination would enable a more careful selection of candidates by assessing their overall competencies, interests and motivation for studying in the IHM Study Programme.
b) A unified register of students participating in mobility programmes should be established.

4.5. HUMAN RESOURCES

4.5.3.1. The number of academic and non-academic staff engaged in the IHM Study Programme is in accordance with the requirements of the relevant act of the competent educational authority. The competencies of the staff are analysed, and improvement measures are undertaken, with improvements being evident.

4.5.3.2. The Faculty has a formally adopted human resources management policy. There is evidence that the criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. The activities defined by

the policy and criteria require further improvement in order to ensure additional resources for implementing mechanisms for monitoring the performance of academic staff.

4.5.3.3. The Faculty has procedures and resources to support the research, i.e. scientific research and artistic work and activities of academic staff. The Faculty has mechanisms to support academic staff and students in applying for grants and scholarships. The results of the application of these procedures and mechanisms are analysed, while measures for improvement are planned or are only beginning to be implemented.

4.5.3.4. The Faculty has a professional development plan and programme for academic and non-academic staff aimed at ensuring the effective use of the information system and management system, monitors their results and implementation, while measures for improvement are planned or are only beginning to be implemented.

The Faculty employs a sufficient number of competent teaching staff to implement the teaching process within the IHM Study Programme subject to self-evaluation, in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. The situation is similar with regard to the Faculty's non-teaching staff, although the financial conditions have not yet been secured for filling several positions provided for in the *Rulebook on the Internal Organisation and Job Classification* at the Faculty (professional associates for mentoring work with students and a professional associate for economic, financial and technical affairs).

The Faculty systematically organises and implements training for teaching and non-teaching staff and encourages and enables them to attend training organised by the University Rectorate's services and other institutions, aimed at improving the competencies required for performing the duties of their positions.

Since 2022, the Faculty has introduced the practice of setting work objectives, monitoring their implementation and evaluating the performance of non-teaching staff, based on the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*.

The Faculty's teaching staff have participated in significant international and domestic scientific research and professional projects.

Proposed activities for improving the situation within the IHM Study Programme:

a) Ensure a budget allocation within the Faculty that would enable a greater number of academic staff members of the IHM Study Programme to participate in international scientific conferences, which would significantly contribute to their professional development and the Faculty's international visibility. In addition, criteria for awarding grants for such participation should be adopted;
b) Ensure additional financial resources that would enable the engagement of external associates to deliver teaching within the IHM Study Programme during periods when it is necessary to reduce the teaching and administrative workload of academic staff members in order to conduct intensive research;
c) Conduct annual analyses of the publications of academic staff within the IHM Study Programme and their participation in scientific conferences, together with measures for improving and incentivising the most productive researchers at the Faculty;

d) Work towards increasing the number of publications by academic staff within the IHM Study Programme in scientific journals in Bosnia and Herzegovina and abroad, particularly in international journals indexed in citation databases (Web of Science and Scopus);
e) Work towards increasing budget allocations for scientific research projects within the IHM Study Programme, as well as greater engagement of teaching staff in applying to public calls issued by cantonal and federal ministries responsible for science, with research projects in which students of the IHM Study Programme would be involved;
f) The number and quality of research activities undertaken by teachers and teaching assistants within the IHM Study Programme are often limited by their workload in the teaching process and additional administrative obligations. This could be addressed through the employment of an appropriate number of non-teaching staff, in accordance with the adopted job classification, thereby creating greater opportunities for teachers and teaching assistants within the IHM Study Programme to engage in scientific research;
g) Introduce into practice the evaluation of the scientific research results of academic staff within the IHM Study Programme, as well as the awarding of annual recognition and awards for such achievements at the Faculty level. Based on a recommendation of the Quality Assurance Committee, the Vice-Dean for Scientific Research coordinated the recording of the scientific research results of teachers and teaching assistants in 2024 with the aim of evaluating them and rewarding the most productive researchers.

4.6. RESOURCES AND FINANCES

4.6.3.1. The Faculty ensures sufficient and efficient use of resources for the implementation of the IHM Study Programme. Analyses of resource utilisation are conducted periodically; however, further efforts are needed to improve accessibility.

4.6.3.2. The necessary mandatory and specific equipment, as well as mandatory and supplementary literature, have been provided for the implementation of the IHM Study Programme. The results of their use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.3.3. The Faculty has and makes available a sufficient number of computers with Internet access for academic staff and students. There is a library equipped with a certain number of library units in printed or electronic form, as well as access to modern databases. The results of resource use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.3.4. The Faculty has and implements an investment plan for physical resources and equipment for the implementation of scientific research and teaching and educational activities. The implementation of the plan is systematically monitored, while measures for improvement are planned or are only beginning to be implemented.

4.6.3.5. The Faculty has established procedures and signed agreements with other faculties and research centres concerning the possibility of using their resources. The implementation of the

agreements is systematically monitored, while improvement measures are being implemented and improvements are evident.

As a full-fledged member of the University, the Faculty finances the majority of its activities from the budget of the Sarajevo Canton. The budget allocation covers salaries, allowances and contributions for Faculty employees from among teaching and non-teaching staff. The Riyasat of the Islamic Community in Bosnia and Herzegovina covers the costs of maintaining the infrastructure of the buildings used by the Faculty, including the historic building of the former Sharia Judicial School dating from 1887, which is under state protection, as well as utility, inventory and other material costs.

Proposed activities for improving the current situation:

a) Intensify communication with the University Rectorate and the competent ministries of the Government of the Sarajevo Canton and, in coordination with the Riyasat of the Islamic Community in Bosnia and Herzegovina, seek to secure funding for material costs in the form of a grant, thereby placing the Faculty on an equal footing with other University members;
b) Improve the infrastructural and technical conditions for teaching and scientific research by renewing inventory, procuring the necessary equipment and continuously monitoring the requirements of the teaching and scientific research processes;
c) Optimise the Faculty's operations with regard to the fixed costs necessary for its normal functioning and continuous operation;
d) Develop the Faculty's existing potential in terms of strengthening its resources, infrastructure and assets;
e) Activate existing funds, including the Scholarship Fund, Hifz Fund and others, and ensure a continuous mechanism for replenishing these funds with the aim of providing further support to talented and socially disadvantaged students, as well as students involved in various Faculty projects.

4.7. INFORMATION MANAGEMENT FOR STUDY PROGRAMMES

4.7.3.1. The Faculty has established an information system for collecting, analysing and, to a certain extent, using information relevant to improving the quality of the IHM Study Programme. The information system is periodically evaluated, and technical improvements are planned or are currently underway.

4.7.3.2. The Faculty has established an information system that enables the collection and analysis of data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent and visiting staff, as well as data from student surveys of academic staff. This information is systematically analysed, while measures for improvement are planned or are only beginning to be implemented.

The Faculty has established systems for collecting and analysing data on student progression, study success and dropout, enabling the continuous monitoring of students' academic progress and the identification of key challenges in the study process. These data are systematically analysed and used to formulate recommendations aimed at improving the quality of the IHM Study Programme, and it is necessary to continue working on their collection, analysis and integration into the quality assurance process.

In addition, the Faculty has established systems for collecting and analysing data on student satisfaction with their studies and the employability of graduates, which are used to improve the quality of Study Programmes. Student satisfaction is currently assessed as part of the evaluation of academic staff, while employability is monitored through online surveys addressed to alumni. Although the data collected have been analysed and used to improve the teaching process and Study Programmes, certain challenges have been identified, including the need for more systematic measurement of student satisfaction and improvement of strategies for collecting employability data.

Proposed activities for improving the current situation:

a) Improve the methodology for collecting data on the employability of graduates through a combination of online questionnaires, telephone surveys, cooperation with employers, and continuous recording of alumni's professional status;
b) Establish continuous communication with graduates through alumni networks and platforms that enable regular updating of data on their career paths;
c) Increase alumni response rates to employability surveys through personalised invitations, promotion of the research among alumni, and the possible introduction of incentives for participation;
d) Integrate data on graduate employability into the quality assurance system so that the results can be used to adapt curricula and syllabi in accordance with labour market needs.

The Faculty has established information systems that enable the collection and analysis of data on the number, gender and age structure of academic staff, the ratio of permanent and visiting staff, the ratio of teachers to students, as well as data from student surveys of academic staff. This information is systematically analysed, and measures for improvement are regularly undertaken.

Proposed activities for improving the current situation:

- The e-UNSA information system may, in the future, provide the Faculty with additional opportunities for collecting, and particularly for analysing, individual and aggregated data on the number, gender and age structure of Faculty employees, the ratio of permanent and visiting staff, and the ratio of teachers to students, as well as opportunities for faster and more efficient generation of various types of reports on the basis of which further improvement measures could be undertaken. Therefore, further digitalisation of the e-UNSA system is recommended.

4.8. PUBLIC INFORMATION ON STUDY PROGRAMMES

4.8.3.1. Impartial, objective and verifiable information on the IHM Study Programme is published regularly. The bio-bibliographies (CVs) of academic staff engaged in the Study Programme in Islamic Theology are available and up to date. The Faculty's website is available in Bosnian, with more than 50% of its content available in English. Procedures for informing the public are in place, the results of the application of these procedures are analysed, and measures for improvement are planned or are only beginning to be implemented.

The Faculty provides the public with objective and timely information on various aspects of the IHM Study Programme subject to self-evaluation, including regulations relevant to the

Faculty's activities, updated bio-bibliographies and research profiles of academic staff members, curricula and syllabi, student guides, minutes of Faculty Council meetings, information on Faculty activities disseminated through the websites of the Faculty, the University and the Islamic Community in Bosnia and Herzegovina, as well as through social media and other channels.

Proposed activities for improving the current situation:

a) Provide, in the *Guide for Future Students*, as well as during presentations of the IHM Study Programme at madrasas, a more detailed overview of employment opportunities for graduates of the IHM Study Programme, e.g. by presenting a five-year projection of labour market needs based on statistical analyses conducted by the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina;
b) Update the Faculty's alumni database by entering data on all graduates to date of the IHM Study Programme, First Cycle of Study, and enter data on new graduates automatically upon the issuance of confirmation of graduation;
c) Based on good practice in communicating with the public, develop and adopt a general act regulating the Faculty's communication procedures and strategy with different target groups, and make it publicly available on the Faculty's website;
d) Create online surveys/pop-ups for feedback/evaluation of satisfaction among users of the Faculty's website, particularly students and Faculty staff;
e) Publish a guide on access to information under the control of the Faculty.

4.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMMES

4.9.3.1. Procedures have been defined for the periodic evaluation, improvement and restructuring of existing Study Programmes, with the roles of internal and external stakeholders, including students, clearly defined.

The application of the procedures and the quality of the IHM Study Programme are regularly analysed, improvement measures are implemented, and the results of these improvements are evident.

4.9.3.2. The curriculum and syllabus, the teaching process, the level of implementation of learning outcomes and their relevance to the labour market are periodically evaluated through surveys of students, as well as academic and administrative staff.

There is evidence that the results of the evaluation are taken into account, improvement measures are implemented, and the improvements achieved are evident.

4.9.3.3. Procedures are in place for monitoring and evaluating the implementation of the internationalization action plan, monitoring the benefits of signed international cooperation agreements, monitoring the progress of students during professional development abroad, and monitoring graduate employment.

There is evidence that the results of the evaluation are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

4.9.4.4. Procedures have been established and evaluations of the quality, currency and availability of resources by academic staff and students are conducted. There is evidence that the results of the evaluation are taken into account, while measures for improvement are planned or are only beginning to be implemented.

In accordance with the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Success of the Implementation of Curricula and Syllabi* (2018), the quality of the teaching process within the IHM Study Programme has been monitored through regular semester teaching evaluations since the summer semester of the 2018/19 academic year. The reports on teaching evaluation prepared by the Quality Assurance Committee are adopted by the Faculty Council and include, in addition to aggregate indicators, incentive and corrective measures implemented by the Dean, Vice-Deans for Teaching and Quality, Heads of Departments, and the respective teachers and teaching assistants. The analysis of the effects of regular teaching evaluation presented in this report demonstrates a continuous improvement in the quality of the teaching process during the period from the 2020/21 to the 2023/24 academic year. An improving trend in ratings is evident for almost all quality indicators (16 out of a total of 17), while the incidence of shortcomings in teaching requiring the application of corrective measures has been significantly reduced, indicating generally positive effects of the implementation of regular evaluation.

In the 2021/22 academic year, an evaluation of the Faculty's Study Programmes was conducted, which also included the IHM Study Programme. The general quality indicators measured through the evaluation included: the work of the Faculty's services and general study conditions at the Faculty, the curriculum and syllabus (the content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.), the delivery of teaching and examinations, relations with students and support during their studies, and the overall assessment of learning outcomes. The Report on the Evaluation of Study Programmes, adopted by the Faculty Council, contained 47 recommendations relating to: a) the work of the administration, professional services and technical staff and the quality of support services; b) general study conditions; c) curricula and syllabi; d) the delivery of teaching and examinations; and e) relations with students and support during their studies, with Faculty employees responsible for organising/coordinating and implementing activities, as well as partners involved in implementation, identified for each recommendation. Independently or with the support of external stakeholders (e.g. the Founder), the Faculty implemented 24 of the adopted recommendations (51%) by the time this report was finalised.

The IHM Study Programme has been subject to several revisions since the penultimate institutional accreditation of the University. The latest revision, conducted in 2024, focused on synchronising learning outcomes between individual courses and the Study Programme, including the development of a learning outcomes matrix.

Proposed activities for improving the current situation:

a) Continue conducting periodic analyses of teaching and assessment methods used in courses in order to determine:
a.1. the extent to which they are compatible with:
- learning outcomes at the course and Study Programme levels; and
- the taxonomy of educational objectives in the cognitive, psychomotor and affective domains;

a.2. the extent to which they contribute to achieving the required generic and subject-specific competencies defined by qualification/occupational standards;

b) Continue organising and delivering professional training for the Faculty's academic staff on aligning teaching and assessment methods with learning outcomes;

c) Analyse the implementation of strategic task 7.1.5, "Student and Staff Mobility", under the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*, within the Faculty's activities and propose measures for improvement;

e) Analyse the benefits of signed international cooperation agreements and propose measures for improvement;

f) Analyse the progress of Faculty students undertaking professional development abroad and propose measures for improvement;

g) Continue implementing the recommendations of the Report on the Results of the Survey of Academic Staff for the 2022/23 academic year.

4.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

4.10.3.1. Procedures are in place for promoting and enhancing the mobility of academic staff and students within the IHM Study Programme. Within this programme, the Faculty participates in joint projects with other higher education institutions in Bosnia and Herzegovina and abroad, and there is evidence that the results of mobility are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, during the period from 2019 to the end of the 2023/24 academic year, the Faculty achieved significant results in the mobility of academic staff and students through Erasmus exchange programmes, which were the most frequently used academic mobility programmes. During this period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in five different countries. During the same period, a total of ten (10) Faculty teachers and nine (9) teachers from partner universities participated in Erasmus teaching staff exchange programmes. Students of the IHM Study Programme did not participate in Erasmus exchange programmes; however, two (2) students of this Study Programme made use of the opportunity to undertake a two-semester study stay at Qatar University.

Proposed activities for improving the current situation:

a) Analyse the current structure of the Faculty's Erasmus partners and the results achieved under signed international cooperation agreements in terms of student and teaching staff exchange within the IHM Study Programme, and identify the Faculty's strategic partners and plan future cooperation accordingly;
b) Continuously update the "International Cooperation Corner" on the Faculty's website with additional information on signed agreements, available mobility opportunities, relevant procedures and forms;

c) Consider the possibility of relaunching the master's programme "Islam in Europe" (*Islam in Europe*) in English or, alternatively, enabling teaching in a larger number of courses within the five First and Second Cycle Study Programmes subject to self-evaluation to be delivered in foreign languages, with the aim of attracting a greater number of visiting students.

4.10.3.2. For the purposes of the IHM Study Programme, the Faculty has defined procedures and mechanisms for establishing bilateral and multilateral student exchange with foreign higher education institutions, with recognition of the period of study, grades and ECTS credits earned during the exchange. There is evidence that the results of exchange are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, the Faculty's mechanisms for student exchange with foreign higher education institutions have been established and operate in accordance with the applicable regulations of the University of Sarajevo. Among students of this Study Programme, the Faculty promotes mobility programmes in cooperation with the University's International Relations Office, but also independently through additional presentations, discussions with representatives of the Faculty's Student Association, and notices concerning directly concluded Erasmus agreements with partner institutions and current mobility calls published on the Faculty's website. Recognition of ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education and the signed Learning Agreement, while observing the principle of "maximum flexibility" in the recognition of completed courses.

Proposed activities for improving the current situation:

a) Adopt a decision of the Faculty Council establishing the obligation to observe the "principle of maximum flexibility" when recognising ECTS credits earned and courses completed.

4.10.3.3. The Faculty has established an office/service for international cooperation, but its human resources and financial capacity need to be further strengthened in order to achieve more effective mobility of academic staff and students. The service monitors and evaluates mobility activities and submits annual reports to the Senate, while measures for improvement are planned or are only beginning to be implemented.

