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RIT CROATIA INTERNAL PERIODIC ASSESSMENT OF THE QUALITY ASSURANCE SYSTEM (AUDIT) RULEBOOK

I. RIT CROATIA QUALITY ASSURANCE SYSTEM (QAS)

The purpose of the RIT Croatia quality assurance system (QAS) is to create institutional mechanisms for systematic definition, implementation, assurance, evaluation, improvement and quality management, in accordance with the highest quality standards in higher education, based on the Law on Quality Assurance in Science and Higher Education, the Standards and guidelines for quality assurance in the European Higher Education Area (ESG), as well as the standards of the Middle States Commission on Higher Education (MSCHE).

The fundamental documents defining the QAS at RIT Croatia are the RIT Croatia Quality Assurance Policy and the RIT Croatia Quality Assurance System Rulebook.

The culture of quality is embedded in all aspects of operations and is included in all normative and strategic documents.

The culture of quality is a responsibility of all internal RIT Croatia stakeholders and the approach to quality management is based on the cooperation of all stakeholders.

The internal RIT Croatia stakeholders are students, faculty, associates, administrative and technical staff, the Board of Governors and the founder.

External stakeholders of RIT Croatia quality assurance system are business partners, government administration, local government, graduates (Alumni), students' parents and guardians, advisory boards, International Council and other stakeholders involved in the assessment of validity, purposefulness and quality of work of RIT Croatia.

The internal periodic assessment of the RIT Croatia quality assurance system (Audit) is conducted in order to determine the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE), and the efficiency of the entire RIT Croatia quality assurance system.

The assessment of the implemented activities and efficiency of the quality assurance system is carried out once a year by the Internal periodic assessment committee (IPAC).
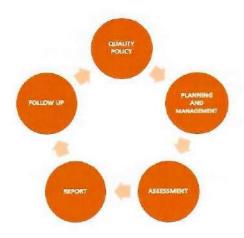
II. THE INTERNAL PERIODIC ASSESSMENT OF THE QUALITY ASSURANCE SYSTEM (AUDIT) – GENERAL PROVISIONS

The internal periodic assessment of the RIT Croatia quality assurance system (Audit) is conducted at the institution level, in order to determine the efficiency of the quality assurance system relative to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and

the Standards of the Middle States Commission for Higher Education (MSCHE).

The internal periodic assessment of the RIT Croatia quality assurance system (Audit) is carried out once a year based on the following PDCA (Plan-Do-Check-Act) model:

1. Goals of the internal periodic assessment of the quality assurance system (Audit)

The goals of the internal periodic assessment of the quality assurance system (Audit) are:

a) determining the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE).

b) determining the efficiency of the entire RIT Croatia quality assurance system.

2. Areas of the internal periodic assessment of the quality assurance system (Audit)

Determining the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE), and the efficiency of the entire RIT Croatia quality assurance system is completed through assessment of the quality assurance areas. The areas are the following:

1. Mission and goals (MSCHE 1)

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

2. Ethics and integrity (MSCHE 2)

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

3. Governance, leadership and policy for quality assurance (ESG 1.1, MSCHE 6, MSCHE 7)

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. The institution should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

4. Design and approval of programs (ESG 1.2)

The institution should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

5. Student-centered learning, teaching and assessment (ESG 1.3, MSCHE 3, MSCHE 5)

The institution should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. The institution provides students with learning experiences that are characterized by rigor and coherence at all levels, and are consistent with higher education expectations. Assessment of student learning and achievement demonstrates that students have accomplished educational goals consistent with their program of study.

6. Student admission, progression, recognition and certification (ESG 1.4, MSCHE 4)

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

7. Teaching staff (ESG 1.5)

The institution should assure itself of the competence of its teachers. It should apply fair and transparent processes for the recruitment and development of the staff.

8. Planning, learning resources and student support (ESG 1.6, MSCHE 6)

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and

services, and to respond effectively to opportunities and challenges. The institution should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support, including administrative and technical resources, are provided.

9. Information management (ESG 1.7)

The institution should ensure that it collects, analyzes and uses relevant information for the effective management of its programs and other activities.

10. Public information (ESG 1.8)

The institution should publish information about its activities, including programs, which is clear, accurate, objective, up-to-date and readily accessible.

11. On-going monitoring and periodic review of programs (ESG 1.9)

The institution should monitor and periodically review its programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

12. Cyclical external quality assurance (ESG 1.10)

The institution should undergo external quality assurance in line with the ESG on a cyclical basis.

3. Development phases of the quality assurance system

In the process of internal periodic assessment of the quality assurance system (Audit), each area of evaluation can be found in one of four (4) development phases: preparatory, initial, developed and advanced.

