SCORECARDS
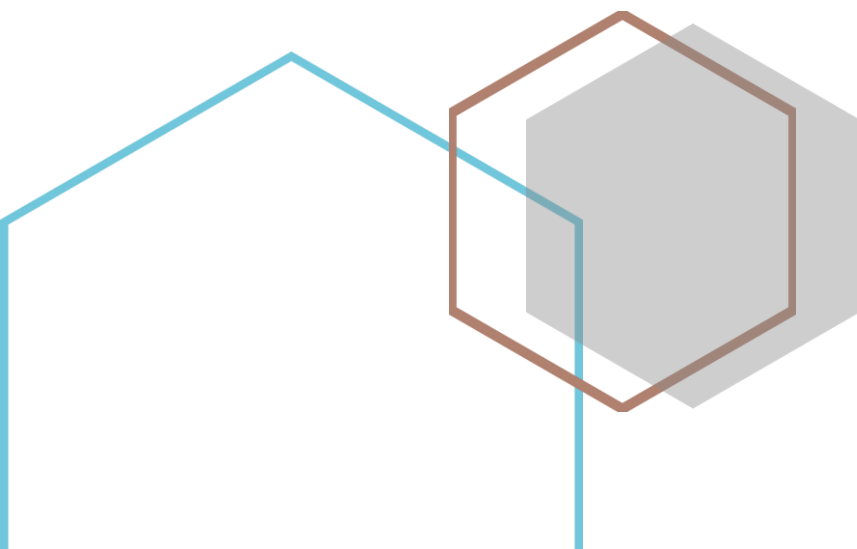
GRADUATES' EMPLOYABILITY PROMOTION AND INNOVATION CAPACITY

Integrating Talent Development into Innovation Ecosystems in Higher Education Ecosystems in Higher Education

586227-EPP-1-2017-1-BG-EPP

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The purpose of the Scorecards is to structure the screening and assessment activities of partner countries' universities, and to provide an analytical tool for external assessment and self-assessment of university resources, strategies and performance with regard to graduates' employability promotion, relevance and quality of education, student satisfaction and skills, quality of university-business interactions, and quality of interaction and knowledge exchange between the university and the community.

INTRODUCTION

GENERAL REMARKS

The immediate purpose of the Scorecards is to structure the screening and assessment activities of partner countries' (PC) universities. The more long-term purpose is to provide an analytical tool for external assessment and self-assessment of university resources, strategies and performance with regard to graduates' employability promotion, relevance and quality of education, student satisfaction and skills, quality of university-business interactions, and quality of interaction and knowledge exchange between the university and the community.

The first users of the tools will be EU researchers who would base their screening and assessment activities on these tools. The final tools can be used for regular monitoring, evidence-based decision making and increased accountability to external stakeholders by PC universities. Since the screening tools will be based on benchmarking and will reply on best demonstrated practices, they will be useful also to universities in PC countries other than the ones covered in this project. Policymakers and regional/local authorities could use the tools to assess the performance of universities and their contribution to public agendas.
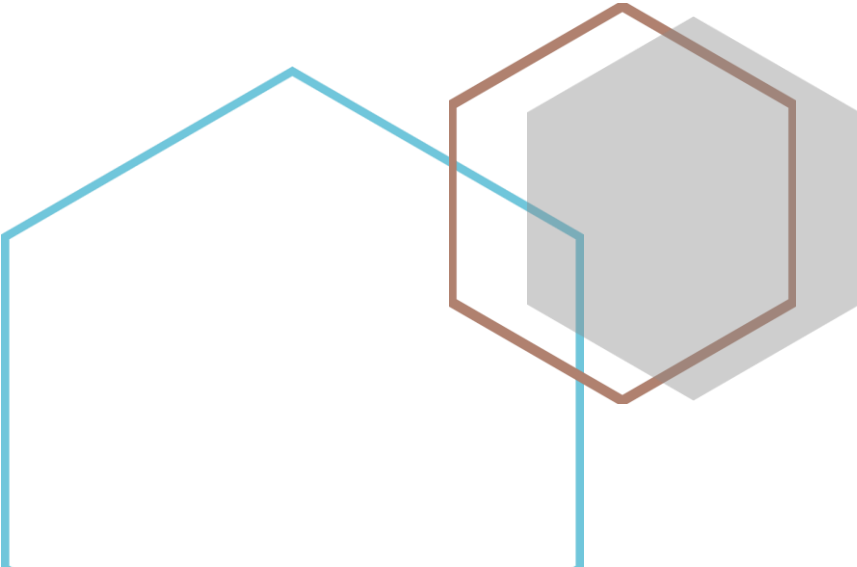
SCOPE

Each university current capacity will be screened and evaluated in three main areas:

- current capacity to provide entrepreneurship education across various disciplines