The University of Sarajevo has established an International Relations Office. At the Faculty, the responsibilities and activities within the area of international cooperation, including the submission of annual reports to the University's International Relations Office, are carried out by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging student volunteers as assistants in international cooperation has further enhanced activities in the field of international cooperation, but has also revealed the weaknesses of temporary engagement in such positions, given that this most often involves engagement for a single academic year, making it difficult to develop long-term continuity within the international cooperation team.

Proposed activities for improving the current situation:

a) Provide administrative and technical support to the Vice-Dean for International Cooperation by engaging one teaching assistant from among assistant/junior assistant staff and one student volunteer.

D. MASTER IN ISLAMIC STUDIES

4.1. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMMES

4.1.4.1. The internal quality assurance policy for Study Programmes, which also applies to the Master in Islamic Studies, has been adopted and is publicly available. There is evidence of its implementation, analysis of the results of its implementation, and continuous improvement.

4.1.4.2. The quality assurance policy for Study Programmes is aimed at promoting research, learning and teaching, mobility and internationalization within the Study Programmes. There is evidence of its implementation and the results of its implementation are analysed, but there is no evidence of its improvement or such improvement is only at an initial stage.

A mechanism for preventing plagiarism in teachers' papers and students' final theses has been established. There is evidence of its implementation and the results are analysed, but no improvement measures have been undertaken or they are only at an initial stage.

4.1.4.3. The quality assurance policy for Study Programmes supports the development of a quality culture, and the manner of involving internal and external stakeholders is regulated in such a way as to ensure their significant contribution. There is evidence of improvements to the policy.

The Faculty of Islamic Studies, as a full-fledged member of the University, refers to the adopted quality assurance policy of the University of Sarajevo, which was adopted in November 2017 and updated in December 2023 through the adoption of the *Quality Policy* and the *Quality Policy for Study Programmes of the University*. The internal quality assurance system was established at the Faculty in 2019 and, in accordance with the regulations of the University and the Faculty, comprises the Vice-Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and professional bodies responsible for quality assurance in specific areas. This system forms an integral part of the integrated quality management system of the University.

Through the preparation and implementation of annual work plans, the Faculty has actively worked on implementing the two overarching strategies that are directly relevant to its activities, namely the *Development Strategy of the University of Sarajevo for the period 2019–2023* and the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*. In addition, following the previous institutional accreditation of the University, the Faculty implemented activities aimed at implementing the *Action Plan for Improving and Enhancing the Quality System at the University for the period 2020–2024*. The aforementioned activities are documented in the *Report on the Implementation of the Overarching Strategies/Action Plan in the Area of Quality Assurance for the period 2020–2024*.

In accordance with the *Quality Policy for Study Programmes of the University* and the general acts of the Faculty, the University and the Faculty's Founder (the Islamic Community in Bosnia and Herzegovina), the systematic monitoring of various indicators of quality improvement and the continuous evaluation of the achieved level of quality of the Master in Islamic Studies involve various internal and external stakeholders, namely the management, teaching and non-teaching staff and students of the Faculty, employers of graduates of the Study Programmes, alumni, the media and the wider community. The involvement of external stakeholders is

particularly emphasised in the case of the Faculty, given that it is a theological higher education institution over which the Islamic Community in Bosnia and Herzegovina has retained founder's and governance rights, pursuant to the *Agreement on the Status and Activities of the Faculty within the University*, as well as the fact that the Islamic Community in Bosnia and Herzegovina is the principal employer of the Faculty's graduates. Through the research on the competencies of the personnel of the Islamic Community in Bosnia and Herzegovina conducted jointly by the Faculty and the Riyasat (2022), as well as through the development of occupational standards and qualification standards within the Islamic Community in Bosnia and Herzegovina (2024) and their adoption (2025), the prerequisites have been created for stronger synchronization and alignment of the learning outcomes of the Master in Islamic Studies with the needs of the Islamic Community in Bosnia and Herzegovina.

Proposed activities for improving the current situation:

a) Conduct an analysis of the implementation of the strategic objectives and orientations of the overarching strategies of the Islamic Community in Bosnia and Herzegovina (2014–2024) and the University (2019–2023) in the areas of teaching, the scientific research process, finances and resources, and international cooperation;

b) Through the engagement of its own professional bodies and the participation of its representatives in University bodies, the Faculty should contribute to the development of the University's Development Strategy for the period 2025–2028;

c) The Faculty Council should consider and adopt annual reports of the Faculty management on the implementation of the overarching strategies in the identified areas of responsibility (teaching and student support, finances, scientific research, international cooperation and quality assurance);

d) Consider the need and possibility of developing a Faculty Development Plan for the period 2025–2028, in accordance with the principles of higher education reform within the Islamic Community in Bosnia and Herzegovina and the University's Development Strategy for the same period;

e) Introduce the use of plagiarism detection software in the final theses of Second Cycle students as a regular practice in the work of commissions responsible for the assessment and defence of such theses.

4.2. DESIGN AND ADOPTION OF STUDY PROGRAMMES

4.2.4.1. Procedures for proposing, designing, adopting, monitoring and implementing Study Programmes have been established, and there is evidence of their purposeful application. All relevant stakeholders were consulted during the design and adoption of the Master in Islamic Studies. The Faculty regularly analyses and successfully implements improvement measures.

4.2.4.2. The Master in Islamic Studies is generally aligned with scientific and educational standards and developments in the relevant scientific field, the requirements of related scientific fields with a view to acquiring multidisciplinary knowledge, the requirements of the labour market, and international reform processes.

4.2.4.3. The Master in Islamic Studies has defined objectives and learning outcomes that are consistent with the content and level of the Study Programme and with the institution's strategy, and are comparable with the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.

However, it is evident that there is room for further alignment. In this regard, an in-depth analysis should be conducted of the comparability of the objectives and learning outcomes of this Study Programme with similar programmes abroad (e.g. in Germany, Türkiye, Egypt, Malaysia and elsewhere).

4.2.4.4. The Master in Islamic Studies has defined learning outcomes at all levels; however, a greater degree of alignment with the Qualifications Framework for Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area (FQ-EHEA) needs to be achieved.

However, despite all the positive aspects of the previous revisions of the Master in Islamic Studies, their main shortcoming was the absence of occupational standards within the Islamic Community in Bosnia and Herzegovina, as well as qualification standards associated with these occupations, which would have served as a starting point for designing the objectives, learning outcomes and content of this Study Programme. Under such circumstances, the relevant regulations and documents adopted by the Faculty's Founder or approved by it were used in previous revisions: the *Rulebook on Imams* of 2008, the *Rulebook on Religious Education Teachers* of 2011, and the curricula and syllabi of Islamic Religious Education, rules and curricula and syllabi of madrasas, which, among other things, prescribe the profile and qualifications required for performing the duties, as well as job descriptions, and the content of public calls for employment for the aforementioned positions, which were used as a substitute for occupational standards. In addition, the objectives and structure of the Master in Islamic Studies were compared with related programmes worldwide.

Specifically, during the revision of the Study Programme in October 2024, the findings of the evaluation of the Faculty's Study Programmes conducted in the 2021/22 academic year and the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina* were also taken into account.

As part of this higher education reform process within the Islamic Community in Bosnia and Herzegovina, and following an initiative by the Faculty, the Riyasat established a Commission for the Development of Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina (*Decision on the Appointment of the Commission for the Development of Draft Occupational Standards and Qualification Standards within the Islamic Community in Bosnia and Herzegovina*, No. 02-03-2-1847-2/24 of 25 April 2024). Between 10 April and 24 October 2024, the Commission prepared draft standards for 11 occupations, including: Imam-Muderris, Imam, Community Imam, Muezzin, Muallima, Assistant Muallima, Islamic Religious Education Teacher/Professor, Educator in Student and Pupil Dormitories of the Islamic Community in Bosnia and Herzegovina, Teacher/Professor of Islamic Subjects in Madrasas (Muderris), University Assistant in Islamic Studies (Muid), and University Professor of Islamic Studies (Alim). At its 30th regular session held on 8 November 2024, the Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the aforementioned standards in draft form.

Proposed activities for improving the current situation:

a. Initiate, with the Founder, the development and adoption of occupational standards for Chief Imam and Mufti;
b. Initiate, with the Founder, the development and adoption of qualification standards acquired upon completion of the Second Cycle of Study (Master in Islamic Studies, Master in Imamate);
c. Systematically align the First and Second Cycle Study Programmes with the qualification standards and address the identified deficiencies or deviations;
d. Analyse the comparability of the objectives, learning outcomes and content of the Study Programmes with the overarching higher education strategies of the Islamic Community in Bosnia and Herzegovina and the University;
e. Analyse the alignment of the learning outcomes of the Faculty's Study Programmes with the Qualifications Framework for Bosnia and Herzegovina following its adoption by the competent state authorities.

4.2.4.5. The curriculum and syllabus of the Master in Islamic Studies contain all the necessary elements; however, some segments within them are not precisely defined and should be improved.

A comprehensive and systematic review of the ECTS workload assigned to individual courses within the Study Programme remains to be conducted.

4.2.4.6. There is evidence that the Faculty ensures interdisciplinarity/multidisciplinarity and internationalization of the curriculum and syllabus of the Master in Islamic Studies, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific/artistic research within the Study Programme. The results of meeting these requirements are analysed, and improvement measures are planned or are only beginning to be implemented.

In order to fully meet this sub-criterion, the following is recommended:

a) Through the introduction of teaching in English, enable greater incoming mobility of international students in individual courses;
b) Improve the quality of professional training in imamate and muallim practice and the Imamate Practicum by certifying field-based practice mentors, creating an electronic practice logbook accessible to field-based mentors and course teachers, i.e. the professional associate responsible for imamate and muallim practice;
c) Ensure the involvement of students in scientific research and professional projects across all Departments.

4.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

4.3.4.1. Academic staff take into account the results of surveys on the quality of learning and teaching when preparing and implementing teaching activities. Surveys conducted over the past three years show significant improvement.

Since becoming a full-fledged member of the University in 2013, the Faculty has sought to align its activities with the University's legal framework, particularly in the area of student-centred learning, teaching and assessment, which is elaborated in greater detail in the Rules of Study. In this process, the Faculty has benefited from a relatively small teaching staff and a

smaller number of students compared to some other University members. This process was particularly accelerated after 2015. The frequency of revisions of the Study Programmes is indicative of the intensity of these changes. Prior to 2013, the Faculty's programmes were revised on average every ten years, whereas after 2015 these revisions became much more frequent and followed various types of evaluation. Each subsequent revision was more comprehensive than the previous one, as analyses of various aspects of the teaching and assessment system were conducted, with students regularly involved in the process. In this regard, the most comprehensive revision was prompted by the self-evaluation and preparations for accreditation in October 2024, when learning outcomes at the Study Programme and course levels, teaching methods and assessment methods were analysed more systematically than before. The most thorough assessment to date of student workload in individual courses was also conducted. An equally important aspect has been investment in the continuous training of teaching and non-teaching staff, as well as in infrastructure that facilitates students' access to online resources and learning in a supportive environment in general. The continuation of these practices is recommended.

4.3.4.2. Academic staff inform, motivate and involve students in the research, scientific research and teaching and educational processes, and provide them with appropriate support and consultations. Results are available and are analysed, while improvements are planned or are only beginning to be implemented.

This is evident from the examples presented in the self-evaluation. It is clear, however, that the results of these efforts are limited and that additional efforts should be made to develop an incentive structure that will motivate students to respond positively to initiatives by academic staff. Such incentives may take the form of course points, recommendations, recognition, scholarships and the like. In addition, it is recommended to:

a) Ensure greater engagement of all Departments in designing a larger number of scientific, professional and research projects and involving students of the First and Second Cycle Study Programmes in such projects. It has been observed that certain Departments do not involve students at all in their scientific research or professional projects, and that students of the IHM Study Programme, the Master in Islamic Studies and the Master in Imamate are generally less involved in the Faculty's academic staff projects compared to students of the Study Programme in Islamic Theology and the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP). Nevertheless, it should be noted that Second Cycle students, under the supervision of academic staff, conduct research for the purposes of preparing their final theses;
b) Ensure greater financial support for students' participation in projects and their implementation within the Faculty's budget;
c) Introduce annual awards and recognition for members of academic staff who demonstrate outstanding results in scientific research, as well as for the involvement of students in Departmental projects.

4.3.4.3. At the Study Programme level, procedures for student assessment have been defined, as well as methods for assessing knowledge and skills, which are applied consistently; however, further alignment with the objectives of the Study Programme is required.

This area is regulated in considerable detail and to a high standard by the Rules of Study and course syllabi. There remains a need to monitor the practical alignment of the methods for assessing knowledge and skills with the objectives of the Study Programme.

4.3.4.4. At the Study Programme level, the method of organising tests and examinations, assessment criteria and methods, as well as the possibility of appeals, have been defined. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

The competencies of teachers and teaching assistants in student assessment methods have been improved through training and the self-evaluation process; however, there is still room for improvement, as indicated by occasional student complaints regarding the arbitrariness of the assessment of seminar papers and similar work.

4.3.4.5. Procedures are in place defining the manner of preparation, structure and assessment of final theses, as well as the rights and obligations of students and supervisors. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

In the period ahead, greater attention should be paid to the quality of the theses, with the following specific measures:

a. Improve cooperation among academic staff in the co-supervision of final theses that are interdisciplinary/multidisciplinary in nature;
b. Ensure that commissions responsible for the assessment and defence of final theses, as a rule, include one member from another Department/University member/higher education institution, i.e. an academic staff member elected to an academic rank in a related scientific discipline;
c. It would be desirable to include topics aimed at improving supervisory competencies in the professional development programmes for academic staff.

4.3.4.6. Procedures involving students in governing bodies and in decision-making on Study Programmes are consistently applied. There is evidence of students' active participation in these bodies, which is analysed, and improvements are evident.

4.3.4.7. Procedures and mechanisms for supporting career development are in place, are implemented and analysed, while measures for improvement are planned or are only beginning to be implemented.

Given that the Faculty's most significant current shortcoming is probably the absence of systematic support for students in their personal and professional development, which is envisaged to be addressed through the employment of two professional associates for mentoring work with students, it is recommended that dialogue with the Founder be intensified with the aim of securing the financial conditions necessary for their engagement.

4.4. ADMISSION AND PROGRESSION OF STUDENTS, RECOGNITION AND CERTIFICATION

4.4.4.1. Procedures are in place regulating the admission of students to the Master in Islamic Studies based on legal provisions and clear and transparent criteria that include assessments of

candidates' knowledge, aptitudes and abilities, as well as their achievement in previous education. Analyses of labour market needs and available resources are taken into account. Information on the admission call is published on the website and in the media.

4.4.4.2. Procedures for the recognition of qualifications have been established, as well as evidence of a transparent and clear manner of their application, which is analysed, while measures for improvement are planned or are only beginning to be implemented.

4.4.4.3. A procedure for issuing confirmation of graduation has been defined, as well as an adopted Diploma Supplement template, which requires further improvement in terms of providing the necessary information and ensuring its currency.

The Faculty admits students to the Master in Islamic Studies on the basis of legal provisions and clear and transparent criteria, in accordance with the resources secured for the implementation of the Study Programme and the admission plan approved by the Islamic Community in Bosnia and Herzegovina and adopted by the University Senate.

Recognition of foreign higher education qualifications for admission to the Master in Islamic Studies is carried out in accordance with the applicable regulations, namely the *Rulebook on the Recognition of Foreign Higher Education Qualifications at the University* and the *Rulebook on Specific Criteria in the Procedure for Recognition of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. Upon receipt of the candidate's application by the Faculty Secretariat, an administrative review is conducted to determine whether the application is formally and legally complete. The responsible office prepares the documentation and submits it to the Centre for Information and Recognition of Documents in the Field of Higher Education, which subsequently refers the case to the competent commission. Where professional recognition is concerned, the application is referred to the Commission for Professional Recognition of Foreign Higher Education Qualifications as a permanent body of the Faculty, while, in cases concerning academic recognition, the Dean of the Faculty appoints, by decision, members of the commission, depending on the scientific branch or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought. All steps taken are immediately recorded electronically in the established Register of Recognition of Foreign Higher Education Qualifications.

The first applications for the equivalence of previously acquired academic titles, i.e. scientific and professional qualifications, were submitted and resolved in 2024. Completion of a pre-Bologna undergraduate study programme is considered equivalent to completion of a First Cycle Study Programme carrying 240 ECTS credits.

Proposed activities for improving the current situation:

Admission and enrolment of students were carried out according to the planned schedule and in accordance with the established procedures. The admission quotas were filled to 89.90% (89 out of 99 approved places). There were no substantiated complaints from candidates.

a) Admission of students to the first year of the First Cycle of Study is based exclusively on achievement in secondary school. Introducing an entrance examination would enable a more careful selection of candidates by assessing

their overall competencies, interests and motivation for studying in the Master in Islamic Studies;

b) A unified register of students participating in mobility programmes should be established.