I. preparatory phase

The quality assurance system is being prepared (documentation under construction, internal arrangements completed)

II. initial phase

The quality assurance system is in place, but not in function (basic QAS documents prepared)

III. developed phase

The quality assurance system is operational, internal assessment (Audit) has been completed and the system is being further developed based on the internal assessment (Audit) results

IV. advanced phase

The quality assurance system is continuously improved based on the results of the internal and external assessments.

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4. Internal Periodic Assessment Committee (IPAC)

The Internal periodic assessment committee (IPAC) (Committee) is appointed by the Dean. The Committee consists of five (5) members and is elected for a period of three (3) years.

III. INTERNAL PERIODIC ASSESSMENT OF THE RIT CROATIA QUALITY ASSURANCE SYSTEM (AUDIT) - PROCEDURE

Internal periodic assessment of the quality assurance system (Audit) is conducted by the Internal periodic assessment committee (IPAC).

Internal periodic assessment of the quality assurance system (Audit) consists of four (4) steps:

1. Planning
2. Data, documentation and feedback collection
3. Assessment and report
4. Follow-up

1 . Planning

Planning is the first step of the internal periodic assessment of the quality assurance system (Audit) in which the Committee develops the assessment activities and prepares the plan for data, documentation and feedback collection. The following activities are carried out during the planning:

- Developing the plan of activities for internal periodic assessment
- Publishing the plan of activities of internal periodic assessment on the bulletin boards of RIT Croatia and through other internal communication channels

2. Data, documentation and feedback collection

Based on the plan of activities of the internal periodic assessment, the Committee in the second step of the process collects the necessary data, documentation and feedback. The following activities are carried out during the data, documentation and feedback collection:

- As per the Committee requests, organizational units of RIT Croatia submit to the Committee the required data, documentation and feedback in an electronic form, including annual reports on the implementation of the action plan from previous cycles of internal periodic assessment of the quality assurance system
- The Committee organizes and conducts interviews with representatives of organizational units of RIT Croatia and external stakeholders.

3. Assessment and reporting

After collecting data, documentation, feedback and conducting interviews, in the third step, the Committee conducts an assessment and prepares the report. The following activities are carried out during the assessment and reporting:

- Based on the collected data, documentation, feedback and interviews with representatives of organizational units of RIT Croatia and external stakeholders, the Committee conducts an assessment, i.e., analyzes and synthesizes the collected data, documentation and feedback, summarizes observations, makes conclusions and recommendations for improvement and determines the development phase of each of the twelve (12) areas of the internal periodic assessment, as well as derives a conclusion on the efficiency of the entire RIT Croatia quality assurance system.
- The completed assessment process and conclusions are described in the final annual report on the internal periodic assessment of the RIT Croatia quality assurance system (Audit). The report contains the following obligatory elements:
    - o Introduction
    - o Description of RIT Croatia
        - ■ Vision, mission, goals and strategy
        - ■ RIT Croatia Quality assurance system
    - o Description of the completed internal periodic assessment of the RIT Croatia quality assurance system (Audit)
        - ■ Audit documentation
        - ■ Interviews conducted in the assessment process
    - o Results of the internal periodic assessment of the RIT Croatia quality assurance system (Audit)
        - ■ For each of the twelve (12) areas of the internal periodic assessment of the quality assurance system (Audit):
            - • Situation description
            - • Strengths
            - • Recommendations
            - • Evaluation - development phase
        - ■ Conclusion on the efficiency of the entire quality assurance system of RIT Croatia
        - ■ Evaluation table - the development phase for all twelve (12) areas of the internal periodic assessment of the quality assurance system (Audit).
- After the report is completed, the Committee submits it to the Academic Senate for approval.
- After the report is approved, it is published on the RIT Croatia website.

4. Follow-up

The final step of the internal periodic assessment of the quality assurance system (Audit) is follow-up. After the Academic Senate approves the report, the following activities are carried out in the follow-up:

- Based on the conclusions and recommendations from the report, the Quality Assurance Council (QAC) prepares an action plan for the improvement of the quality assurance system and submits it to the Academic Senate for approval.
- After the action plan is approved, it is published on the bulletin boards of RIT Croatia and through other internal communication channels.
- The QAC prepares a semi-annual and an annual report on the action plan implementation and submits them to the Academic Senate for approval.

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- After the semi-annual and annual reports on the action plan implementation are approved, they are published on the bulletin boards of RIT Croatia and through other internal communication channels.

- If necessary, the annual report on the internal periodic assessment of the RIT Croatia quality assurance system (Audit) is submitted to the Agency for Science and Higher Education in the process of the external evaluation of the quality of higher education institutions.

Dean

MSc Donald W Hudspeth

Approved by:	Academic Senate
Enters into force:	June 23, 2022