- innovation capacity

- student talent development policies.
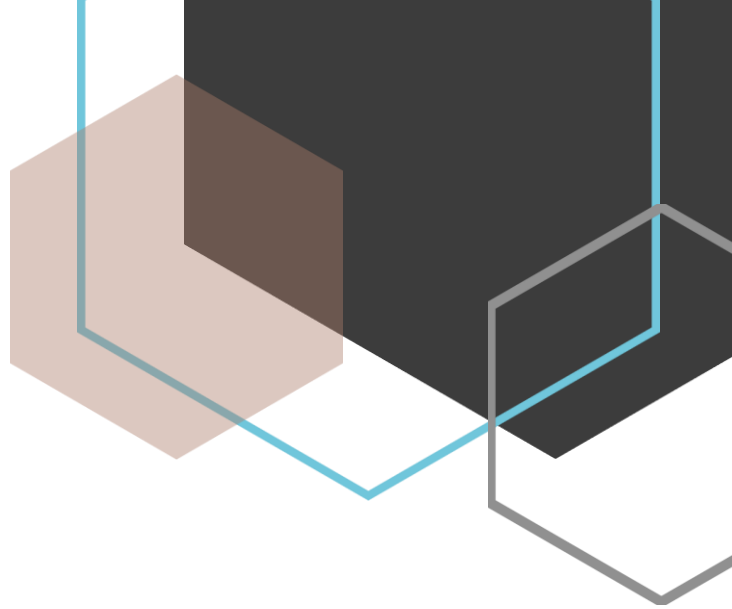
Scorecard on capacity to provide entrepreneurship education across various disciplines

This scorecard includes indicators intended to analyse the following aspects of university capacity:

- ✓ *Performance in the area of entrepreneurship education*
- ✓ *Entrepreneurship-supporting policies and culture*
- ✓ *Human resources capacity for entrepreneurship education*
- ✓ *Support structures and linkages facilitating entrepreneurship education*
- ✓ *Adaptation of teaching methods to facilitate entrepreneurship education*

The indicators cover the following areas of institutional performance:

- ✓ *Institutional strategies related to Entrepreneurship*
- ✓ *Number of course offers related to Entrepreneurship*
- ✓ *Entrepreneurship-related qualifications and experience of teaching staff*
- ✓ *Participation of practitioners in teaching*
- ✓ *Research projects related to Entrepreneurship*
- ✓ *University structures supporting Entrepreneurship*
- ✓ *Internship and/or placement schemes*
- ✓ *Development of entrepreneurship skills through the teaching process*

1.1. **Support for entrepreneurship and entrepreneurship education are included in the mission or core strategy of the university** (Yes/No)

1.2. **There is an institutional strategy on entrepreneurship education** (Yes/No) - please describe

1.3. **Relative number of bachelor/master/post-graduate programs offering entrepreneurship courses/training**

= [Number of bachelor/master/post-graduate programs offering entrepreneurship elective courses/training] / [Total number of bachelor/master/post-graduate programs] (%)

or

= [Number of bachelor/master/post-graduate programs offering entrepreneurship elective courses/training] / [Total number of students in bachelor/master/post-graduate programs] (%)

1.4. **Relative number of students in bachelor/master/post-graduate entrepreneurship programs** = [Number of students in bachelor/master/post-graduate entrepreneurship programs] / [Total number of students in bachelor/master/post-graduate programs] (%)

1.5. **Relative number of staff teaching entrepreneurship courses** = [Number of staff teaching entrepreneurship courses] / [Total number of full-time employed academic staff] (%)

1.6. **Relative number of staff that has participated in entrepreneurship training** = [Number of staff that has participated in entrepreneurship training] / [Total number of staff teaching entrepreneurship courses] (%)

1.7. **Relative number of industry or business practitioners involved in delivering entrepreneurship courses in bachelor's/master's/post-graduate degree** = [Number of practitioners involved in delivering entrepreneurship courses in bachelor's/master's/post-graduate degree] / [Total number of staff teaching entrepreneurship courses in bachelor's/master's/post-graduate degree] (%)

1.8. **Relative number of university employees who also have (temporary) work contracts in industry/business** = [Number of university employees who also have (temporary) work contracts in industry/business] / [Total number of faculty teaching at bachelor's/master's/post-graduate degree levels] (%)

1.9. **Relative number of bachelor/master/post-graduate entrepreneurship courses in which case studies or study visits are used to enhance learning** = [Number of bachelor/master/post-graduate entrepreneurship courses in which case studies or study visits are used to enhance learning] / [Total number of bachelor/master/post-graduate entrepreneurship courses] (%)

1.10. **Relative number of entrepreneurship-related research projects** = [Number of entrepreneurship-related research projects] / [Total number of research projects] (%)

*Exclude student research projects, such as Master thesis research.

1.11. **There are university entrepreneurship centres supporting university-business relations and entrepreneurship in general** (Yes/No) – please describe

1.12. **Provision of support to bachelor/master/post-graduate students for access to internship and/or placement schemes** (Yes/No)

1.13. **Existing opportunities for staff mobility (including adjunct faculty) across the university-business divide** (Yes/No)

1.14. **Real case studies provided by business/enterprises are included in entrepreneurship teaching** (Yes/No)

1.15. **A competence-based approach is used to assess the results and impact of studies** (Yes/No)

1.16. **The university promotes and monitors the development of students' soft skills (leadership, teamwork, communication, etc.)** (Yes/No)

1.17. **The university involves (officially or unofficially) employers or labour market institutions in:**

- curriculum development (Yes/No)

- teaching (Yes/No)