In the period ahead, greater attention should be paid to the quality of the theses, with the following specific measures:

1. Improve cooperation among academic staff in the co-supervision of final theses that are interdisciplinary/multidisciplinary in nature;
2. Ensure that commissions responsible for the assessment and defence of final theses, as a rule, include one member from another Department/University member/higher education institution, i.e. an academic staff member elected to an academic rank in a related scientific discipline;
3. It would be desirable to include topics aimed at improving supervisory competencies in the professional development programmes for academic staff.

4.3.4.6. Procedures involving students in governing bodies and in decision-making on Study Programmes are consistently applied. There is evidence of students' active participation in these bodies, which is analysed, and improvements are evident.

4.3.4.7. Procedures and mechanisms for supporting career development are in place, are implemented and analysed, while measures for improvement are planned or are only beginning to be implemented.

Given that the Faculty's most significant current shortcoming is probably the absence of systematic support for students in their personal and professional development, which is envisaged to be addressed through the employment of two professional associates for mentoring work with students, it is recommended that dialogue with the Founder be intensified with the aim of securing the financial conditions necessary for their engagement.

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a) Admission of students to the first year of the First Cycle of Study is based exclusively on achievement in secondary school. Introducing an entrance examination would enable a more careful selection of candidates by assessing their overall competencies, interests and motivation for studying in the Master in Islamic Studies;
b) A unified register of students participating in mobility programmes should be established.

4.5. HUMAN RESOURCES

4.5.4.1. The number of academic and non-academic staff engaged in the Master in Islamic Studies is in accordance with the requirements of the relevant act of the competent educational authority. The competencies of the staff are analysed, and improvement measures are undertaken, with improvements being evident.

4.5.4.2. The Faculty has a formally adopted human resources management policy. There is evidence that the criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. The activities defined by

the policy and criteria require further improvement in order to ensure additional resources for implementing mechanisms for monitoring the performance of academic staff.

4.5.4.3. The Faculty has procedures and resources to support the research, i.e. scientific research and artistic work and activities of academic staff. The Faculty has mechanisms to support academic staff and students in applying for grants and scholarships. The results of the application of these procedures and mechanisms are analysed, while measures for improvement are planned or are only beginning to be implemented.

4.5.4.4. The Faculty has a professional development plan and programme for academic and non-academic staff aimed at ensuring the effective use of the information system and management system, monitors their results and implementation, while measures for improvement are planned or are only beginning to be implemented.

The Faculty employs a sufficient number of competent teaching staff to implement the teaching process within the Master in Islamic Studies subject to self-evaluation, in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. The situation is similar with regard to the Faculty's non-teaching staff, although the financial conditions have not yet been secured for filling several positions provided for in the *Rulebook on the Internal Organisation and Job Classification* at the Faculty (professional associates for mentoring work with students and a professional associate for economic, financial and technical affairs).

The Faculty systematically organises and implements training for teaching and non-teaching staff and encourages and enables them to attend training organised by the University Rectorate's services and other institutions, aimed at improving the competencies required for performing the duties of their positions.

Since 2022, the Faculty has introduced the practice of setting work objectives, monitoring their implementation and evaluating the performance of non-teaching staff, based on the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*.

The Faculty's teaching staff have participated in significant international and domestic scientific research and professional projects.

Proposed activities for improving the situation within the Master in Islamic Studies:

a) Ensure a budget allocation within the Faculty for the Master in Islamic Studies that would enable a greater number of academic staff members to participate in international scientific conferences, which would significantly contribute to their professional development and the Faculty's international visibility. In addition, criteria for awarding grants for such participation should be adopted;
b) Ensure additional financial resources that would enable the engagement of external associates to deliver teaching within the Master in Islamic Studies during periods when it is necessary to reduce the teaching and administrative workload of academic staff members in order to conduct intensive research;
c) Conduct annual analyses of the publications of academic staff within the Master in Islamic Studies and their participation in scientific conferences, together with measures for improving and incentivising the most productive researchers at the Faculty;

d) Work towards increasing the number of publications by academic staff within the Master in Islamic Studies in scientific journals in Bosnia and Herzegovina and abroad, particularly in international journals indexed in citation databases (Web of Science and Scopus);
e) Work towards increasing budget allocations for scientific research projects within the Master in Islamic Studies, as well as greater engagement of teaching staff in applying to public calls issued by cantonal and federal ministries responsible for science, with research projects in which students of the Master in Islamic Studies would be involved;
f) The number and quality of research activities undertaken by teachers and teaching assistants within the Master in Islamic Studies are often limited by their workload in the teaching process and additional administrative obligations. This could be addressed through the employment of an appropriate number of non-teaching staff, in accordance with the adopted job classification, thereby creating greater opportunities for teachers and teaching assistants within the Master in Islamic Studies to engage in scientific research;
g) Introduce into practice the evaluation of the scientific research results of academic staff within the Master in Islamic Studies, as well as the awarding of annual recognition and awards for such achievements at the Faculty level. Based on a recommendation of the Quality Assurance Committee, the Vice-Dean for Scientific Research coordinated the recording of the scientific research results of teachers and teaching assistants in 2024 with the aim of evaluating them and rewarding the most productive researchers;
h) Work towards aligning the research activities of Master in Islamic Studies students with the needs of the Islamic Community in Bosnia and Herzegovina.

4.6. RESOURCES AND FINANCES

4.6.4.1. The Faculty ensures sufficient and efficient use of resources for the implementation of the Master in Islamic Studies. Analyses of resource utilisation are conducted periodically; however, further efforts are needed to improve accessibility.

4.6.4.2. The necessary mandatory and specific equipment, as well as mandatory and supplementary literature, have been provided for the implementation of the Master in Islamic Studies. The results of their use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.4.3. The Faculty has and makes available a sufficient number of computers with Internet access for academic staff and students. There is a library equipped with a certain number of library units in printed or electronic form, as well as access to modern databases. The results of resource use are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.4.4. The Faculty has and implements an investment plan for physical resources and equipment for the implementation of scientific research and teaching and educational activities. The implementation of the plan is systematically monitored, while measures for improvement are planned or are only beginning to be implemented.

4.6.4.5. The Faculty has established procedures and signed agreements with other faculties and research centres concerning the possibility of using their resources. The implementation of the

agreements is systematically monitored, while improvement measures are being implemented and improvements are evident.

As a full-fledged member of the University, the Faculty finances the majority of its activities from the budget of the Sarajevo Canton. The budget allocation covers salaries, allowances and contributions for Faculty employees from among teaching and non-teaching staff. The Riyasat of the Islamic Community in Bosnia and Herzegovina covers the costs of maintaining the infrastructure of the buildings used by the Faculty, including the historic building of the former Sharia Judicial School dating from 1887, which is under state protection, as well as utility, inventory and other material costs.

Proposed activities for improving the current situation:

a) Intensify communication with the University Rectorate and the competent ministries of the Government of the Sarajevo Canton and, in coordination with the Riyasat of the Islamic Community in Bosnia and Herzegovina, seek to secure funding for material costs in the form of a grant, thereby placing the Faculty on an equal footing with other University members;
b) Improve the infrastructural and technical conditions for teaching and scientific research by renewing inventory, procuring the necessary equipment and continuously monitoring the requirements of the teaching and scientific research processes;
c) Optimise the Faculty's operations with regard to the fixed costs necessary for its normal functioning and continuous operation;
d) Develop the Faculty's existing potential in terms of strengthening its resources, infrastructure and assets;
e) Activate existing funds, including the Scholarship Fund, Hifz Fund and others, and ensure a continuous mechanism for replenishing these funds with the aim of providing further support to talented and socially disadvantaged students, as well as students involved in various Faculty projects.

4.7. INFORMATION MANAGEMENT FOR STUDY PROGRAMMES

4.7.4.1. The Faculty has established an information system for collecting, analysing and, to a certain extent, using information relevant to improving the quality of the Master in Islamic Studies. The information system is periodically evaluated, and technical improvements are planned or are currently underway.

4.7.4.2. The Faculty has established an information system that enables the collection and analysis of data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent and visiting staff, as well as data from student surveys of academic staff. This information is systematically analysed, while measures for improvement are planned or are only beginning to be implemented.

The Faculty has established systems for collecting and analysing data on student progression, study success and dropout, enabling the continuous monitoring of students' academic progress

and the identification of key challenges in the study process. These data are systematically analysed and used to formulate recommendations aimed at improving the quality of Study Programmes, and it is necessary to continue working on their collection, analysis and integration into the quality assurance process.

In addition, the Faculty has established systems for collecting and analysing data on student satisfaction with their studies and the employability of graduates, which are used to improve the quality of the Master in Islamic Studies. Student satisfaction is currently assessed as part of the evaluation of academic staff, while employability is monitored through online surveys addressed to alumni. Although the data collected have been analysed and used to improve the teaching process and Study Programmes, certain challenges have been identified, including the need for more systematic measurement of student satisfaction and improvement of strategies for collecting employability data.

Proposed activities for improving the current situation:

a) Improve the methodology for collecting data on the employability of graduates through a combination of online questionnaires, telephone surveys, cooperation with employers, and continuous recording of alumni's professional status;
b) Establish continuous communication with graduates through alumni networks and platforms that enable regular updating of data on their career paths;
c) Increase alumni response rates to employability surveys through personalised invitations, promotion of the research among alumni, and the possible introduction of incentives for participation;
d) Integrate data on graduate employability into the quality assurance system so that the results can be used to adapt curricula and syllabi in accordance with labour market needs.

The Faculty has established information systems that enable the collection and analysis of data on the number, gender and age structure of academic staff, the ratio of permanent and visiting staff, the ratio of teachers to students, as well as data from student surveys of academic staff. This information is systematically analysed, and measures for improvement are regularly undertaken.

Proposed activities for improving the current situation:

- The e-UNSA information system may, in the future, provide the Faculty with additional opportunities for collecting, and particularly for analysing, individual and aggregated data on the number, gender and age structure of Faculty employees, the ratio of permanent and visiting staff, and the ratio of teachers to students, as well as opportunities for faster and more efficient generation of various types of reports on the basis of which further improvement measures could be undertaken. Therefore, further digitalisation of the e-UNSA system is recommended.

4.8. PUBLIC INFORMATION ON STUDY PROGRAMMES

4.8.4.1. Impartial, objective and verifiable information on the Master in Islamic Studies is published regularly. The bio-bibliographies (CVs) of academic staff engaged in the Master in Islamic Studies are available and up to date. The Faculty's website is available in Bosnian, with more than 50% of its content available in English. Procedures for informing the public are in place, the results of the application of these procedures are analysed, and measures for improvement are planned or are only beginning to be implemented.

The Faculty provides the public with objective and timely information on various aspects of the Master in Islamic Studies subject to self-evaluation, including regulations relevant to the Faculty's activities, updated bio-bibliographies and research profiles of academic staff, curricula and syllabi, guides for students, minutes of meetings of the Faculty Council, information on activities at the Faculty published through the websites of the Faculty, the University and the Islamic Community in Bosnia and Herzegovina, as well as through social media, and other information.

Proposed activities for improving the current situation:

a) Provide, in the *Guide for Future Students*, as well as during presentations of the Master in Islamic Studies at madrasas, a more detailed overview of employment opportunities for graduates of the Master in Islamic Studies, e.g. by presenting a five-year projection of labour market needs based on statistical analyses conducted by the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina;
b) Update the Faculty's alumni database by entering data on all graduates to date of the Master in Islamic Studies, Second Cycle of Study, and enter data on new graduates automatically upon the issuance of confirmation of graduation;
c) Based on good practice in communicating with the public, develop and adopt a general act regulating the Faculty's communication procedures and strategy with different target groups, and make it publicly available on the Faculty's website;
d) Create online surveys/pop-up windows to obtain feedback/evaluate user satisfaction with the Faculty's website, particularly among students and Faculty staff;
e) Publish a guide on access to information under the control of the Faculty.

4.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMMES

4.9.4.1. Procedures have been defined for the periodic evaluation, improvement and restructuring of existing Study Programmes, with the roles of internal and external stakeholders, including students, clearly defined.

The application of the procedures and the quality of the Master in Islamic Studies are regularly analysed, improvement measures are implemented, and the results of these improvements are evident.

4.9.4.2. The curriculum and syllabus, the teaching process, the level of implementation of learning outcomes and their relevance to the labour market are periodically evaluated through surveys of students, as well as academic and administrative staff.

There is evidence that the results of the evaluation are taken into account, improvement measures are implemented, and the improvements achieved are evident.

4.9.4.3. Procedures are in place for monitoring and evaluating the implementation of the internationalization action plan, monitoring the benefits of signed international cooperation agreements, monitoring the progress of students during professional development abroad, and monitoring graduate employment.

There is evidence that the results of the evaluation are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

4.9.4.4. Procedures have been established, and evaluations of the quality, currency and availability of resources by academic staff and students are conducted. There is evidence that the results of the evaluation are taken into account, while measures for improvement are planned or are at the initial stage of implementation.

In accordance with the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Success of the Implementation of Curricula and Syllabi* (2018), the quality of the teaching process within the Master in Islamic Studies has been monitored through regular semester teaching evaluations since the summer semester of the 2018/19 academic year. Reports on teaching evaluation prepared by the Quality Assurance Committee are adopted by the Faculty Council and include, in addition to aggregate indicators, incentive and corrective measures whose implementation involves the Dean, the Vice-Deans for Teaching and Quality, heads of Departments, and course teachers and teaching assistants. The analysis of the effects of regular teaching evaluation contained in this report demonstrates a continuous improvement in the quality of the teaching process over the period from the 2020/21 to the 2023/24 academic year. Almost all quality indicators (16 out of a total of 17) show an upward trend in ratings, while the incidence of deficiencies in teaching requiring the application of corrective measures has been significantly reduced, indicating generally positive effects of the implementation of regular evaluation.

In the 2021/22 academic year, an evaluation of the Faculty's Study Programmes was conducted, which also included the Master in Islamic Studies. The general quality indicators measured through the evaluation were: the work of administrative services and general study conditions at the Faculty; the curriculum and syllabus (the content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.); the delivery of teaching and examinations; relations with students and support during their studies; and the overall assessment of learning outcomes. The Report on the Evaluation of Study Programmes adopted by the Faculty Council included 47 recommendations concerning: a) the work of administration, professional services, technical staff and the quality of support services; b) general study conditions; c) curricula and syllabi; d) the delivery of teaching and examinations; and e) relations with students and support during their studies, with the Faculty employees responsible for organising/coordinating and implementing activities, as well as partners involved in implementation, indicated. The Faculty independently or with the support of external stakeholders (e.g. the Founder) implemented 24 of the adopted recommendations (51%) by the time this report was finalised.

The Master in Islamic Studies has undergone several revisions since the previous institutional accreditation of the University. The most recent revision prior to the latest one, conducted in 2024, focused on synchronising learning outcomes between courses and the Study Programme, including the development of a learning outcomes matrix. The latest revision, conducted in 2026, resulted from the higher education reform process within the Islamic Community in Bosnia and Herzegovina and involved the introduction of several new elective-compulsory courses.

Proposed activities for improving the current situation:

a) Continue conducting periodic analyses of teaching and assessment methods in individual courses in order to determine:
a.1. the extent to which they are compatible with:

- learning outcomes at the course and Study Programme levels; and
- the taxonomy of educational objectives in the cognitive, psychomotor and affective domains;

a.2. the extent to which they contribute to achieving the required generic and subject-specific competencies defined by qualification/occupational standards;

b) Continue organising and implementing professional training for the Faculty's academic staff on aligning teaching and assessment methods with learning outcomes;

c) Analyse the implementation of strategic task 7.1.5, "Student and Staff Mobility" (*Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024*) in the work of the Faculty and propose improvement measures;

e) Analyse the benefits of signed international cooperation agreements and propose improvement measures;

f) Analyse the progress of Faculty students undertaking professional development abroad and propose improvement measures;

g) Continue implementing the recommendations of the *Report on the Results of the Survey of Academic Staff* conducted in the 2022/23 academic year.

4.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

4.10.4.1. Procedures are in place for promoting and enhancing the mobility of academic staff and students within the Master in Islamic Studies. Within this programme, the Faculty participates in joint projects with other higher education institutions in Bosnia and Herzegovina and abroad, and there is evidence that the results of mobility are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, from 2019 to the end of the 2023/24 academic year, the Faculty achieved significant results in the area of academic staff and student mobility through the Erasmus exchange programme, which was the most frequently used academic mobility programme. During this period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in five different countries. During the same period, a total of ten (10) Faculty

teachers and nine (9) teachers from partner universities participated in the Erasmus teaching staff exchange programme. A total of four (4) students of the Master in Islamic Studies participated in the Erasmus exchange programme.

Proposed activities for improving the current situation:

a) Analyse the current structure of the Faculty's Erasmus partners and the results achieved under the signed international cooperation agreements in terms of student and teaching staff exchange within the Master in Islamic Studies, and identify the Faculty's strategic partners and plan future cooperation accordingly;
b) Continuously update the "International Cooperation Corner" on the Faculty's website with additional information on signed agreements, available mobility opportunities, relevant procedures and forms;
c) Consider the possibility of relaunching the "Islam in Europe" master's programme in English or, alternatively, enable teaching in a larger number of courses within the five First and Second Cycle Study Programmes subject to self-evaluation to be delivered in foreign languages, with the aim of attracting a larger number of visiting students.