- participation in decision-making or consultative bodies at institutional level (Yes/No)
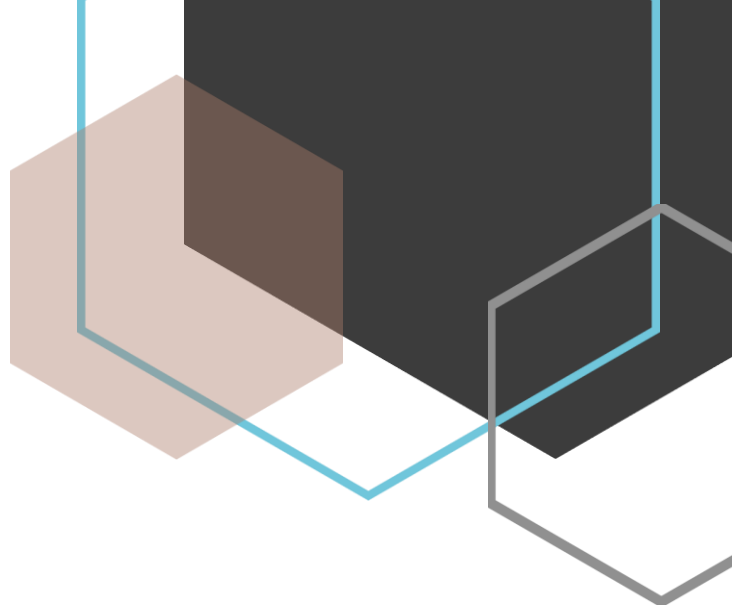
Scorecard on innovation capacity and existing university-business interactions
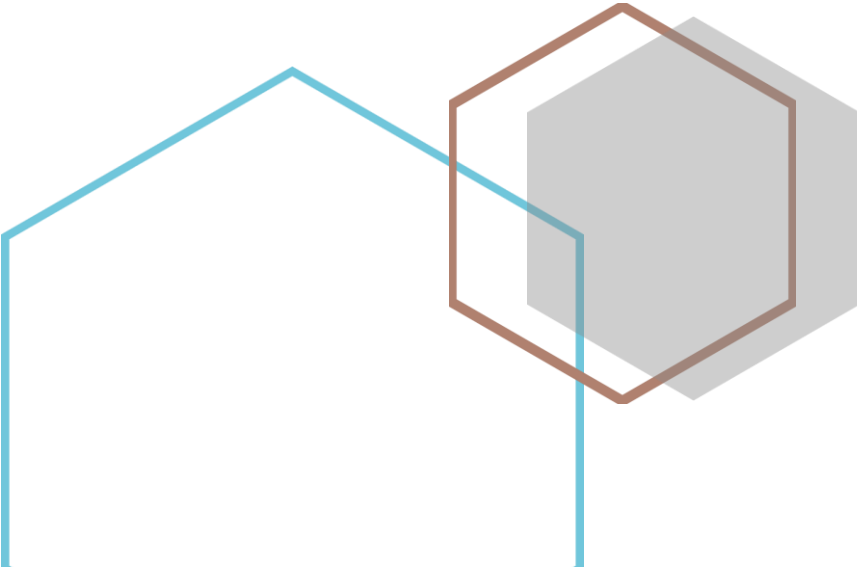
This scorecard includes indicators intended to analyse the following aspects of university capacity:

- ✓ *Performance in the area of innovation and university-business interactions*
- ✓ *Innovation-supporting policies and culture*
- ✓ *Support structures and linkages facilitating innovation and university-business interactions*
- ✓ *Human resources capacity for innovation and university-business interactions*

The indicators cover the following areas of institutional performance:

- ✓ *University strategies related to innovation*
- ✓ *Funding and budget in relation to innovation and research*
- ✓ *University structures supporting innovation*
- ✓ *Research planning and policy, including research training policy*
- ✓ *IPR policy*
- ✓ *Involvement of students in research*
- ✓ *Production of researchers at the university (doctoral students)*
- ✓ *Research and innovation activity of academic staff, including incentive structure*
- ✓ *Production of intangibles (patents, licenses, copyrights, trademarks, policy recommendations)*
- ✓ *Research collaboration with industry*
- ✓ *Modernization of curricula*

2.1. **Support for innovation and regional development is included in the mission or core strategy of the university** (Yes/No) – please specify

2.2. **There is an institutional strategy on innovation, innovation support or knowledge transfer to the external environment** (Yes/No), please describe

2.3. **R&D expenditures as a share of total university's budget**

= [R&D expenditures - local currency] / [Total university budget - local currency] (%)

Or

= [R&D expenditures – EUR or USD] / [Total university budget – EUR or USD] (%)

2.4. **Ratio of total grant funding and funding from external sources to full-time employed academic staff**

2.5. **University provides financial resources in the form of seed funding** (Yes/No)

2.6. **Existing university structures facilitating links with industry and local community or structures in which the university is collaborating with external economic actors or the local community**

- university research laboratories (owned or shared with other entities) (Yes/No)

* Include only research laboratories that can be open to external stakeholders for collaborative research

- technological parks (Yes/No)

- technology transfer offices (Yes/No)

-   incubators (Yes/No)

-   accelerators (Yes/No)

-   applied research centres (Yes/No)

-   research and development units (Yes/No)

2.7. **Implementation of research and research training planning and policy** (Yes/No) – please describe

2.8. **There is a clear IPR policy followed by the university in its relations with economic agents** (Yes/No)

2.9. **Proportion of students in bachelor's/master's/post-graduate programs involved in research projects at the university (averaged over the last 3 academic years)** [Average number of bachelor/master/post-graduate students involved in research projects over the last 3 academic years] / [Total number of bachelor/master/post-graduate students] (%)

*Exclude Master thesis research projects

*This indicator can be revised to include also student research projects required for completion of a degree, in which case it would be possible to measure the research preparedness of students

2.10. **PhD degree completions per full-time employed academic staff (averaged over the last 3 academic years)** [Average number of PhD students at the university over the last 3 academic years] / [Total number of full-time employed academic staff] (%)

2.11. **Proportion of PhD completions within planned schedule (averaged over the last 3 academic years)** [Average number of PhD students, who defended their PhD thesis within planned schedule at the university over the last 3 academic years] / [Number of university PhD students, who defended their PhD thesis, and students, who were not able to defended their PhD thesis] (%)

2.12. **Proportion of academic staff holding international and national research grants** [Number of full-time employed academic staff at the university holding international and national research grants] / [Total number of full-time employed academic staff] (%)

2.13. **Proportion of academic staff holding industry research grants** [Number of full-time employed academic staff at the university holding industry research grants] / [Total number of full-time employed academic staff] (%)

2.14. **Number of weighted publications per full-time employed academic staff (averaged over the last 3 calendar years) [**Average number of publications of full-time employed academic staff at the university over the last 3 calendar years] / [Total number of full-time employed academic staff] (%)

2.15. **Number of citations in Scopus and Google Scholar database per full-time employed academic staff (averaged over the last 3 academic years)** [Average number of citations in Scopus and Web of Science database of full-time employed academic staff at the university over the last 3 academic years] / [Total number of full-time employed academic staff] (%)

2.16. **Relative number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc. per full-time employed academic staff**

[Number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc. authored by full-time employed academic staff and the university] / [Total number of full-time employed academic staff] (%)

2.17. **Relative number of spin-off firms supported by the university per full-time employed academic staff** [Number of spin-off firms supported by the university] / [Total number of full-time employed academic staff] (%)

2.18. **Legal possibility for researchers to become engaged in research supported by industry** (Yes/No)

2.19. **The faculty attestation rules envisage rewarding of applied research for industry/local development** (Yes/No)

2.20. **Existing rules about modernization of curricula in view of new challenges, national priorities and business needs** (Yes/No)
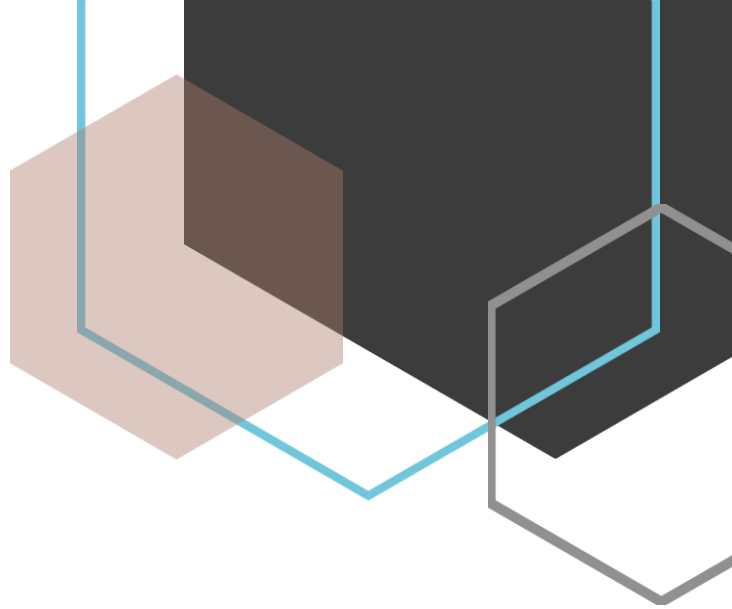
Scorecard on student talent development and retention policies
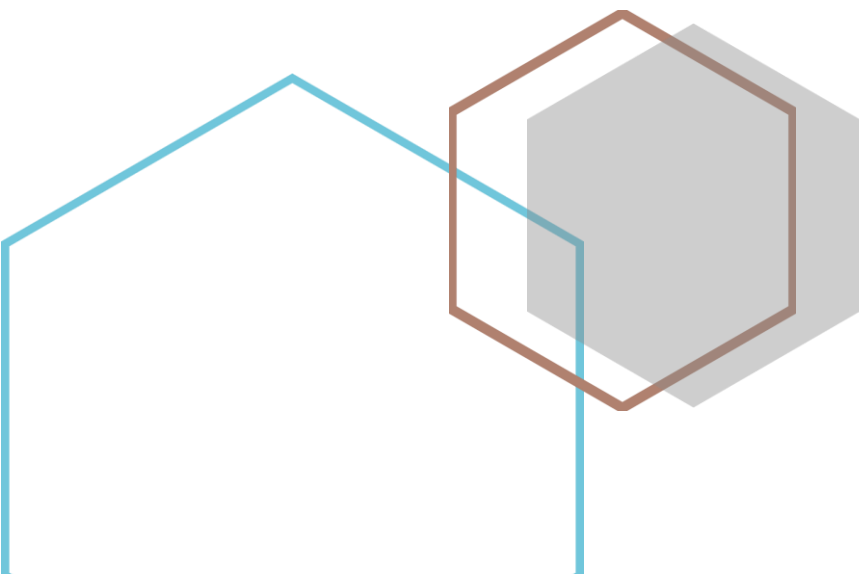
This scorecard includes indicators intended to analyse the following aspects of university capacity:

- ✓ *Capacity to attract and retain talent, including from disadvantaged groups and the group of non-traditional learners*

- ✓ *Capacity to provide welfare support for students*

- ✓ *Policies/structures for developing student talent*

- ✓ *Empowering students as stakeholders in university governance*

- ✓ *Capacity to support students' careers*

The indicators cover the following areas of institutional performance:

- ✓ *University strategies related to attracting and retaining talent*

- ✓ *Internationalization of the university*

- ✓ *Quality of teaching*

- ✓ *Performance of the university in terms of student employability*

- ✓ *Inclusion of disadvantaged students*

- ✓ *University structures and services oriented toward student welfare*

- ✓ *University structures and practices oriented toward talent development*

- ✓ *Students representation in university governance and decision-making*

- ✓ *Career guidance for students and alumni*

3.1. A marketing strategy for attracting talented students exists at the university (Yes/No)

3.2. Share of foreign students in total number of students enrolled [Number of foreign bachelor/master/post-graduate students enrolled at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.3. Share of students that started work in their field of study within 6 months after graduation/or board exam [Number of students that graduated during last academic year and started work in their field of study within 6 months after graduation/or board exam] / [Total number of graduated students during last academic year at the university] (%)

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3.4. Student-teaching staff ratio [Total number of students] / Total number of academic staff]

3.5. **Existing students' enrolment and services office** (Yes/No)

3.6. **Existing quality management system for academic excellence** (Yes/No)

3.7. **Existing options for part-time, distance or flexible learning at the university** (Yes/No)

3.8. **Existing strategy for residential environment improvement, including dormitories for students, active student welfare office, sport facilities (Yes/No)** – please specify

3.9. **Existing health service at the university premises** (Yes/No)

3.10. **Share of approved applications for university dormitories or for provision of support for student accommodation** [Number of approved applications of bachelor/master/post-graduate students for university dormitories or for provision of support for student accommodation] / [Total number of applications for university dormitories or for provision of support for student accommodation submitted by bachelor/master/post-graduate students at the university] (%)

3.11. **Existing support service for reducing debt load of students** (Yes/No)

3.12. **Share of students who receive financial support (scholarships, student loans, etc.)** [Number of bachelor/master/post-graduate students who receive financial support] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.13. **Existing options for legal advice for students** (Yes/No)

3.14. **Share of mature student entrants in total number of students enrolled** [Number of mature (over 29 years of age) bachelor/master/post-graduate student entrants enrolled at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)**3.15.** **Share of students with disabilities in total number of students enrolled** [Number of bachelor/master/post-graduate students with disabilities at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

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3.16. **Existing specialized support for disadvantaged groups of students (students with disabilities, mature students, minority groups, etc.)** (Yes/No) – please describe

3.17. **Existing built environment with universal design for students with disabilities** (Yes/No)

3.18. **Existing adapted teaching process for disadvantaged students** (Yes/No) – please describe

3.19. **Existing adapted assessments and examination process for disadvantaged students** (Yes/No) – please describe

3.20. **Share of students engaged in practicing entrepreneurship skills (e.g. teamwork, leadership, project management, business plan development and competitions, idea competitions for solving community and social issues, elevator pitch contests, public speaking, network creation)** [Number of bachelor/master/post-graduate students engaged in practicing entrepreneurship skills at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.21. **Share of students who have participated in internships in professional settings** [Number of bachelor/master/post-graduate students who participated in internships in professional settings] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.22. **Share of students included in coaching/mentoring programmes** [Number of bachelor/master/post-graduate students included in coaching/mentoring programmes at the university] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.23. **Share of students who participated in study tours (domestic and/or international)** [Number of bachelor/master/post-graduate students who participated in study tours (domestic and/or international)] / [Total number of bachelor/master/post-graduate students at the university] (%)

3.24. **Public financial support is provided to (partially) cover the costs of practical training** (Yes/No)

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3.25. **Existing policy/structure in support of student talent development (e.g. initiatives for business/product development, local and/or global community partnership, arts-based ventures, etc.)** (Yes/No) – please specify

3.26. **Existing dedicated place to showcase and collect innovative ideas from students, staff, faculty, community members** (Yes/No)

3.27. **Student participation in official decision-making bodies at the university (e.g. Academic Council, Department Council, Student Council, etc.)** (Yes/No) – please specify

3.28. **Existing clear and transparent procedures for student involvement in decision-making bodies at the university** (Yes/No)

3.29. **Students are members of quality assurance bodies at the university** (Yes/No)

3.30. **Students are asked to provide information (e.g. through surveys) on the following core aspects of student experience:**

- design of the curriculum (Yes/No)

- quality of the teaching (Yes/No)