4.10.4.2. For the purposes of the Master in Islamic Studies, the Faculty has defined procedures and mechanisms for establishing bilateral and multilateral student exchange with foreign higher education institutions, with recognition of the period of study, grades and ECTS credits earned during the exchange. There is evidence that the results of exchange are taken into consideration, while measures for improvement are planned or are only beginning to be implemented.

In this regard, the Faculty's student exchange mechanisms with foreign higher education institutions have been established and operate in accordance with the applicable regulations of the University of Sarajevo. Among students of this Study Programme, the Faculty promotes mobility programmes in cooperation with the University's International Relations Office, as well as independently through additional presentations, discussions with representatives of the Faculty's Student Association, and notices on Erasmus agreements directly concluded with partners and current mobility calls published on the Faculty's website. Recognition of ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education and the signed Learning Agreement, while respecting the principle of "maximum flexibility" in the recognition of completed courses.

Proposed activity for improving the current situation:

a) Adopt a decision at the Faculty Council requiring compliance with the "principle of maximum flexibility" in the recognition of ECTS credits earned and courses completed.

4.10.4.3. The Faculty has established an office/service for international cooperation, but its human resources and financial capacity need to be further strengthened in order to achieve more effective mobility of academic staff and students. The service monitors and evaluates mobility activities and submits annual reports to the Senate, while measures for improvement are planned or are only beginning to be implemented.

The University of Sarajevo has established an International Relations Office. At the Faculty, the activities and responsibilities within the area of international cooperation, including the submission of annual reports to the University's International Relations Office, are carried out by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging student volunteers as assistants in international cooperation has further intensified activities in this area, but has also revealed the shortcomings of temporary engagement in such positions, given that this is most often limited to one academic year, making it difficult to develop long-term continuity within the international cooperation team.

Proposed activity for improving the current situation:

a) Provide administrative and technical support to the Vice-Dean for International Cooperation by engaging one teaching assistant/senior teaching assistant and one student volunteer.

E. MASTER IN IMAMATE

4.1. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMMES

4.1.5.1. The internal quality assurance policy for Study Programmes, which also applies to the Master in Imamate, has been adopted and is publicly available. There is evidence of its implementation, analysis of the results of its implementation, and continuous improvement.

4.1.5.2. The quality assurance policy for Study Programmes is aimed at promoting research, learning and teaching, mobility and internationalization within the IRERP Study Programme. There is evidence of its implementation and the results of its implementation are analysed, but there is no evidence of its improvement or such improvement is only at an initial stage.

A mechanism for preventing plagiarism in teachers' papers and students' final theses has been established. There is evidence of its implementation and the results are analysed, but no improvement measures have been undertaken or they are only at an initial stage.

4.1.5.3. The quality assurance policy for Study Programmes supports the development of a quality culture, and the manner of involving internal and external stakeholders is regulated in such a way as to ensure their significant contribution. There is evidence of improvements to the policy.

The Faculty of Islamic Studies, as a full-fledged member of the University, refers to the adopted quality assurance policy of the University of Sarajevo, which was adopted in November 2017 and updated in December 2023 through the adoption of the documents *Quality Policy* and *Quality Policy for Study Programmes of the University*. The internal quality assurance system was established at the Faculty in 2019 and, in accordance with the regulations of the University and the Faculty, comprises the Vice-Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and professional bodies responsible for quality assurance in specific areas. This system constitutes an integral part of the integrated quality management system at the University.

Through the preparation and implementation of annual work plans, the Faculty has actively worked on implementing two overarching strategies that are directly relevant to its activities, namely the *Development Strategy of the University of Sarajevo for the Period 2019–2023* and the *Development Strategy for Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*. In addition, following the previous institutional accreditation of the University, the Faculty implemented activities aimed at implementing the *Action Plan for Improving and Advancing the Quality System at the University for the Period 2020–2024*. The aforementioned activities are documented in the *Report on the Implementation of Overarching Strategies/Action Plan in the Area of Quality Assurance for the Period 2020–2024*.

In accordance with the *Quality Policy for Study Programmes of the University* and the general acts of the Faculty, the University and the Faculty's Founder (the Islamic Community in Bosnia and Herzegovina), the systematic monitoring of various indicators of quality improvement and the continuous evaluation of the achieved level of quality of the Master in Imamate involves various internal and external stakeholders, namely the management, teaching and non-teaching staff and students of the Faculty, employers of graduates of the Study Programmes, alumni, the media, and the wider community. The involvement of external stakeholders is particularly

emphasised in the case of the Faculty, given that it is a theological higher education institution over which the Islamic Community in Bosnia and Herzegovina has retained Founder's and governance rights, pursuant to the *Agreement on the Status and Activities of the Faculty within the University*, as well as the fact that the Islamic Community in Bosnia and Herzegovina is the principal employer of the Faculty's graduates. The implementation of research on the competencies of personnel of the Islamic Community in Bosnia and Herzegovina, conducted jointly by the Faculty and the Riyasat (2022), as well as the development of occupational and qualification standards within the Islamic Community in Bosnia and Herzegovina (2024) and their adoption (2025), have created the prerequisites for stronger synchronisation and alignment of the learning outcomes of the Master in Imamate with the needs of the Islamic Community in Bosnia and Herzegovina.

Proposed activities for improvement:

a) An analysis should be conducted of the implementation of the strategic objectives and orientations of the overarching strategies of the Islamic Community in Bosnia and Herzegovina (2014–2024) and the University (2019–2023) in the areas of teaching, the scientific research process, finances and resources, and international cooperation;

b) Through the engagement of its own professional bodies and the participation of its representatives in University bodies, the Faculty should contribute to the development of the University's Development Strategy for the Period 2025–2028;

c) The Faculty Council should consider and adopt annual reports of the Faculty management on the implementation of overarching strategies within the defined areas of responsibility (teaching and student support, finances, scientific research, international cooperation and quality assurance);

d) Consider the need and possibility of developing a Faculty Development Plan for the Period 2025–2028, in accordance with the principles of higher education reform within the Islamic Community in Bosnia and Herzegovina and the University's Development Strategy for the same period;

e) Introduce the use of plagiarism detection software in the final theses of Second Cycle students as a regular practice in the work of commissions responsible for the assessment and defence of such theses.

4.2. DEVELOPMENT AND ADOPTION OF STUDY PROGRAMMES

4.2.5.1. Procedures for proposing, designing, adopting, monitoring and implementing Study Programmes have been established, and there is evidence of their purposeful application. All relevant stakeholders were consulted during the design and adoption of the Master in Imamate. The Faculty regularly analyses and successfully implements improvement measures.

4.2.5.2. The Master in Imamate is generally aligned with scientific and educational standards and developments in the relevant scientific field, the requirements of related scientific fields with a view to acquiring multidisciplinary knowledge, the requirements of the labour market, and international reform processes.

4.2.5.3. The Master in Imamate has defined objectives and learning outcomes that are consistent with the content and level of the Study Programme and with the institution's strategy, and are comparable with the same and/or similar programmes at higher education institutions in Bosnia and Herzegovina and abroad.

However, it is evident that there is room for further alignment. In this regard, an in-depth analysis should be conducted of the comparability of the objectives and learning outcomes of this Study Programme with similar programmes abroad (e.g. in Germany, Türkiye, Egypt, Malaysia and elsewhere).

4.2.5.4. The Master in Imamate has defined learning outcomes at all levels; however, a greater degree of alignment with the Qualifications Framework for Bosnia and Herzegovina and the Qualifications Framework for the European Higher Education Area (FQ-EHEA) needs to be achieved.

However, despite all the positive aspects of the previous revisions of the Master in Imamate, their main shortcoming was the absence of occupational standards within the Islamic Community in Bosnia and Herzegovina, as well as qualification standards associated with these occupations, which could have served as a basis for designing the objectives, learning outcomes and content of this Study Programme. Under such circumstances, the previous revisions relied on relevant regulations and documents adopted by the Faculty's Founder or to which the Founder had given its approval: the *Rulebook on Imams* from 2008, the *Rules* and *curricula and syllabi of madrasas*, which, among other things, prescribe the profile and qualifications required for performing the duties of particular positions, i.e. job descriptions, as well as the *content of public calls for applications for employment* for the aforementioned positions, as a substitute for professional standards. In addition, the objectives and structure of the Master in Imamate were compared with related programmes worldwide.

Specifically, during the revision of the Study Programme in October 2024, the findings of the evaluation of the Faculty's Study Programmes conducted in the 2021/22 academic year and the *Study on the Competencies of Personnel of the Islamic Community in Bosnia and Herzegovina* were also taken into account.

As part of this process of higher education reform within the Islamic Community in Bosnia and Herzegovina, and following an initiative by the Faculty, the Riyasat established a Commission for the Development of Occupational and Qualification Standards within the Islamic Community in Bosnia and Herzegovina (*Decision on the Appointment of the Commission for the Development of Draft Occupational and Qualification Standards within the Islamic Community in Bosnia and Herzegovina*, No. 02-03-2-1847-2/24 of 25 April 2024). Between 10 April and 24 October 2024, the Commission prepared draft standards for 11 occupations, including: Imam-Muderris, Imam, Community Imam, Muezzin, Muallima, Assistant Muallima, Educator in Student Dormitories of the Islamic Community in Bosnia and Herzegovina, Teacher/Professor of Islamic Subjects in Madrasas (Muderris), University Teaching Assistant in Islamic Studies (Muid), and University Professor of Islamic Studies (Alim). At its 30th regular session held on 8 November 2024, the Riyasat of the Islamic Community in Bosnia and Herzegovina adopted the aforementioned standards in draft form.

Proposed activities for improvement:

a. Initiate, with the Founder, the development and adoption of occupational standards for Chief Imam and Mufti;
b. Initiate, with the Founder, the development and adoption of qualification standards acquired upon completion of the Second Cycle of Study (Master in Islamic Studies, Master in Imamate);
c. Systematically align the First and Second Cycle Study Programmes with the qualification standards and address the identified deficiencies or deviations;
d. Conduct an analysis of the comparability of the objectives, learning outcomes and content of the Study Programmes with the overarching higher education strategies of the Islamic Community in Bosnia and Herzegovina and the University;
e. Analyse the alignment of the learning outcomes of the Faculty's Study Programmes with the Qualifications Framework for Bosnia and Herzegovina following its adoption by the competent state authorities.

4.2.5.5. The curriculum and syllabus of the Master in Imamate contain all the necessary elements; however, some segments within them are not precisely defined and should be improved.

A comprehensive and systematic review of the ECTS workload assigned to individual courses within the Study Programme remains to be conducted.

4.2.5.6. There is evidence that the Faculty ensures interdisciplinarity/multidisciplinarity and internationalization of the curriculum and syllabus of the Master in Imamate, interaction with professional practice, the implementation of practical training, and the active participation of students in scientific/artistic research within the Study Programme. The results of meeting these requirements are analysed, while improvement measures are planned or are only beginning to be implemented.

In order to fully meet this sub-criterion, the following is recommended:

a) Through the introduction of teaching in English, enable greater incoming mobility of foreign students in selected courses;
b) Improve the quality of professional imamate and muallim practice and the Imamate Practicum by certifying field-based practice mentors, creating an electronic practice logbook accessible to field-based mentors and course teachers, as well as to the professional associate responsible for imamate and muallim practice;
c) Ensure the involvement of students in scientific research and professional projects across all Departments.

4.3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

4.3.5.1. Academic staff take into account the results of surveys on the quality of learning and teaching when preparing and implementing teaching activities. Surveys conducted over the past three years show significant improvement.

Since becoming a full-fledged member of the University in 2013, the Faculty has sought to align its activities with the University's legal framework, particularly in the area of student-centred learning, teaching and assessment, which is elaborated in greater detail in the Rules of Study. In this process, the Faculty benefited from having a relatively small teaching staff and

a smaller number of students compared to some other University members. This process was particularly accelerated after 2015. The frequency of revisions of the Study Programmes is evidence of the intensity of these changes. Prior to 2013, the Faculty's programmes were revised on average every ten years, whereas after 2015 these revisions became much more frequent and were accompanied by various types of evaluation. Each subsequent revision was more thorough than the previous one, involving analyses of various segments of the teaching and assessment system in which students were regularly included. In this regard, the most comprehensive revision was prompted by the self-evaluation and preparations for accreditation in October 2024, when the learning outcomes at the Study Programme and course levels, teaching methods and assessment methods were analysed more systematically than before. The most thorough assessment to date of the workload associated with individual courses was also conducted. An equally important aspect has been investment in the continuous professional development of teaching and non-teaching staff, as well as in infrastructure that facilitates students' access to online resources and learning in a stimulating environment. The continuation of these practices is recommended.

4.3.5.2. Academic staff inform, motivate and involve students in the research, scientific research and teaching and educational processes, and provide them with appropriate support and consultations. Results are available and are analysed, while improvements are planned or are only beginning to be implemented.

This is evident from the examples presented in the self-evaluation report. It is clear, however, that the results of these efforts are limited and that additional efforts should be made to develop a system of incentives that would motivate students to respond positively to the initiatives of academic staff. Such incentives may take the form of course credits, recommendations, awards, scholarships, and similar measures. In addition, the following is recommended:

a) Ensure greater engagement of all Departments in designing a larger number of scientific, professional and research projects and involving students of the First and Second Cycle Study Programmes in such projects. It has been observed that certain Departments do not involve students at all in their scientific research or professional projects, and that students of the Study Programme for Imams, Khatibs and Muallims (IHM), the Master in Islamic Studies and the Master in Imamate are generally less involved in the Faculty's academic staff projects compared to students of the Study Programme in Islamic Theology and the Study Programme in Islamic Religious Education and Religious Pedagogy (IRERP). Nevertheless, it should be noted that Second Cycle students, under the supervision of academic staff, conduct research for the purposes of preparing their final theses;
b) Ensure greater financial support for student participation in projects and their implementation within the Faculty's budget;

Award annual recognition and awards to members of academic staff who distinguish themselves through their scientific research achievements, as well as for involving students in Departmental projects.

4.3.5.3. At the Study Programme level, procedures for student assessment have been defined, as well as methods for assessing knowledge and skills, which are applied consistently; however, further alignment with the objectives of the Study Programme is required.

This area is regulated in considerable detail and to a high standard by the Rules of Study and course syllabi. There remains a need to monitor the practical alignment of methods for assessing knowledge and skills with the objectives of the Study Programme.

4.3.5.4. At the Study Programme level, the method of organising tests and examinations, assessment criteria and methods, as well as the possibility of appeals, have been defined. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

The competencies of teachers and teaching assistants in methods of assessing student achievement have been enhanced through training and the self-evaluation process; however, there remains room for improvement, as indicated by occasional student complaints concerning the arbitrary assessment of seminar papers and similar forms of assessment.

4.3.5.5. Procedures are in place defining the manner of preparation, structure and assessment of final theses, as well as the rights and obligations of students and supervisors. There is evidence of their consistent and transparent application. The results of the application of these procedures are analysed, and improvements have been evident over the past three years.

In the period ahead, greater attention should be paid to the quality of the theses themselves, with the following specific measures:

a. Improve cooperation among academic staff in the co-supervision of final theses that are interdisciplinary/multidisciplinary in nature;
b. Ensure that commissions responsible for the assessment and defence of final theses, as a rule, include one member from another Department/University member/higher education institution, i.e. an academic staff member elected to an academic rank in a related scientific discipline;
c. It would be desirable to include topics aimed at improving supervisory competencies in the professional development programmes for academic staff.

4.3.5.6. Procedures involving students in governing bodies and in decision-making on Study Programmes are consistently applied. There is evidence of students' active participation in these bodies, which is analysed, and improvements are evident.

4.3.5.7. Procedures and mechanisms for supporting career development are in place, are implemented and analysed, while measures for improvement are planned or are only beginning to be implemented.

Given that the Faculty's most significant current shortcoming is probably the absence of systematic support for students in their personal and professional development, which is envisaged to be addressed through the employment of two professional associates for mentoring work with students, it is recommended that dialogue with the Founder be intensified with the aim of securing the financial conditions necessary for their engagement.

4.4. ADMISSION AND PROGRESSION OF STUDENTS, RECOGNITION AND CERTIFICATION

4.4.5.1. Procedures are in place regulating the admission of students to the Master in Imamate based on legal provisions and clear and transparent criteria that include assessments of

candidates' knowledge, aptitudes and abilities, as well as their achievement in previous education. Analyses of labour market needs and available resources are taken into account. Information on the admission call is published on the website and in the media.

4.4.5.2. Procedures for the recognition of qualifications have been established, as well as evidence of a transparent and clear manner of their application, which is analysed, while measures for improvement are planned or are only beginning to be implemented.

4.4.5.3. A procedure for issuing confirmation of graduation has been defined, as well as an adopted Diploma Supplement template, which requires further improvement in terms of providing the necessary information and ensuring its currency.

The Faculty admits students to the Master in Imamate on the basis of legal provisions and clear and transparent criteria, in accordance with the resources secured for the implementation of the Study Programme and the admission plan approved by the Islamic Community in Bosnia and Herzegovina and adopted by the University Senate.