- student learning (Yes/No)

- assessment methods (Yes/No)

- student resources available to support them (Yes/No)

3.31. **Students are asked to provide information (e.g. through surveys) on additional aspects of student experience:**

- student support services (Yes/No)

- university social life (Yes/No)

3.32. **Information about quality assurance (procedures, schedules, results) is published and available to students** (Yes/No)

3.33. **Motivation is provided for student involvement with quality assurance:**

- Monetary compensation (Yes/No)

- Credits (Yes/No)

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- Other types of motivation (Yes/No) – please specify

3.34. **Training and support materials/database/web portal etc. about quality assurance, are provided to students** (Yes/No)

3.35. **Events (briefings, discussions, quality forums) are organised to inform students about the practice of quality assurance** (Yes/No)

3.36. **The university monitors the career paths of former students** (Yes/No)

3.37. **The university carries out or uses student and graduate surveys, where students and/or graduates provide details on their transition to the labour market** (Yes/No)

3.38. **Career guidance is available throughout the whole student lifecycle** (Yes/No)

3.39. **Career guidance is available during certain stages of the student lifecycle** (Yes/No) – please specify

3.40. **Career guidance is available to all students** (Yes/No)

3.41. **Career guidance specifically targeted at disadvantaged students is provided** (Yes/No) – please specify

3.42. **Career guidance services are provided for graduates/alumni** (Yes/No) – please specify the eligibility period
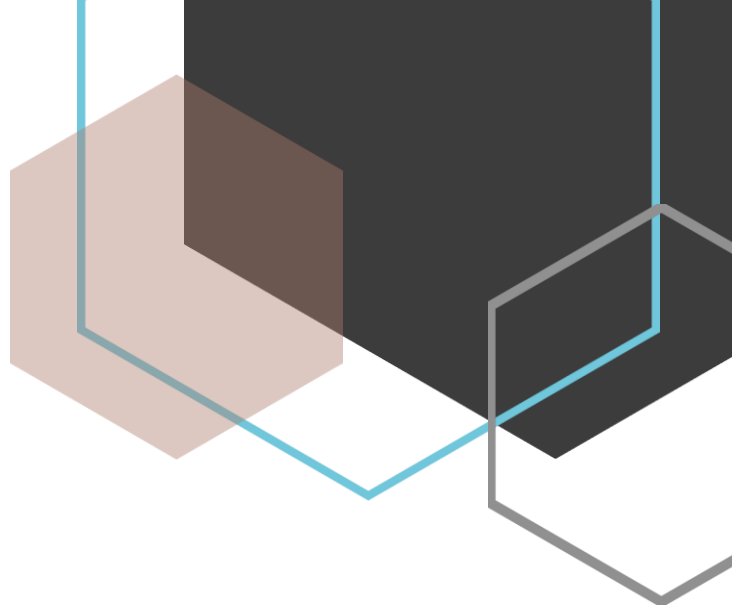
Annex 1. Integrated scorecard on graduates' employability promotion and innovation capacity – template for completion
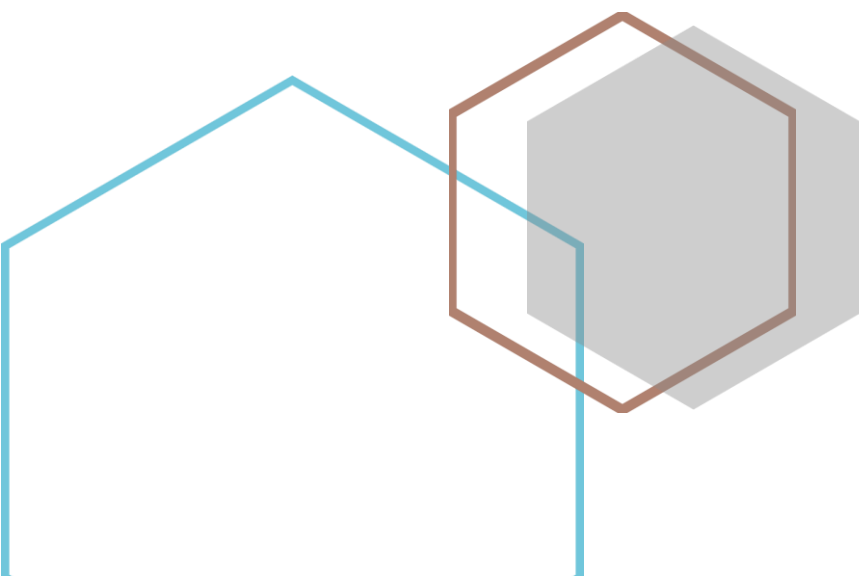
Instructions:

1. The assessment indicators in Column B correspond to the indicators, listed in Sections 1-3 above.

2. In Columns C & D only enter values / text in the fields coloured in WHITE in the table below.

3. In Column C, select Yes/No (by double clicking on the checkbox and selecting 'checked') or enter a Numerical Value, calculated in accordance with the definitions found in Sections 1-3 above.