Recognition of foreign higher education qualifications for admission to the Master in Imamate is carried out in accordance with the applicable regulations, namely the *Rulebook on the Recognition of Foreign Higher Education Qualifications at the University* and the *Rulebook on Specific Criteria in the Procedure for Recognition of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community in Bosnia and Herzegovina*. Upon receipt of the candidate's application by the Faculty Secretariat, an administrative review is conducted to determine whether the application is formally and legally complete. The responsible office prepares the documentation and submits it to the Centre for Information and Recognition of Documents in the Field of Higher Education, which subsequently refers the case to the competent commission. Where professional recognition is concerned, the application is referred to the Commission for Professional Recognition of Foreign Higher Education Qualifications as a permanent body of the Faculty, while, in cases concerning academic recognition, the Dean of the Faculty appoints, by decision, members of the commission, depending on the scientific branch or disciplines represented in the Study Programme on the basis of which recognition of the foreign higher education qualification is sought. All steps taken are immediately recorded electronically in the established Register of Recognition of Foreign Higher Education Qualifications.

The first applications for the equivalence of previously acquired academic titles, i.e. scientific and professional qualifications, were submitted and resolved in 2024. Completion of a pre-Bologna undergraduate study programme is considered equivalent to completion of a First Cycle Study Programme carrying 240 ECTS credits.

Proposed activities for improvement:

Admission and enrolment of students were carried out according to the planned schedule and in accordance with the established procedures. The admission quotas were filled to 89.90% (89 out of 99 approved places). There were no substantiated complaints from candidates.

a) Admission of students to the first year of the First Cycle of Study is based exclusively on achievement in secondary school. Introducing an entrance examination would enable a more careful selection of candidates by assessing

their overall competencies, interests and motivation for studying in the Master in Imamate;

b) A unified register of students participating in mobility programmes should be established.

4.5. HUMAN RESOURCES

4.5.5.1. The number of academic and non-academic staff engaged in the Study Programme is in accordance with the requirements of the relevant act of the competent educational authority. The competencies of the staff are analysed, and improvement measures are undertaken, with improvements being evident.

4.5.5.2. The Faculty has a formally adopted human resources management policy. There is evidence that the criteria for the employment, professional development, and professional and scientific advancement of academic staff are applied transparently. The activities defined by the policy and criteria require further improvement in order to ensure additional resources for implementing mechanisms for monitoring the performance of academic staff.

4.5.5.3. The Faculty has procedures and resources to support the research, i.e. scientific research and artistic work and activities of academic staff. The Faculty has mechanisms to support academic staff and students in applying for grants and scholarships. The results of the application of these procedures and mechanisms are analysed, while measures for improvement are planned or are only beginning to be implemented.

4.5.5.4. The Faculty has a professional development plan and programme for academic and non-academic staff aimed at ensuring the effective use of the information system and management system, monitors their results and implementation, while measures for improvement are planned or are only beginning to be implemented.

The Faculty employs a sufficient number of competent teaching staff to implement the teaching process within the Master in Imamate subject to self-evaluation, in accordance with the *Standards and Norms for the Performance of Higher Education Activities in the Sarajevo Canton*. The situation is similar with regard to the Faculty's non-teaching staff, although the financial conditions have not yet been secured for filling several positions provided for in the *Rulebook on the Internal Organisation and Job Classification* at the Faculty (professional associates for mentoring work with students and a professional associate for economic, financial and technical affairs).

The Faculty systematically organises and implements training for teaching and non-teaching staff and encourages and enables them to attend training organised by the University Rectorate's services and other institutions, aimed at improving the competencies required for performing the duties of their positions.

Since 2022, the Faculty has introduced the practice of setting work objectives, monitoring their implementation and evaluating the performance of non-teaching staff, based on the adopted *Rulebook on the Evaluation of the Performance of Non-Teaching Staff of the Faculty*.

The Faculty's teaching staff have participated in significant international and domestic scientific research and professional projects.

Proposed activities for improvement of the Master in Imamate:

a) Ensure a budget allocation that would enable more members of the academic staff of the Master in Imamate to participate in international scientific conferences, which would significantly contribute to their professional development and the international visibility of the Faculty. In addition, criteria for awarding grants for such participation should be adopted;
b) Ensure additional financial resources that would enable the engagement of external associates in the Master in Imamate to deliver teaching during periods when it is necessary to reduce the teaching and administrative workload of academic staff in order to conduct intensive research;
c) Conduct annual analyses of the publications of academic staff of the Master in Imamate and their participation in scientific conferences, together with measures for improvement and incentives for the most productive researchers at the Faculty;
d) Work towards increasing the number of publications by academic staff of the Master in Imamate in scientific journals in Bosnia and Herzegovina and abroad, particularly in international journals indexed in citation databases (Web of Science and Scopus);
e) Work towards increasing budget allocations for scientific research projects within the Master in Imamate, as well as greater engagement of teaching staff in applying to public calls issued by the cantonal and federal ministries responsible for science, with research projects involving students of the Master in Imamate;
f) The quantity and quality of research activities of teachers and teaching assistants within the Master in Imamate are often limited by their teaching workload and additional administrative duties. This could be addressed by employing an appropriate number of non-teaching staff, in accordance with the adopted job classification, thereby creating greater opportunities for teachers and teaching assistants within the Master in Imamate to engage in scientific research;
g) It is necessary to introduce the evaluation of the scientific research results of academic staff of the Master in Imamate, as well as the awarding of annual recognition and awards for such achievements at the Faculty level. Based on a recommendation of the Quality Assurance Committee, the Vice-Dean for Scientific Research coordinated the recording of the scientific research results of teachers and teaching assistants in 2024 with the aim of evaluating them and awarding the most productive researchers;
h) Work towards aligning the research activities of Master in Imamate students with the needs of the Islamic Community in Bosnia and Herzegovina.

4.6. RESOURCES AND FINANCES

4.6.5.1. The Faculty ensures sufficient resources and their efficient use for the implementation of the Master in Imamate. Analyses of resource utilisation are conducted periodically; however, further efforts are needed to improve their availability.

4.6.5.2. The necessary mandatory and specific equipment, as well as mandatory and supplementary literature, have been provided for the implementation of the Master in Imamate.

The results of their application are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.5.3. The Faculty has and provides access to a sufficient number of computers with Internet access for academic staff and students. The Faculty has a library equipped with a certain number of library materials in print and electronic form, as well as access to up-to-date databases. The results of resource utilisation are monitored and analysed, while measures for improvement are planned or are only beginning to be implemented.

4.6.5.4. The Faculty has and implements an investment plan for physical resources and equipment for the implementation of scientific research and teaching and educational activities. The implementation of the plan is systematically monitored, while measures for improvement are planned or are only beginning to be implemented.

4.6.5.5. The Faculty has established procedures and signed agreements with other faculties and research centres concerning the possibility of using their resources. The implementation of the agreements is systematically monitored, while improvement measures are being implemented and improvements are evident.

As a full-fledged member of the University, the Faculty finances the majority of its activities from the budget of the Sarajevo Canton. The budget allocation covers salaries, allowances and contributions for the Faculty's teaching and non-teaching staff. The Riyasat of the Islamic Community in Bosnia and Herzegovina covers the costs of maintaining the infrastructure of the facilities used by the Faculty, including the historic building of the former Sharia School of Judges, dating from 1887, which is under state protection, as well as utility, inventory and other material costs.

Proposed activities for improvement:

a) Intensify communication with the Rectorate and the competent ministries of the Government of the Sarajevo Canton and, in coordination with the Riyasat of the Islamic Community in Bosnia and Herzegovina, seek to secure funding for material costs in the form of a grant, thereby placing the Faculty on an equal footing with other University members;
b) Improve the infrastructural and technical conditions for teaching and scientific research through the renewal of inventory, procurement of necessary equipment, and continuous monitoring of the requirements of the teaching and scientific research processes;
c) Optimise the Faculty's operations with regard to the fixed costs necessary for its normal functioning and continuous operation;
d) Develop the Faculty's existing potential with a view to strengthening its resources, infrastructure and assets;
e) Activate existing funds, including the scholarship fund, the hifz fund and others, and ensure a sustainable mechanism for their continuous replenishment with the aim of providing further support to talented, socially disadvantaged students and students involved in various Faculty projects.

4.7. INFORMATION MANAGEMENT FOR STUDY PROGRAMMES

4.7.5.1. The Faculty has established an information system through which it collects, analyses and, to a certain extent, uses information relevant to improving the quality of the Master in Imamate. The information system is evaluated periodically, and technical improvements are planned or are underway.

4.7.5.2. The Faculty has established an information system that enables the collection and analysis of data on the number and age structure of academic staff, gender, the ratio of teachers to students, the ratio of permanent to visiting staff, as well as data from student surveys of academic staff. This information is systematically analysed, while measures for improvement are planned or are only beginning to be implemented.

The Faculty has established systems for collecting and analysing data on student progression, achievement and dropout, enabling continuous monitoring of students' academic progress and identification of key challenges in the study process. These data are systematically analysed and used to formulate recommendations aimed at improving the quality of Study Programmes. It is therefore necessary to continue working on their collection, analysis and integration into the quality assurance process.

In addition, the Faculty has established systems for collecting and analysing data on student satisfaction with their studies and the employability of graduates, which are used to improve the quality of Study Programmes. Student satisfaction is currently assessed as part of the evaluation of academic staff, while employability is monitored through online surveys addressed to alumni. Although the data collected have been analysed and used to improve the teaching process and Study Programmes, certain challenges have been identified, including the need for more systematic measurement of student satisfaction and improvement of strategies for collecting employability data.

Proposed activities for improvement:

a) Improve the methodology for collecting data on the employability of graduates by combining online questionnaires, telephone surveys, cooperation with employers, and continuous recording of alumni professional status;
b) Establish continuous communication with graduates through alumni networks and platforms that enable regular updating of data on their career paths;
c) Increase alumni response rates to employability surveys through personalised invitations, promotion of the research among alumni, and, where appropriate, the introduction of incentives for participation;
d) Integrate graduate employability data into the quality assurance system so that the results can be used to adapt curricula and syllabi to labour market needs.

The Faculty has established information systems that enable the collection and analysis of data on the number, gender and age structure of academic staff, the ratio of permanent to visiting staff, the ratio of teachers to students, as well as data from student surveys of academic staff. The aforementioned information is systematically analysed, and improvement measures are regularly undertaken.

Proposed activities for improvement:

- The e-UNSA information system may, in the future, provide additional opportunities for the Faculty in the process of data collection and, particularly, in the analysis of individual and aggregated data on the number, gender and age structure of Faculty employees, the ratio of permanent to visiting staff, and the ratio of teachers to students, as well as enabling faster and more efficient generation of various types of reports on the basis of which further improvement measures could be undertaken. Therefore, further digitalisation of the e-UNSA system is recommended.

4.8. PUBLIC INFORMATION ON STUDY PROGRAMMES

4.8.5.1. Impartial, objective and verifiable information on the Master in Imamate is published regularly. The bio-bibliographies (CVs) of academic staff engaged in the Study Programme in Islamic Theology are available and up to date. The Faculty's website is available in Bosnian, with more than 50% of its content available in English. Procedures for informing the public are in place, the results of their implementation are analysed, while measures for improvement are planned or are only beginning to be implemented.

The Faculty provides the public with objective and timely information on various aspects of the Master in Imamate subject to self-evaluation, including regulations relevant to the Faculty's activities, up-to-date bio-bibliographies and research profiles of academic staff, curricula and syllabi, student guides, minutes of Faculty Council meetings, information on Faculty activities disseminated through the websites of the Faculty, the University and the Islamic Community in Bosnia and Herzegovina, as well as through social media and other channels.

Proposed activities for improvement:

a) In the *Guide for Future Students*, as well as during presentations of the Master in Imamate at madrasas, provide a more detailed overview of employment opportunities for graduates of the Master in Imamate, for example by presenting a five-year projection of labour market needs based on statistical analyses conducted by the Centre for Training and Human Resources of the Islamic Community in Bosnia and Herzegovina;
b) Update the Faculty's alumni database by entering data on all graduates of the Master in Imamate, Second Cycle of Study, and enter data on new graduates automatically upon the issuance of confirmation of graduation;
c) Based on good practice in communicating with the public, develop and adopt a general act regulating the procedure and strategy for communication between the Faculty and different target groups, and make it publicly available on the Faculty's website;
d) Create online surveys/pop-up windows for collecting feedback and evaluating the satisfaction of users of the Faculty's website, particularly students and Faculty staff;
e) Publish a guide on access to information under the control of the Faculty.

4.9. CONTINUOUS MONITORING, PERIODIC EVALUATION AND REVISION OF STUDY PROGRAMMES

4.9.5.1. Procedures for the periodic evaluation, improvement and restructuring of existing Study Programmes have been defined, with the roles of internal and external stakeholders, including students, clearly defined.

The implementation of the procedures and the quality of the Master in Imamate are regularly analysed, improvement measures are implemented, and the results of improvements are evident.

4.9.5.2. The curriculum and syllabus, teaching process, degree of achievement of learning outcomes, and their relevance to the labour market are periodically evaluated through surveys of students, as well as academic and administrative staff.

There is evidence that the evaluation results are taken into account, improvement measures are implemented, and the improvements achieved are evident.

4.9.5.3. Procedures are in place for monitoring and evaluating the implementation of the internationalization action plan, monitoring the benefits of signed international cooperation agreements, monitoring students' progress during professional development abroad, and monitoring the employment of graduates.

There is evidence that the evaluation results are taken into consideration, while improvement measures are planned or are only beginning to be implemented.

4.9.5.4. Procedures have been established and evaluations of the quality, currency and availability of resources are conducted by academic staff and students. There is evidence that the evaluation results are taken into account, while improvement measures are planned or are at the initial stage of implementation.

In accordance with the *Rulebook on Student Evaluation of the Performance of Academic Staff and the Successful Implementation of Curricula and Syllabi* (2018), the quality of the teaching process within the Master in Imamate is monitored through regular semester-based teaching evaluations, starting from the summer semester of the 2018/19 academic year. The reports on teaching evaluation prepared by the Quality Assurance Committee are adopted by the Faculty Council and include, in addition to aggregate indicators, incentive and corrective measures whose implementation involves the Dean, the Vice-Deans for Teaching and Quality, as well as heads of Departments and course teachers and teaching assistants. The analysis of the effects of regular teaching evaluation contained in this report demonstrates continuous improvement in the quality of the teaching process during the period from the 2020/21 to the 2023/24 academic year. An improving trend in ratings is evident for almost all quality indicators (16 out of a total of 17), while the occurrence of deficiencies in teaching requiring the application of corrective measures has been significantly reduced, indicating generally positive effects of the implementation of regular evaluation.

In the 2021/22 academic year, an evaluation of the Faculty's Study Programmes was conducted, which also included the Master in Imamate. The general quality indicators measured through the evaluation included: the work of administrative and support services and general study conditions at the Faculty; the curriculum and syllabus (the content and quality of compulsory and elective courses, alignment with learning outcomes and the competency profile, etc.); the delivery of teaching and examinations; relations with students and support during their studies; and the overall assessment of learning outcomes. The Study Programme Evaluation Report adopted by the Faculty Council contained 47 recommendations relating to: a) the work of the administration, professional services and technical staff and the quality of support services; b) general study conditions; c) curricula and syllabi; d) the delivery of teaching and examinations; and e) relations with students and support during their studies, with

Faculty employees responsible for organising/coordinating and implementing activities and implementation partners identified. Independently or with the support of external stakeholders (e.g. the Founder), the Faculty had implemented 24 of the adopted recommendations (51%) by the time this report was finalised.

The Master in Imamate was subject to revision in 2024, which focused on the synchronization of learning outcomes between courses and the Study Programme, including the development of a learning outcomes matrix.

Proposed activities for improvement:

a) Continue conducting periodic analyses of teaching and assessment methods in individual courses in order to determine:
a.1. the extent to which they are compatible with:
- learning outcomes at the course and Study Programme levels; and
- the taxonomy of educational objectives in the cognitive, psychomotor and affective domains;

a.2. the extent to which they contribute to achieving the required generic and subject-specific competencies defined by qualification/occupational standards;

b) Continue organising and implementing professional training for the Faculty's academic staff on aligning teaching and assessment methods with learning outcomes;

c) Conduct an analysis of the implementation of strategic task 7.1.5, "Student and Teacher Mobility" (*Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the Period 2014–2024*) within the Faculty and propose improvement measures;

e) Conduct an analysis of the benefits arising from signed international cooperation agreements and propose improvement measures;

f) Conduct an analysis of the progress of Faculty students participating in professional development programmes abroad and propose improvement measures;

g) Continue implementing the recommendations of the *Report on the Results of the Survey of Academic Staff* for 2022/23.

4.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

4.10.5.1. Procedures are in place to promote and improve the mobility of academic staff and students within the Master in Imamate. Within this programme, the Faculty participates in joint projects with other higher education institutions in Bosnia and Herzegovina and abroad, and there is evidence that the results of mobility are taken into consideration, while improvement measures are planned or are only beginning to be implemented.