4. In Column D:

-        enter clarification / description / explanation (where required);

         OR

-        make an assessment of the value of numerical indicators on a 1 to 5 scale, where: 1 = Very unsatisfactory, 2 = Unsatisfactory, 3 = Neutral, 4 = Satisfactory, 5 = Very satisfactory (by double clicking on the checkbox next to the respective grade and selecting 'checked')

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
1. Current capacity to provide entrepreneurship education across various disciplines			
1.1	Support for entrepreneurship and entrepreneurship education are included in the mission or core strategy of the university	Yes ☐ No ☐	
1.2	There is an institutional strategy on entrepreneurship education	Yes ☐ No ☐	*Please describe*
1.3	Relative number of bachelor/master/post-graduate programs offering entrepreneurship elective courses/training		
	Bachelor programs	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master programs	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate programs	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
1.4	Relative number of students in bachelor/master/post-graduate entrepreneurship programs		
	Bachelor entrepreneurship programs	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master entrepreneurship programs	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate entrepreneurship programs	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.5	Relative number of staff teaching entrepreneurship courses	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.6	Relative number of staff that has participated in entrepreneurship training	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
1.7	Relative number of industry or business practitioners involved in delivering entrepreneurship courses in bachelor's/master's/post-graduate degree		
	Bachelor's entrepreneurship degree	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master's entrepreneurship degree	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate degree	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.8	Relative number of university employees who also have (temporary) work contracts in industry/business	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.9	Relative number of bachelor/master/post-graduate entrepreneurship courses in which case studies or study visits are used to enhance learning		

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Bachelor entrepreneurship courses	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master entrepreneurship courses	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate entrepreneurship courses	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.10	Relative number of entrepreneurship-related research projects	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
1.11	Existing university entrepreneurship centres supporting university-business relations and entrepreneurship in general	Yes ☐ No ☐	*Please describe*
1.12	Provision of support to bachelor/master/post-graduate students for access to internship and/or placement schemes		
	Bachelor students	Yes ☐ No ☐	

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Master students	Yes ☐ No ☐	
	Post-graduate students	Yes ☐ No ☐	
1.13	Existing opportunities for staff mobility (including adjunct faculty) across the university-business divide	Yes ☐ No ☐	
1.14	Real case studies provided by business/enterprises are included in entrepreneurship teaching	Yes ☐ No ☐	
1.15	A competence-based approach is used to assess the results and impact of studies	Yes ☐ No ☐	
1.16	The university promotes and monitors the development of students' soft skills (leadership, teamwork, communication, etc.)		
	Leadership	Yes ☐ No ☐	
	Teamwork	Yes ☐ No ☐	
	Communication	Yes ☐ No ☐	
	…………………………………. *(add as many rows, as necessary)*	Yes ☐ No ☐	

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
1.17	The university officially or unofficially involves employers or labour market institutions in:		
	Curriculum development	Yes ☐ No ☐	
	Teaching	Yes ☐ No ☐	
	Participation in decision-making or consultative bodies at institutional level	Yes ☐ No ☐	
2. Innovation capacity and existing university-business interactions			
2.1	Support for innovation and regional development is included in the mission or core strategy of the university	Yes ☐ No ☐	*Please describe*
2.2	There is an institutional strategy on innovation, innovation support or knowledge transfer to the external environment	Yes ☐ No ☐	*Please describe*
2.3	R&D expenditures as a share of total university's budget	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.4	Ratio of total grant funding and funding from external sources to full-time employed academic staff	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
2.5	University provides financial resources in the form of seed funding	Yes ☐ No ☐	
2.6	Existing university structures facilitating links with industry and local community or structures in which the university is collaborating with external economic actors or the local community		
	University research laboratories (owned or shared with other entities)	Yes ☐ No ☐	
	Technological parks	Yes ☐ No ☐	
	Technology transfer offices	Yes ☐ No ☐	
	Incubators	Yes ☐ No ☐	
	Accelerators	Yes ☐ No ☐	
	Applied research centres	Yes ☐ No ☐	
	Research and development units	Yes ☐ No ☐	
2.7	Implementation of research and research training planning and policy	Yes ☐ No ☐	*Please describe*

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
2.8	There is a clear IPR policy followed by the university in its relations with economic agents	Yes ☐ No ☐	
2.9	Proportion of students in bachelor's/master's programs involved in research (including multi-disciplinary projects (averaged over the last 3 academic years)	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.10	PhD degree completions per full-time employed academic staff (averaged over the last 3 academic years)	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.11	Proportion of PhD completions within planned schedule (averaged over the last 3 academic years)	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.12	Proportion of academic staff holding international and national research grants	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.13	Proportion of academic staff holding industry research grants	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
2.14	Number of weighted publications per full-time employed academic staff (averaged over the last 3 calendar years)	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.15	Number of citations in Scopus and Google Scholar database per full-time employed academic staff (averaged over the last 3 academic years)	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.16	Relative number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc. per full-time employed academic staff	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.17	Relative number of spin-off firms supported by the university per full-time employed academic staff	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2.18	Legal possibility for researchers to become engaged in research supported by industry	Yes ☐ No ☐	
2.19	Do the faculty attestation rules envisage rewarding of applied research for industry/local development	Yes ☐ No ☐	
2.20	Existing rules about modernization of curricula according new challenges, national priorities and business needs	Yes ☐ No ☐	