In this regard, from 2019 to the end of the 2023/24 academic year, the Faculty achieved significant results in the mobility of academic staff and students within the Erasmus exchange programme, which was the most frequently used academic mobility programme. During this period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in

five different countries. During the same period, a total of ten (10) Faculty teachers and nine (9) teachers from partner universities participated in the Erasmus teaching staff exchange programme. Students of the Master in Imamate did not participate in the Erasmus exchange programme.

Proposed activities for improvement:

a) Analyse the current structure of the Faculty's Erasmus partners and the results achieved on the basis of signed international cooperation agreements concerning the exchange of students and teaching staff within the Master in Imamate, identify the Faculty's strategic partners, and plan future cooperation accordingly;
b) Continuously update the "International Cooperation Corner" on the Faculty's website with additional information on signed agreements, available mobility opportunities, relevant procedures and forms;
c) Consider the possibility of relaunching the Master's Programme *Islam in Europe* in English or, alternatively, enable teaching in a larger number of courses within the five First and Second Cycle Study Programmes subject to self-evaluation to be delivered in foreign languages, with the aim of attracting a larger number of visiting students.

4.10.5.2. For the purposes of the Master in Imamate, the Faculty has defined procedures and mechanisms for establishing bilateral and multilateral student exchange with foreign higher education institutions, including the recognition of the period of study, grades and ECTS credits earned during the exchange. There is evidence that the results of student exchange are taken into consideration, while improvement measures are planned or are only beginning to be implemented.

In this regard, mechanisms for student exchange between the Faculty and foreign higher education institutions have been established and operate in accordance with the applicable regulations of the University of Sarajevo. Among students of this Study Programme, the Faculty promotes mobility programmes in cooperation with the University International Relations Office, as well as independently through additional presentations, discussions with representatives of the Faculty Students' Association, and notices concerning Erasmus agreements concluded directly with partner institutions and current mobility calls published on the Faculty's website. Recognition of ECTS credits earned is carried out in accordance with the Erasmus Charter for Higher Education and the signed Learning Agreement, while observing the principle of "maximum flexibility" in the recognition of completed courses.

Proposed activities for improvement:

a) Adopt a decision by the Faculty Council requiring compliance with the principle of "maximum flexibility" in the recognition of ECTS credits earned and completed courses.

4.10.5.3. The Faculty has established an office/service for international cooperation, but its staffing and financial resources need to be further strengthened in order to achieve the most effective possible mobility of academic staff and students. The office monitors and evaluates mobility activities and submits annual reports to the Senate, while improvement measures are planned or are only beginning to be implemented.

The University of Sarajevo has established an International Relations Office. At the Faculty, the activities and responsibilities within the international cooperation portfolio, including the submission of annual reports to the University International Relations Office, are carried out by the Vice-Dean for International Cooperation with the support of student volunteers. The practice of engaging student volunteers as assistants in international cooperation has further increased the dynamism of activities in this area, but has also revealed the limitations of temporary engagement in such positions, given that this engagement most often lasts for only one academic year, making it difficult to develop long-term continuity within the international cooperation team.

Proposed activities for improvement:

a) Provide administrative and technical support to the Vice-Dean for International Cooperation by engaging one associate from among teaching assistants/senior teaching assistants and one associate from among student volunteers.

5. APPENDICES

Appendix 1. ***Decision on Initiating the Procedure for Conducting Self-Evaluation of Study Programs and Writing the Self-Evaluation Report for the Study Programs and Appointing the Team for Conducting the Self-Evaluation of Study Programs and Writing the Self-Evaluation Report for the Study Programs of the Faculty (number: 03-03-778/22 from July 8, 2022)***

Univerzitet u Sarajevu
University of Sarajevo
جامعة سراييفو

Fakultet islamskih nauka
Faculty of Islamic Studies
كليـــة الدراسات الإسلامية

Broj: 03-03- 778/22
Datum: 08.07. 2022. god.

Na osnovu člana 135. Zakona o visokom obrazovanju Kantona Sarajevo (Službene novine Kantona Sarajevo, 33/17) i člana 104. stava (3) Statuta Univerziteta, Vijeće Fakulteta na 8. redovnoj elektronskoj sjednici održanoj u petak, 8. jula 2022. godine donosi:

ODLUKU
o pokretanju postupa provođenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe i imenovanju Tima za provođenje samoevaluacije studijskih programaa i pisanje samoevaluacijskih izvještaja za studijske programe Fakulteta islamskih nauka Univerziteta u Sarajevu

Član 1.

Pokreće se postupak provodenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za slijedeće studijske programe na Fakultetu islamskih nauka Univerziteta u Sarajevu:

1) Studijski program islamske teologije;
2) Studijski program islamske vjeronauke i religijske pedagogije;
3) Studijski program za imame, hatibe i muallime;
4) Master islamskih studija i
5) Master za imame.

Član 2.

Imenuje se Tim za provođenje samoevaluacije studijskih programa i pisanje samoevaluacijskih izvještaja za studijske programe u sastavu:

1. Prof. dr. Nedim Begović, voditelj Tima;
2. Prof. dr. Mustafa Hasani, član;
3. Prof. dr. Ahmet Alibašić, član;
4. Prof. dr. Aid Smajić, član;
5. Prof. dr. Zehra Alispahić, član;
6. Doc. dr. Amina Arnautović, član;
7. Mr. Ahmed Čolić, viši asistent, član i sekretar Tima;
8. Mr. Mirzeta Brkić, viši asistent, član;
9. Firdevsa Jelovac, član;
10. Almin Smajić, predstavnik studenata, član i
11. Umihana Šošić, predstavnik studenata, član.

Fakultet islamskih nauka u Sarajevu–*Čemerlina 54, 71000 Sarajevo – Bosna i Hercegovina*
Tel: +387 (0)33 251-011 • Fax: +387 (0)33 251-044 • www.fin.ba• e-mail: fin@fin.ba

Član 3.

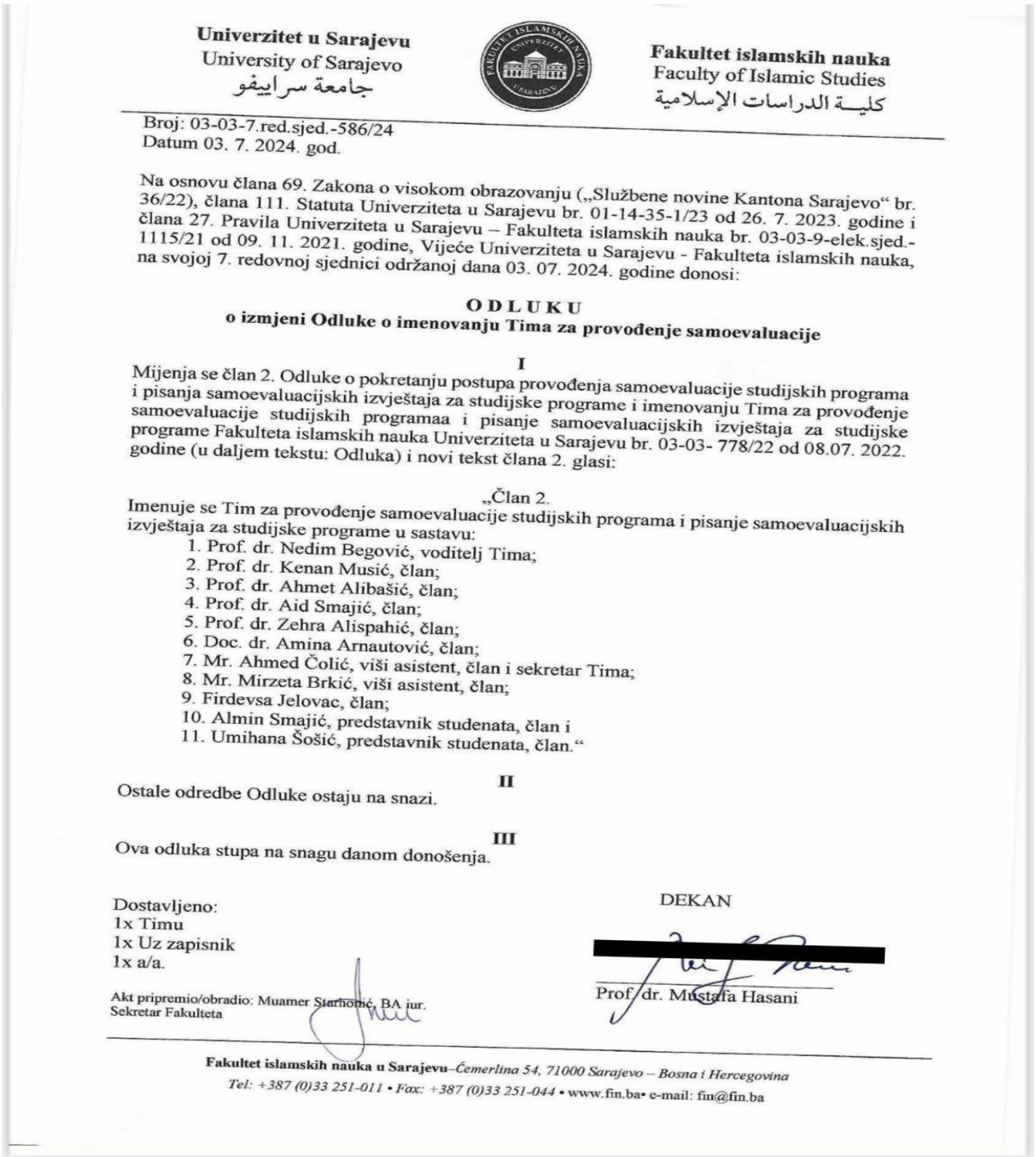
Tim će provesti potrebne aktivnosti u okviru samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe iz člana 1. ove Odluke, u skladu s dinamikom aktivnosti Rektorata Univerziteta u Sarajevu, Ministarstva za visoko obrazovanje, nauku i mlade Kantona Sarajevo i Agencije za razvoj visokog obrazovanja i osiguranje kvaliteta Bosne i Hercegovine u procesu akreditacije studijskih programa Univerziteta u Sarajevu.

Odluka stupa na snagu danom donošenja.

DEKAN:
Prof. dr. Zuhdija Hasanović

Dostavljeno:
1x Rijaset, Uprava za obraz. i nauku
1x Senat
1x Kvaliteta
1x Članovi tima
1x Uz zapisnik
1x Ogl. pl.
1 x a/a

Appendix 2. ***Decision on Amending the Decision on Appointing the Team for Conducting the Self-Evaluation (number: 03-03-7.red.sjed.-586/24 from July 3, 2024)***



Univerzitet u Sarajevu
University of Sarajevo
جامعة سراييفو

Fakultet islamskih nauka
Faculty of Islamic Studies
كليـــة الدراسات الإسلامية

Broj: 03-03-7.red.sjed.-586/24
Datum 03. 7. 2024. god.

Na osnovu člana 69. Zakona o visokom obrazovanju („Službene novine Kantona Sarajevo" br. 36/22), člana 111. Statuta Univerziteta u Sarajevu br. 01-14-35-1/23 od 26. 7. 2023. godine i člana 27. Pravila Univerziteta u Sarajevu – Fakulteta islamskih nauka br. 03-03-9-elek.sjed.-1115/21 od 09. 11. 2021. godine, Vijeće Univerziteta u Sarajevu - Fakulteta islamskih nauka, na svojoj 7. redovnoj sjednici održanoj dana 03. 07. 2024. godine donosi:

O D L U K U
o izmjeni Odluke o imenovanju Tima za provođenje samoevaluacije

I

Mijenja se član 2. Odluke o pokretanju postupa provođenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe i imenovanju Tima za provođenje samoevaluacije studijskih programaa i pisanje samoevaluacijskih izvještaja za studijske programe Fakulteta islamskih nauka Univerziteta u Sarajevu br. 03-03- 778/22 od 08.07. 2022. godine (u daljem tekstu: Odluka) i novi tekst člana 2. glasi:

„Član 2.

Imenuje se Tim za provođenje samoevaluacije studijskih programa i pisanje samoevaluacijskih izvještaja za studijske programe u sastavu:

1. Prof. dr. Nedim Begović, voditelj Tima;
2. Prof. dr. Kenan Musić, član;
3. Prof. dr. Ahmet Alibašić, član;
4. Prof. dr. Aid Smajić, član;
5. Prof. dr. Zehra Alispahić, član;
6. Doc. dr. Amina Arnautović, član;
7. Mr. Ahmed Čolić, viši asistent, član i sekretar Tima;
8. Mr. Mirzeta Brkić, viši asistent, član;
9. Firdevsa Jelovac, član;
10. Almin Smajić, predstavnik studenata, član i
11. Umihana Šošić, predstavnik studenata, član."

II

Ostale odredbe Odluke ostaju na snazi.

III

Ova odluka stupa na snagu danom donošenja.

Dostavljeno:
1x Timu
1x Uz zapisnik
1x a/a.

DEKAN

[redacted]

Prof. dr. Mustafa Hasani

Akt pripremio/obradio: Muamer Starhomić, BA jur.
Sekretar Fakulteta

Fakultet islamskih nauka u Sarajevu–*Čemerlina 54, 71000 Sarajevo – Bosna i Hercegovina*
Tel: +387 (0)33 251-011 • Fax: +387 (0)33 251-044 • www.fin.ba• e-mail: fin@fin.ba

Appendix 3. ***Implementation of Strategic Task 7.1.2. Quality Assurance and Control (Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024) at the University of Sarajevo – Faculty of Islamic Studies***

7.1.2. Strategic Task: Quality Assurance and Control	
7.1.2.1. Academic standards and the quality of higher education at higher education institutions of the Islamic Community in Bosnia and Herzegovina (IZ BiH) must be raised to a higher level and significantly improved. In the quality assurance process, European standards in higher education (European Standards and Guidelines, ESG) will be taken into account, as is the case with state universities in Bosnia and Herzegovina.	The starting point for both internal and external quality assurance at the University and its member Faculty is the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Ministry of Education, Science, and Youth of the Sarajevo Canton issued the Decision on the institutional accreditation of the University of Sarajevo (No. 11/05-38-3709-3/19 dated 10th September 2019), based on the positive Report on the external evaluation of the University by a Commission of domestic and international experts and the recommendation of the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina from 2nd September 2019. This report contains an assessment of the fulfillment of the accreditation criteria defined by the Decision on Amendments to the Decision on Standards that determine the minimum criteria for higher education in BiH. The minimum standards set by this Decision are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Ministry of Science, Higher Education, and Youth of the Sarajevo Canton (KS) issued the Decision (No. 27-03-34-3348-15/24 dated 24th July 2024) on the institutional accreditation of the University of Sarajevo for a period of five years, covering the Faculty of Islamic Studies as a full member of the University (SKM_300i24072909140). The decision on accreditation was preceded by an internal institutional evaluation process, which included the Faculty of Islamic Studies, along with the internal quality assurance system established at this institution. The preparation, processing, and analysis of the data required for the development of the 7th Self-Evaluation Report of the University of Sarajevo (2024) involved the Dean, Vice Deans, the Secretary, members of the Quality Assurance Committee, the Program Self-Evaluation Team, and the Student Services of the Faculty. Additionally, the Vice Dean for Quality, representatives of alumni, and students of the Faculty participated in a discussion with the members of the Expert Commission for Institutional Accreditation, which took place at the premises of the

	Academy of Fine Arts of the University on 27th May 2024.
7.1.2.2. Develop a system for managing the quality of the teaching process with the aim of systematically improving the quality of studies, teaching, and student success. Ethical norms and principles will be integrated into the quality assurance system of studies, and the ethical code for higher education and scientific research will be adopted.	The Faculty has developed an internal quality assurance and management system, which includes: the Vice Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and other expert bodies responsible for ensuring quality in specific areas. The quality assurance system of the Faculty is an integral part of the University's integrated quality management system. Mechanisms for the systematic monitoring of the quality of studies, teaching, and student success have been developed, which include: a) Regular semester evaluations of the teaching process: data collection and processing, data analysis, and preparation of a teaching evaluation report with corrective actions; implementation of corrective actions; b) Evaluation of study programs: data collection and processing, data analysis, and preparation of a report on the evaluation of study programs with recommendations for improvement; implementation of recommendations; c) Management of information on study programs: data collection and processing on pass rates in exams, progression during studies and academic success, the rate and reasons for dropout, employability of graduates, etc.; data analysis and preparation of reports with recommendations for improvement. The following documents have been adopted: - Ethical Code of Conduct for Employees in Educational Institutions of the Islamic Community in Bosnia and Herzegovina (2017); - Ethical Code of the University of Sarajevo (2012); - Regulation on the Use of Plagiarism Detection Software at the University of Sarajevo (2020); The Faculty appoints an Ethical Committee and a Disciplinary Responsibility Committee for Students every two years.
7.1.2.3. Develop standards and criteria that will improve and ensure quality in the field of	*Doctoral Studies:*

doctoral studies, education of imams, teachers in madrassas, and teachers of Islamic religious education in public schools, as these types of studies directly address the academic, professional, staffing, and missionary needs of the Islamic Community of Bosnia and Herzegovina.	The standards and criteria for ensuring the quality of doctoral studies are regulated by the Study Rules for the third cycle of studies (Rules for the Third Cycle of Studies at the University – Final.pdf). *Alignment of the program with the needs of the Islamic Community of Bosnia and Herzegovina (IZ BiH):* a) The Faculty aims to educate and nurture well-rounded individuals through its study programs, who possess the necessary competencies to perform responsible tasks within the Islamic and broader societal community, particularly in fulfilling the roles of imams, muftis, teachers of Islamic religious education in schools, and teachers and educators in madrassas. b) It is important to note that IZ BiH, as the founder of the Faculty and the main employer of its graduates, requires the Faculty to educate specialists, scientists, and researchers who will be responsible for the growth and development of both the Islamic and broader societal community. By approving revisions of the Faculty's study programs, IZ BiH assumes part of the responsibility for their compatibility with changing needs and demands. *Education of Imams:* The Faculty offers two undergraduate study programs, the graduates of which, in accordance with the regulations of IZ BiH, can be employed as imams. These programs are: the Study Program of Islamic Theology (four-year) and the Study Program of IHM (three-year). Both programs offer the opportunity to continue education in the second cycle, either in a Master in Islamic Studies (one-year) or a Master in Imamate (two-year). To better meet the needs of IZ BiH, both undergraduate programs for training imams, as well as the Master program in Imamate, include courses in Islamic Practical Theology (Imamate), such as: Imamate, Khutbah (sermon), Islamic Mission (Da'wa), Islamic Pastoral Care, etc. As part of the revision of the Islamic Theology Study Program and the IHM Study Program in 2019, the course "Imam and Teacher Practice" was introduced in every year of study, with the goal of strengthening the connection between theory and practice, preparing students for professional imam and teaching practice in the mosques of IZ BiH both domestically and abroad,

	and reflecting on its implementation. Additionally, students of the Islamic Theology Study Program, the IHM Program, and the Master in Imamate carry out methodological practice (in the madrasahs of IZ BiH), as well as practical work in institutions. When revising the IHM Study Program and the Master in Islamic Studies, conducted in 2022 and 2023, the results of the 2022 Study on the Competencies of the Islamic Community's Personnel in Bosnia and Herzegovina were taken into account. When launching the Master in Imamate, surveys were conducted with: (a) muftis (regional religious authorities of IZ BiH), (b) chief imams as direct supervisors, and (c) employers of imams in IZ BiH (presidents of the Medžlis or local organizational units of IZ BiH), with the goal of gathering data on the necessary competencies for imams from the perspective of employers. This data played a significant role in designing the curriculum for the Master's program for imams. Education of Teachers in Madrassas: The Faculty offers one undergraduate program, the graduates of which, in accordance with the regulations of IZ BiH, can be employed as teachers in madrassas. This program is the Study Program of Islamic Theology (four-year). Graduates of this program have the opportunity for further specialization and concentration in narrower scientific fields in the Master in Islamic Studies (one-year). Education of Teachers of Islamic Religious Education: The Faculty offers two undergraduate study programs, the graduates of which, in accordance with the regulations of IZ BiH, can be employed as teachers of Islamic Religious Education in schools. These programs are: the Study Program of Islamic Theology and the Study Program of IRERP (four-year). Graduates of these programs can further specialize and concentrate in narrower scientific fields, including Religious Pedagogy, in the Master program in Islamic Studies (one-year). During the 2019 revision of the IRERP Study Program, the curriculum was aligned with the Guidelines of the Ministry of Education, Science, and Youth of Sarajevo Canton on the representation of pedagogical-psychological and didactic-methodological subjects, practical teaching, inclusive education, and alignment with the curricula for pre-school, primary, and

	secondary education in Sarajevo Canton, specifically regarding the subject of Islamic Religious Education.
7.1.2.4. Establish an internal system for postdoctoral professional development that would enable study stays at reputable foreign universities and institutes.	Based on academic mobility programs (e.g., Fulbright, Erasmus) and signed agreements on international cooperation, the Faculty's teaching staff has a wide range of opportunities for postdoctoral professional development and study visits (teaching and research) at foreign universities and research centers. During the period covered by the strategy (2014–2024), numerous mobilities of the Faculty's teaching staff have been realized.
7.1.2.5. Launch at least one joint study program at the undergraduate, graduate-master's, and postgraduate-doctoral levels in both Arabic and English.	In 2019, the Faculty launched a study program in English (M.A. in Islamic Studies 'Islam in Europe'), but it was frozen two years later due to insufficient budget and the overload of teaching staff.
7.1.2.6. Modernize the teaching and study process, particularly in terms of using information and communication technologies. In this regard, the aim will be to establish a unified, modern information system and database.	The Faculty has joined the e-UNSA information system of the University and also possesses its own DL (Distance Learning) platform for e-learning.
7.1.2.7. Establish a joint degree program (joint degrees and joint studies) within higher education institutions of the Islamic Community of Bosnia and Herzegovina (IZ BiH) and faculties of social and human sciences in Bosnia and Herzegovina, as well as at the international level.	There has been no progress in establishing joint programs with other faculties of the Islamic Community of Bosnia and Herzegovina (IZ BiH), but there is a practice of inbound and outbound teaching mobility between the four faculties, through the engagement of external collaborators or guest lectures. The Faculty has initiated a joint program with the University of Sarajevo – Catholic Theological Faculty and the University of East Sarajevo – Orthodox Theological Faculty in Foča.

Table 2. *Implementation of Strategic Task 7.1.2. Assurance and Quality Control (Strategy for the Development of Higher Education and Scientific Research of the Islamic Community of Bosnia and Herzegovina in the Period 2014–2024) at the University of Sarajevo – Faculty of Islamic Studies*

Appendix 4. ***Implementation of Strategic Goals in the Area of Quality Assurance (Strategy for the Development of the University for the Period 2019–2023) at the Faculty***

Strategic Goal: **Q1. STRENGTHENING CAPACITIES FOR INTERNAL QUALITY ASSURANCE AT THE UNIVERSITY**		
Operational Goal: **Q1.1. Improvement of the regulatory framework, institutional, and personnel capacities for quality assurance at the University.**		
Activities	**Indicators**	**Implementation**
Q1.1.1. Assess the current state of the system.	A report on the current state of the QA/QM system at all organizational units (OUs) of the University, including a list of existing documents, regulations, and procedures, their compliance with laws and quality standards, as well as recommendations for the development and alignment of existing and new legal documents and procedures in accordance with laws and quality standards.	The entity responsible for the activity is the Rectorate.
Q1.1.2. Establishment of a quality assurance committee and formation of a quality assurance office (QA) at all OUs of the University..	1) Appointed members of the quality assurance committee at all OUs and in the CIS (decisions made to establish the quality assurance committees); 2) Quality assurance offices established at all OUs of the University.	1) Implemented. Members of the Faculty Quality Assurance Committee were appointed in 2019, 2021, 2023, and 2024; 2) The Faculty has hired a professional associate in the Office on a 50% part-time basis.
Q1.1.3. Development and alignment of relevant documents, regulations, and procedures that support quality activities in accordance with laws and quality standards.	1) Missing documents, regulations, and procedures that support quality activities have been developed, and existing ones have been aligned with laws and quality standards;	The entity responsible for the activity is the Rectorate.

	2) Issuance of diplomas and diploma supplements in English.	
Q1.1.4. Alignment of the information system with the needs of the quality assurance and management processes at the University.	The information system enables the retrieval of data whenever needed for a particular organizational unit and/or the University as a whole regarding: a) the number of students; b) student achievements; c) student pass rates; d) teaching and research staff; e) scientific research activities; f) assets.	The entity responsible for the activity is the Rectorate.
Q1.1.5. Development of a Quality Assurance Manual at the University, which includes relevant documents for the QA system at the University.	The Quality Assurance Handbook has been completed at the University (which contains relevant documents for the quality assurance system at the University).	The entity responsible for the activity is the Rectorate.
Operational goal: **Q1.2. Strengthening the quality culture at the University.**		
Activities	**Indicators**	**Implementation**
Q.1.2.1. *Strengthening vertical and horizontal coordination and cooperation of bodies for QA and QI at the University (University QA Committee, University QA Office, and QA committees and offices at organizational units).*	1) A referral mechanism for vertical and horizontal coordination and cooperation of bodies for QA and QI at the University has been established; 2) An annual consultation on current and relevant topics for organizational units at the University level is organized and held to strengthen the quality culture. (Each consultation is evaluated by the organizers and participants, and a report is prepared on the	The entity responsible for the activity is the Rectorate.

	organization and implementation of the consultation); 3) Visits to higher education institutions for learning and exchanging experiences on strengthening the quality culture (reports on the completed visits are submitted along with recommendations for improving the quality culture at the University).	
Q.1.2.2. *Promotion and incentive measures for good practices – benchmarking.*	1) Each organizational unit has developed a system for promoting and providing incentive measures for teaching and non-teaching staff who contribute to the quality culture through good practices; 2) Incentive measures are awarded once a year at each organizational unit.	1) Implemented. Incentive measures for teaching staff are awarded within the framework of the evaluation of the teaching process, while for non-teaching staff, they are based on the application of the Rules on Evaluating Non-Teaching Staff Work; 2) Implemented. Incentive measures are awarded on a semester basis for teaching staff, and once a year for non-teaching staff.
Q1.2.3. *Continuous training for all employees at the University on quality culture.*	Training sessions for university staff on topics related to quality culture have been periodically organized and implemented. (At the beginning of each academic year, a training plan is created for academic and non-academic staff on higher education quality topics. At the end of each academic year, a report is written on the implementation of the training plan for academic and non-academic staff on higher education quality topics.)	Implemented. The Faculty implements various types of training for staff (both academic and non-academic) that contribute to the enhancement of the quality culture. In addition, Faculty staff participate in various training sessions organized by the University or other organizations. The implementation of these training sessions and participation in them is reported in the annual activity report submitted by

		the Faculty to the founder, and the public is informed through the Faculty's website.
Strategic goal: **Q2. ENSURING THE STANDARDS OF QUALITY IN HIGHER EDUCATION AT THE UNIVERSITY**		
Operational goal: **Q2.1. Analysis of the current situation at all organizational units in relation to the existing accreditation criteria.**		
Activities	**Indicators**	**Implementation**
Q2.1.1. *Joint meetings of the Quality Assurance Board and the Academic Affairs Board at the University.*	1) quarterly meetings of the Quality Assurance Committee and the Academic Affairs Board at the University; 2) Signed minutes from the meetings with recommendations for further activities of the boards at the organizational units (OU).	The entity responsible for the activity is the Rectorate. The representative of the Faculty (the president or another member of the Faculty Quality Assurance Committee) participated in a series of meetings with the Vice Rector for Quality and the chairpersons of the quality assurance boards of the member institutions during 2022, 2023, and 2024.
Q2.1.2. *Analysis of the readiness of study programs at the University for accreditation.*	1) Matrix of compliance with accreditation criteria for study programs at the University, with recommendations for improvement; 2) Plan for internal evaluation of study	The entity responsible for the activity is the Rectorate.

	programs, including measures for alignment with accreditation criteria.	
Q2.1.3. *Updating the registry of study programs at the University in the information system.*	The registry of study programs has been updated in the information system and published on the University's website.	The entity responsible for the activity is the Rectorate.
Operational Goal: **Q2.2. Improvement of the Quality of the Teaching Process**		
Activities	**Indicators**	**Implementation**
Q2.2.1. *Creation of information packages for study programs with learning outcomes and qualification descriptions on the websites of the University's organizational units.*	The study programs with descriptions of qualifications and specified learning outcomes have been published on the websites of the University's organizational units. The study programs have been updated in accordance with market needs and established procedures.	Implemented. The information packages about the Faculty's study programs have been published on the Faculty's website.
Q2.2.2. *Regular evaluation of the teaching process and monitoring the implementation of improvement and corrective measures.*	The survey, completed by students annually, contains questions that assess the fulfillment of operational objectives. The Quality Assurance Committees oversee the implementation of improvement measures and corrective actions, and report on these to the University's Quality Management Board. An annual report on the	Implemented. Regular semester evaluations of teaching are conducted at the Faculty based on student surveys. Reports on the results of the evaluations, along with corrective actions, are adopted, and efforts are made to implement them. The Faculty's Vice Dean for Quality submits the teaching evaluation report to the Pro-

	evaluation of academic staff has been submitted to the Senate by the Quality Assurance Committee. Ensuring the necessary number of copies of required literature in the faculty and/or university library.	Rector for Quality and the Quality Assurance Service of the Rectorate. The Faculty Library has produced a report on the availability of the required number of copies of mandatory literature.
Q2.2.3. *Realization of academic and extracurricular activities in which students are active participants in the process.*	1) Teachers and associates apply various teaching methods and forms of work in the realization of educational activities; 2) The annual student survey includes questions about whether teachers and associates ensure that students are active participants in the teaching process; 3) Academic staff participated in seminars, workshops, and visits to domestic and international universities where contemporary teaching methods were discussed.	1) **Implemented.** Reports on the evaluation of teaching at the Faculty from the summer semester 2018/19 to the summer semester 2023/24 indicate improvements in this teaching quality indicator. The Faculty conducted two professional seminars in 2022 and 2023, which, among other things, focused on the application of different forms and methods of work in university teaching. 2) **Implemented.** The student survey includes questions such as "Does the instructor involve students in discussions and encourage active participation in processing course content?", "Does the instructor provide consultation through DL platforms or email communication?", and "Does the instructor stimulate students' independent learning and research".

		3) Implemented. Most of the academic staff at the Faculty attended seminars organized by the Faculty. Some staff members attended training organized by the University (e.g., the TRAIN program), and others participated in mobility programs (ERASMUS) where they had the opportunity to become familiar with teaching methods at foreign universities.
Q2.2.4. Ensuring Equal Participation of Students with Disabilities in Academic and Extracurricular Activities through Ensuring the Effective Operation of the Student Support Office.	1) Inclusive education is part of the University's mission; 2) The space, services, and information at all units and the Rectorate meet the needs of all staff and students, including persons with disabilities; 3) The websites of all units and the University are accessible to persons with disabilities; 4) The libraries of the units and the university library are accessible to persons with disabilities; 5) Academic and non-academic staff have undergone training on teaching and non-teaching processes that incorporate universal design principles; 6) The units and Rectorate of the University provide affirmative actions to recruit more students with disabilities; 7) The academic and extracurricular process enables: a) Multiple different means of presentation;	**1)** The activity holder is the Rectorate. 2–8) Not implemented. 9) Partially implemented. 10–15) The activity holder is the Rectorate.

	b) Multiple means of expression; and c) Multiple ways of engaging students; 8) Teachers and staff apply universal design for learning principles to use various methods to make the curriculum accessible to students of diverse characteristics; 9) The units and Rectorate of the University collaborate with various student support resources; 10) The spatial capacities meet the activities of the Office; 11) The material and technical capacities of the Office are in accordance with its functions; 12) At least one full-time employee is employed at the Office; 13) The Office receives support from the Rectorate and all units in its operations; 14) Students perceive the Office as an important resource in the study process; 15) The Office provides support to students in: a) Developing academic skills (e.g., time management, learning strategies, presentation skills…); b) Career development and management (e.g., job search skills, gaining professional experience, information and self-assessment of skills and abilities…); c) Counseling regarding academic and personal	

	difficulties (e.g., exam anxiety, public speaking, relationship issues with peers, family…); d) Developing communication and socio-emotional skills; e) Providing peer support.	
Q2.2.5. *Alignment of curricula with national and international professional standards (e.g., teaching and other regulated professions)*	1) A committee has been established to determine the procedure for aligning the curricula of teaching programs, departments, and faculties with international documents and recommendations regarding the number of ECTS credits for the PPDM (Pedagogical and Didactic Methodology) group of subjects (minimum 60 ECTS). The curricula of teaching programs, departments, and faculties are aligned with international documents and recommendations regarding the number of ECTS credits for the PPDM group of subjects (minimum 60 ECTS); 2) Comparison with similar study programs in the region and worldwide.	1) Implemented. The curriculum of the IRERP Study Program has been aligned with the recommendations regarding the number of ECTS credits for the PPDM group of subjects; 2) Implemented as part of the self-evaluation process for preparing study programs for accreditation and the higher education reform process in Bosnia and Herzegovina (2024).

Operational Goal: **Q2.3. Ensuring the quality of faculty and staff.**		
Activities	**Indicators**	**Implementation**
Q2.3.1. *Guidelines have been developed at the University level for creating a plan for the employment and promotion of faculty and staff at all University units.*	1) The employment and promotion plan for faculty and staff has been developed at all University units. 2) Scientific and professional works, books, monographs, and similar publications are being recorded.	1) Implemented. A dynamic employment and promotion plan is developed annually. 2) Implemented, through the establishment of a unified form for recording research and scientific work results, as well as their presentation on the Faculty's website.
Q2.3.2. *Faculty and staff are provided with continuous opportunities for enhancing their competencies for teaching.*	1) At the beginning of each academic year, a program is established to ensure the improvement of the teaching competencies of staff, faculty, and new employees. 2) The program for the improvement of teaching competencies at the University has been implemented according to the established plan. 3) There is a record of completed professional development and an analysis has been conducted. 4) At the end of each academic year, awards and incentives are given to outstanding faculty and staff for their teaching work. 5) A database of faculty and staff participation in scientific and professional conferences has been created.	1) Implemented. The Faculty's academic calendar includes plans for professional seminars for faculty staff. 2) Professional seminars/educations for staff have been implemented in 2019, 2020, 2022, 2023, and 2024. 3) No special record of professional development has been established, but it is recorded through the Faculty's annual reports. 4) Implemented. As part of the semester evaluation of teaching, recognition and awards are given to outstanding faculty members, associates, and external collaborators. 5) Implemented through the establishment of a unified form for recording the results of scientific research.