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3. Student talent development policies			
3.1	Existing marketing strategy for attracting talented students at the university	Yes ☐ No ☐	
3.2	Share of foreign students in total number of students enrolled		
	Bachelor students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.3	Share of students that started work in their field of study within 6 months after graduation/or board exam	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	*B*	*C*	*D*
3.4	Student-teaching staff ratio	= …………………	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.5	Existing students' enrolment and services office	Yes ☐ No ☐	
3.6	Existing quality management system for academic excellence	Yes ☐ No ☐	
3.7	Existing option for part-time/distance /flexible learning at the university	Yes ☐ No ☐	
3.8	Existing strategy for residential environment improvement, including dormitories for students, active student welfare office, sport facilities	Yes ☐ No ☐	*Please specify*
3.9	Existing health service at the university premises	Yes ☐ No ☐	
3.10	Share of approved applications for university dormitories or providing of support for student accommodation		
	Bachelor students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Master students	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.11	Existing support service for reducing debt load of students	Yes ☐ No ☐	
3.12	Share of students who receive financial support in total number of students (scholarships, student loans, etc.)		
	Bachelor students	= …………………. %	1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3.13	Existing options for legal advice for students	Yes ☐ No ☐	
3.14	Share of mature students' entrants in total number of students enrolled		
	Bachelor student entrants	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master student entrants	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate student entrants	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.15	Share of students with disabilities in total number of students enrolled		
	Bachelor students with disabilities	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Master students with disabilities	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students with disabilities	= …………………. %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.16	Existing specialized support for disadvantaged groups of students (students with disabilities, mature students, minority groups, etc.)	Yes ☐ No ☐	*Please describe*
3.17	Existing built environment with universal design for students with disabilities	Yes ☐ No ☐	
3.18	Existing adapted teaching process for disadvantaged students	Yes ☐ No ☐	*Please describe*
3.19	Existing adapted assessments and examination process for disadvantaged students	Yes ☐ No ☐	*Please describe*

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3.20	Share of students engaged in practicing entrepreneurship skills (e.g. teamwork, leadership, project management, business plan development and competitions, idea competitions for solving community and social issues, elevator pitch contests, public speaking, network creation) in total number of students)		
	Bachelor students	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= …………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.21	Share of students who participated in internships in professional settings		

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Bachelor students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.22	Share of students included in coaching/mentoring programmes		
	Bachelor students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Post-graduate students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.23	Share of students who participated in study tours (domestic and/or international)		
	Bachelor students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Master students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	Post-graduate students	= ………………… %	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3.24	Public financial support is provided to (partially) cover the costs of practical training	Yes ☐ No ☐	

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3.25	Existing policy/structure in support of student talent development (e.g., initiatives for business/product development, local and/or global community partnership, arts-based ventures, etc.	Yes ☐ No ☐	*Please specify*
3.26	Existing dedicated place to showcase and collect innovative ideas from students, staff, faculty, community members	Yes ☐ No ☐	
3.27	Student participation in official decision-making bodies in the university (e.g. Academic council, Department council, Students council, etc.)	Yes ☐ No ☐	*Please specify*
3.28	Existing clear and transparent procedures for student involvement in decision-making bodies at the university	Yes ☐ No ☐	
3.29	Students are members of quality assurance bodies at the university	Yes ☐ No ☐	
3.30	Students are asked to provide information (e.g. through surveys) on the following core aspects of student experience:		
	Design of the curriculum	Yes ☐ No ☐	
	Quality of the teaching	Yes ☐ No ☐	

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
	Student learning	Yes ☐ No ☐	
	Assessment methods	Yes ☐ No ☐	
	Student resources available to support them	Yes ☐ No ☐	
3.31	Students are asked to provide information (e.g. through surveys) on additional aspects of student experience:		
	Student support services	Yes ☐ No ☐	
	university social life	Yes ☐ No ☐	
3.32	Information about quality assurance (procedures, schedules, results) is published and available to students	Yes ☐ No ☐	
3.33	Motivation is provided for student involvement with quality assurance:		
	Monetary compensation	Yes ☐ No ☐	
	Credits	Yes ☐ No ☐	
	Other types of motivation	Yes ☐ No ☐	*Please specify*

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3.34	Training and support materials/database/web portal etc. about quality assurance, are provided to students	Yes ☐ No ☐	
3.35	Events (briefings, discussions, quality forums) are organised to inform students about the practice of quality assurance	Yes ☐ No ☐	
3.36	The university monitors the career paths of former students	Yes ☐ No ☐	
3.37	The university carries out or uses student and graduate surveys, where students and/or graduates provide details on their transition to the labour market	Yes ☐ No ☐	
3.38	Career guidance is available throughout the whole student lifecycle	Yes ☐ No ☐	
3.39	Career guidance is available during certain stages of the student lifecycle	Yes ☐ No ☐	*Please specify*
3.40	Career guidance is available to all students	Yes ☐ No ☐	
3.41	Career guidance specifically targeted at disadvantaged students is provided	Yes ☐ No ☐	*Please specify*

No.	Assessment indicator	Indicator value	Additional clarification (if required) or Assessment on a 1-5 scale
A	B	C	D
3.42	Career guidance services are provided for graduates/alumni	Yes ☐ No ☐	*Please specify the eligibility period*