Operational Goal: **Q2.4. Institutional reaccreditation of the University.**		
Activities	**Indicators**	**Implementation**
Q2.4.1.*Preparation of all University units for reaccreditation.*	1) A Team for conducting the self-evaluation of the University has been formed; 2) A report has been written with documented activities carried out.	1) The activity is led by the University Senate; 2) The activity is led by the University Internal Institutional Evaluation Team.
Q2.4.2. *Updating of the questionnaire and development of part of the information system for conducting institutional self-evaluation.*	1) The existing questionnaire has been updated; 2) A part of the information system for conducting the institutional self-evaluation has been developed.	1) The activity is led by the Rectorate/Internal Institutional Evaluation Team of the University; 2) The activity is led by the Rectorate.
Q2.4.3. *Visits to organizational units (OJ).*	1) Selected teams conduct visits to organizational units (OJ) regarding the institutional evaluation of the University; 2) Completed questionnaires and tables have been submitted, in accordance with recommendations for improving the situation in line with the criteria for the accreditation of higher education institutions.	1) The activity is led by the University Internal Institutional Evaluation Team; 2) The Vice Dean for Quality of the Faculty submitted the completed questionnaire and tables with processed data on the Faculty's work for the needs of the University's institutional self-evaluation on October 29, 2023.
Q2.4.4. *Accreditation of at least five selected study programs within the framework of institutional reaccreditation.*	The study programs to be accredited within the framework of institutional reaccreditation have been selected in accordance with the criteria for accreditation of study programs.	The entity responsible for the activity is the Rectorate;
Q2.4.5. *Preparation of the self-evaluation report for the*	he report on the internal institutional evaluation has	The entity responsible for the activity is the University

institutional reaccreditation of the University.	been approved by the Senate, and the information has been provided to the University Council for review.	Internal Institutional Evaluation Team/Senate.
Q2.4.6. *Institutional reaccreditation of the University.*	The University has been (re)accredited at the institutional level.	The entity responsible for the activity is the Rectorate, with the participation of a committee of experts for external institutional evaluation, the Agency for the Development of Higher Education and Quality Assurance of Bosnia and Herzegovina, and the Ministry of Science, Higher Education, and Youth of the Sarajevo Canton
Q2.4.7. Development of an action plan to address identified deficiencies.	1) The action plan has been written based on the completed report; 2) Periodic reporting on the implementation of measures and activities from the action plan; 3) Organization of training and other events related to the exchange of experiences and improvement of study programs.	1) The entity responsible for the activity is the Rectorate; 2) The entity responsible for the activity is the Rectorate; 3) The entity responsible for the activity is the Rectorate.
Operational goal: **Q2.5. Accreditation of study programs at the organizational units of the University.**		
Activities	**Indicators**	**Implementation**
Q2.5.*1. Development of a unified methodology for the implementation of internal evaluation of study programs at organizational units..*	1) A unified methodology has been developed at the University level; 2) Each organizational unit periodically prepares a self-evaluation report for its study programs.	1) The entity responsible for the activity is the Rectorate; 2) The Faculty has prepared self-evaluation reports for five study programs.
Q2.5.2. *Updating the questionnaire for program*	1) The questionnaire for program leaders has been updated;	1) The entity responsible for the activity is the Rectorate;

leaders and processing the responses..	2) The updated questionnaire has been filled out by the program leaders; 3) A report has been written on the responses received from the questionnaire.	2) The entity responsible for the activity is the Rectorate; 3) The entity responsible for the activity is the Rectorate.
Q2.5.3. Preparation of self-evaluation reports for study programs at all organizational units of the University.	Each organizational unit periodically prepares a self-evaluation report for its study programs..	The Faculty has prepared a self-evaluation report for five study programs offered at the first and second cycles of study.
Q2.5.4. *Accreditation of study programs at all organizational units of the University.*	Accreditation of at least one study program has been completed at each organizational unit.	The entity responsible for the activity is the Rectorate..
Q2.5.5. Developing an action plan aimed at eliminating the identified deficiencies in the study program.	1) The action plan is written based on the completed report; 2) Annual reporting on the implementation of measures and activities from the action plan; 3) Organization of training and other events related to the exchange of experiences and the improvement of study programs.	1) The activity follows after the accreditation of study programs; 2) The activity follows after the accreditation of study programs; 3) The activity follows after the accreditation of study programs.
Strategic goal: **Q3. PROMOTION AND SUPPORT OF EXCELLENCE**		
Operational goal: **Q3.1. Promotion and support of the international accreditation of the NPP.**		
Activities	**Indicators**	**Implementation**
Q3.1.1. *Ensuring financial support for internationally accredited study programs*.	1) A fund for financial support of internationally accredited study programs has been established;	1) The entity responsible for the activity is the Rectorate;

	2) At the end of each academic year, funds are allocated to organizational units that have internationally accredited programs.	2) The entity responsible for the activity is the Rectorate.
Q3.1.2. *Establishing criteria for the annual dedicated prize (support for the implementation of teaching) for internationally accredited study programs at the University organizational unit.*	1) The criteria for awarding the annual dedicated prize in support of teaching implementation have been established; 2) At the end of each academic year, the annual dedicated prize is awarded in accordance with the criteria; 3) The organizational unit to which the annual dedicated prize is awarded submits a report on its implementation.	1) The entity responsible for the activity is the Rectorate; 2) The entity responsible for the activity is the Rectorate.
Q3.1.3. *Awarding of the annual dedicated prize (support for the implementation of teaching) for the internationally accredited study program at the University organizational unit.*	At the end of each academic year, the annual dedicated prize is awarded in accordance with the criteria.	The entity responsible for the activity is the Rectorate.
Operational goal: **Q3.2. Promotion and support of research excellence at the University.**		
Activities	**Indicators**	**Implementation**
Q3.2.1. *Establishing criteria for awarding annual prizes and recognitions for the most productive researchers at the University.*	1) The criteria for awarding prizes and recognitions for the most productive researchers at the University have been established; 2) The procedure for selecting the most productive researcher at the University, based on the criteria, has been determined;	1) The entity responsible for the activity is the Rectorate; 2) The entity responsible for the activity is the Rectorate; 3) The entity responsible for the activity is the Rectorate.

	3) At the beginning of each academic year, a committee is formed to make a decision on the most productive researcher based on the established criteria.	
Q3.2.2. *Awarding annual prizes and recognitions for the most productive researchers at the University.*	1) At the end of each academic year, an award and recognition are given to the most productive researcher at the University for the current year; 2) Dissemination of activities has been carried out through the media.	1) The entity responsible for the activity is the Rectorate; 2) The entity responsible for the activity is the Rectorate. Information about the awards has been published on the websites of the Faculty, the University, and the Islamic Community of Bosnia and Herzegovina.
Q3.2.3. *Establishing criteria for awarding the annual best student researcher award at the University.*	1) The criteria for awarding the best student researcher at the University have been established; 2) The procedure for selecting the best student researcher at the University based on the criteria has been determined; 3) At the beginning of each academic year, a committee is formed to make a decision on the best student researcher based on the established criteria.	1–3) The entity responsible for the activity is the Rectorate. 2) The entity responsible for the activity is the Rectorate. 3) The entity responsible for the activity is the Rectorate.
Q3.2.4. T*he annual award for the best student researcher at the University.*	1) At the end of each academic year, an award and recognition are given to the best student researcher at the University for the current year; 2) Dissemination of activities has been carried out through the media.	1) he entity responsible for the activity is the Rectorate. 2) he entity responsible for the activity is the Rectorate.

Operational goal: **Q3.3. Promotion and support of mobility for teaching and non-teaching staff and students.**		
Activities	**Indicators**	**Implementation**
Q3.3.1. Establishing incentive measures for teachers who conduct classes in English.	1) Incentive measures for teachers who conduct classes in English have been established; 2) Incentive measures are applied at the end of the academic year.	1) Not implemented. Teaching at the Faculty is not conducted in English, except for consultative classes with international students in certain courses within the Erasmus academic mobility program/guest lectures in certain subjects; 2) Not implemented.
Q3.3.2. The introduction of indicators in the ISSS that monitor inbound and outbound mobility related to study programs, courses, and teaching staff..	1) The introduction of indicators in the ISSS that monitor inbound and outbound mobility related to study programs, courses, and teaching staff has been implemented; 2) At the end of each academic year, a mobility report is published.	1) The entity responsible for the activity is the Rectorate; 2) The Faculty provides data for the annual report on the University's international cooperation.
Operational goal: **Q3.4. Increase the visibility of the University's work.**		
Activities	**Indicators**	**Implementation**
Q3.4.1.*Improve the websites of the organizational units (OUs) and the University.*	1) The website of the OUs and the University has been developed; 2) The website of the OUs and the University is accessible, informative, and regularly updated; 3) Each OU has a plan for implementing dissemination activities aimed at promoting the OU and the University in the current academic year.	1) Fakultet ima vlastitu web-stranicu; 2) Web-stranica Fakulteta je pristupačna, informativna i u značajnoj mjeri ažurirana; 3) Fakultet promovira studijske programe putem vlastite web-stranice i Facebook profila, web-stranica

		Univerziteta i IZ BiH, promocija u medresama i gimnazijama IZ BiH i na druge načine.
Q3.4.2. *Create the websites in English.*	Content on the websites of the OUs and the University is written in Bosnian/Croatian/Serbian and English.	Web-stranica Fakulteta izrađena je na bosanskom i engleskom jeziku.
Q3.4.3. *Establish a digital repository (theses, final papers).*	1) A digital repository of doctoral dissertations has been established; 2) A digital repository of abstracts of master's and bachelor's theses has been established.	1) The responsible party for the activity is the Rectorate. 2) The responsible party for the activity is the Rectorate.
Q3.4.4. *Availability of teaching materials.*	Teaching materials are available on the websites of the organizational units (OUs).	Teaching materials are available to students through the Faculty's DL platform.
Q3.4.4. *Improve publishing activities.*	A plan for publishing manuscripts authored by the University's faculty and associates at different faculties/academies has been developed.	The responsible party for the activity is the Rectorate. The Faculty has its own publishing plan, which is implemented in cooperation with El-Kalem – the Publishing Center of the Islamic Community of BiH.

Table 3. Implementation of Strategic Goals in the Area of Quality Assurance (University Development Strategy for the Period 2019–2023) at the Faculty

Appendix 5. ***Research Profiles of Academic Staff at UNSA-FIN (Faculty of Islamic Studies, University of Sarajevo)***

Br.	Nastavnik/saradnik	Google Scholar	ORCID	Scopus ID
1.	Alibašić Ahmet	Alibasic Ahmet - Google Scholar	https://orcid.org/0000-0002-4251-6270	Scopus Author ID: 57192911000
2.	Alispahić Zehra	Zehra Alispahić - Google znalac	https://orcid.org/0000-0002-5254-2341	
3.	Arnautović Amina	Amina Arnautović - Google znalac	https://orcid.org/0000-0002-5734-7844	
4.	Begović Nedim	Nedim Begović - Google Scholar	https://orcid.org/0009-0006-2868-5613	Scopus Author ID: 57208981927
5.	Brkić Mirzeta	Mirzeta Brkić- Google Scholar	https://orcid.org/0000-0001-6420-713X	
6.	Ćeman Senad	Senad Ćeman- Google Scholar	https://orcid.org/0000-0002-4048-4711	
7.	Čolić Ahmed	Čolić Ahmed- Google Scholar	https://orcid.org/0000-0002-1095-5228	
8.	Drkić Abdul-Aziz			
9.	Efendić Davud			
10.	Fatić Almir	Almir Fatić- Google Scholar		
11.	Fazlović Muhamed			

12.	Grabus Nedžad	Nedžad Grabus-Google Scholar		
13.	Hasani Mustafa	Mustafa Hasani-Google Scholar	https://orcid.org/0000-0003-0715-7775	
14.	Hasanović Zuhdija	Zuhdija Hasanović-Google Scholar	https://orcid.org/0000-0001-8716-8006	
15.	Hurić Vedad	Vedad Hurić-Google Scholar	https://orcid.org/0000-0002-7066-7631	
16.	Hajrić Amrudin	Amrudin Hajrić-Google Scholar	https://orcid.org/0000-0003-1847-4565	
17.	Jašić Orhan	Orhan Jašić-Google Scholar	https://orcid.org/0000-0001-7810-7850	
18.	Kulenović Azra	Azra Kulenović-Google Scholar	https://orcid.org/0009-0006-0780-8610	
19.	Kadić Samedin	Samedin Kadić-Google Scholar	https://orcid.org/0000-0001-5305-3550	
20.	Musić Kenan	Kenan Musić-Google Scholar	https://orcid.org/0000-0002-4578-0931	
21.	Maljoki Fadilj	Fadilj Maljoki-Google Scholar	https://orcid.org/0000-0002-3739-3712	
22.	Mašić Elmir			
23.	Silajdžić Adnan		https://orcid.org/0000-0002-2518-3531	
24.	Suljić Solo Mubina			
25.	Smajić Aid	Aid Smajić-Google Scholar	https://orcid.org/0000-0002-3097-1348	

26.	Sijamhodžić-Nadarević Dina	Dina Sijamhodžić-Nadarević-Google Scholar	https://orcid.org/0000-0001-9164-1257	
27.	Šošić Dževad	Dževad Šošoć-Google Scholar	https://orcid.org/0000-0001-5474-7108	
28.	Šošić Umihana			
29.	Trnka-Uzunović Amira	Amira Trnka-Uzunović-Google Scholar	https://orcid.org/0000-0002-3777-1795	
30.	Zubčević Asim	Asim Zubčević-Google Scholar	https://orcid.org/0000-0003-0433-1416	

Table 4. *Research Profiles of Academic Staff at UNSA-FIN (Faculty of Islamic Studies, University of Sarajevo)*

Appendix 6. Number of Students at the Faculty by Cycles, Academic Years, and Categories of Students

I CYCLE OF STUDIES															
Academic Year	**Ukupan broj upisanih studenata (prvi put upisani + ponovci)**														
	1. Regular Students					**2. Regular Self-financed Students**					**3. External Students**					**Total (1+2+3)**
	Year of Study					**Year of Study**					**Year of Study**					
	I	**II**	**III**	**IV**	**Ukupno**	**I**	**II**	**III**	**IV**	**Ukupno**	**I**	**II**	**III**	**IV**	**Ukupno**	
2018/2019.	62	64	47	32	205	32	12	1	2	47	119	112	27	7	265	517
2019/2020.	69	40	39	39	187	40	23	7	0	70	96	98	29	6	229	486
2020/2021.	71	39	40	39	189	41	24	7	0	72	95	100	29	9	233	494
2021/2022.	53	57	37	29	176	24	30	18	7	79	67	70	79	15	231	486
2022/2023.	65	46	35	26	172	18	35	6	1	60	68	69	38	6	181	413
2023/2024.	65	42	40	22	169	27	22	14	3	66	62	66	31	6	145	380

Table 5. (D-2): Total Number of Enrolled Students in the First Cycle of Studies

SECOND CYCLE OF STUDIES 3 + 2										
Academic year	Total number of enrolled students (first-time enrollees + repeaters)									
	1. Full-time students			2. Full-time self-financing students			3. External students			Total (1+2+3)
	Year of study			Year of study			Year of study			
	I	II	Total	I	II	Total	I	II	Total	
2018/2019.	/	/	/	/	/	/	15	/	15	15
2019/2020.	1	/	1	/	/	/	9	1	10	11
2020/2021.	/	1	1	/	/	/	2	7	9	10
2021/2022.	6	/	6	/	/	/	7	/	7	13
2022/2023.	1	2	3	/	/	/	3	1	4	7
2023/2024.	13	/	13	/	/	/	20	1	21	34

Table 6. (D-2): Total Number of Enrolled Students in the Second Cycle of Studies

Self-Assessment Team for Study Programs:

_____

Prof. Dr. Nedim Begović, Leader

_____

Prof. Dr. Kenan Musić, Member

_____

Prof. Dr. Ahmet Alibašić, Member

_____

Prof. Dr. Aid Smajić, Member

_____

Prof. Dr. Zehra Alispahić, Member

_____

Prof. Dr. Amina Arnautović, Member

_____

Mr. Ahmed Čolić, Senior Assistant, Member

_____

Mr. Mirzeta Brkić, Senior Assistant, Member

_____

Firdevsa Jelovac, Member

_____

Umihana Šošić, Representative of the Second-Cycle Students, Member

_____

Kerim Jašarević, Representative of the First-Cycle Students, Member