
**EXTRACTED PARTS FROM DOCUMENTS "POLICY OF INTRODUCTION
OF EXTENDED STUDY (PART-TIME) AND SHORT PROGRAMS (SHORT
CYCLE) TO HIGHER EDUCATION OF THE REPUBLIC OF SERBIA" AND
THE LAW ON HIGHER EDUCATION OF THE REPUBLIC OF SERBIA**

Nada Kovačević¹

nada.kovacevic@rect.bg.ac.rs

Ivan Obradović²

ivan@rect.bg.ac.rs

Dalibor Soldatić³

soldatic@sbb.rs

Ljiljana Damjanov⁴

ljiljana.damjanov@rect.bg.ac.rs

SUMMARY

In the framework of Work Package 2 (Development of legal frameworks for implementation for PT & SCHE) of project "Introduction of part time and short cycle studies in Serbia – PT & SCHE", the document "Policy for the Introduction of Part-time and Short-cycle Programs in Higher Education of the Republic of Serbia" had been prepared. This document outlines the views that the project participants came to after reviewing the available data on the experiences of other countries and visiting partner institutions, understanding the needs of business entities and higher education institutions in our community, in accordance with the existing strategic documents on the development of higher education in the Republic of Serbia .

In summary, the results of the activities on the Project have led to the view that it is necessary to amend the Law on Higher Education and to enable persons in the Republic of Serbia who, due to their employment and any other situation, can not attend regular classes, can study and acquire qualifications in the field of higher education in accordance with their capabilities. Also, it is necessary to provide training through short study programs for quick acquisition of competencies for performing specific tasks, based on the stated needs of business entities.

¹ University of Belgrade

² University of Belgrade

³ University of Belgrade

⁴ University of Belgrade, Sector for Studies and Science

In this text, the views expressed by the consortium of the Project on Enhanced Study (Part-time, Study in Work) and short study programs are presented, presented the results of analyzes of the effects of the introduction of new forms of study and the quoted members of the new Law on Higher Education (Official Gazette No. 88/2017 ; 27/2018; 73/2018) to which they are regulated.

Work coordination in Work Package 2. had a University in Belgrade.

1. PART-TIME STUDY, „STUDY and WORK“, EXTENDED STUDY

1.1. Views of the Project Consortium

It is necessary to enable all persons who can not attend classes regularly and regularly study (employees, mothers of small children, sick people, disabled people, active athletes, etc.) to be included in the higher education system and acquire appropriate competencies and qualifications through a teaching process that is in line with their abilities and needs. The Law on Higher Education should recognize this right and enable their education. The Project Consortium suggests that such a regime of study is called an **extended study (part-time study)**.

Extended study involves studying for a longer period of time in the same study program, acquiring the same learning outcomes and competencies, and obtaining the same diploma and the same title as well as when the study program is studied in a regular regimen.

In this sense, the proposal is to allow three modes of study:

A. **Regular study (Full-time)**. The student has the opportunity to devote 40 hours per week to the study (of which at least 50% in the form of contact instruction) and to achieve 60 ESPB per year.

B. **Extended study (Part-time)**. A student can not fulfill the requirements of regular study because he is employed or for other personal reasons; can dedicate to study for a maximum of 15 to 20 hours per week and to achieve less than 60, and most often 30 ESPBs.

C. **Accelerated study**. A student who wants, can complete studies in a shorter period of time compared to the predetermined duration of the study program; during higher years of study, can choose subjects in a total volume of more than 60 ESPB per year (eg up to 90 ESPBs), provided that during the first year of study they achieved planned and binding 60 ESPBs.

Extended (Part-time) study can be applied to study programs of both types and the first two levels of study (OAS, MAS, SAS, OSS, MSS, SSS).

As previously mentioned, a higher education institution may, but is not required to, offer more than one of the three study regimes for one study program in one academic year.

As a student's circumstances may change during his/her studies, a higher education system should allow him/her to switch from one study regime to another. A higher education institution, in accordance with its general act, should anticipate transition conditions for each of the three study regimes, if they are stipulated in its statute.

The organization of extended study (Part-time) should be tailored to the specific and limited time capabilities of students who have chosen this mode, but that the quality of the teaching process

is preserved. An extended study is achieved by applying one of three ways of organizing the teaching process:

A. Face-to-face teaching. A student takes part in the planned curriculum in its entirety on the premises of a higher education institution based on the teaching curriculum which has been prepared in accordance with students' abilities. This teaching plan should be available to students at the beginning of an academic year. The schedule should be organized so that every student can choose a combination of subjects that allow him to achieve 30 ECTS credits. Lectures are organized in the evenings, on weekends or as instruction blocks, and they are of the same content and scope as the teaching of the subjects within the full-time studies regime.

B. Online teaching. A student uses a higher education institution's e-learning system, he/she has the access and ability to choose teaching materials with the obligation to use interactive communication with the teacher or associate teacher of each subject, as well as other students.

C. Blended learning. A student completes one part of his/her study program through online teaching, and the other part through face-to-face teaching on the premises of a higher education institution. Teaching on the premises of a higher education institution is usually organized for the purposes of the teaching units for which a high degree of interaction between a student and a teaching associate and other students is expected, and when the use of special equipment that students cannot own at home is necessary.

A study program is equal regardless of the study regime (full-time, part-time, accelerated studies) and the method of teaching organization (face-to-face teaching, online teaching, blended learning). Accreditation standards should stipulate the conditions that ensure the necessary quality of the teaching process for each of the teaching methods. In accordance with the standards, the number of students who can enroll in the first year of a study program every academic year is determined. In accordance with its stipulations and in the enrollment competition, a higher education institution states the number of students for full-time and part-time studies (a higher education institution can in its legal acts determine another way for the allocation of students for each study regime within the accredited quotas for a study program), as well as for study programs which are organized only via online teaching.

Regardless of the pace of studies, if they study the same study program, students must achieve the same learning outcomes and earn the same competencies, the same knowledge and skills and the same professional and academic title. One study program can be realized in one, two or three study regimes, and regardless of the study regime, a diploma must guarantee the same level of competence of all students who complete the same study program.

*1.2. Analysis of the effects of introducing extended study ("study and work"; part-time studies)
(analysis by the team of the University of Novi Sad)*

What problems are being solved by introducing “study and work” (part-time studies)?

The need for continuous improvement and acquisition of new knowledge is a prerequisite for success in every area of work. We are increasingly being faced with the demand of employed persons to attend full-time studies regardless of their age. Furthermore, there is a significant number of young people who are employed because they need to financially support themselves. Based on the current offer of study programs, these students do not have an opportunity to simultaneously study and work. Regardless of their great desire to harmonize work and study obligations, that is almost impossible because full-time studies require a 40-hour week. By introducing a new study regime, employed students would be able to simultaneously fulfill both their work and study obligations.

Serbia faces a very unfavorable demographic situation. It has experienced negative population growth for many years. However, there are still no proper measures to at least slow down this negative trend. Young parents who are students do not have the opportunity to devote themselves to their studies to the necessary extent for the successful mastering of a program. Instead of receiving support, they are very often forced to plead for help and understanding. The introduction of part-time studies would provide young parents with the opportunity to successfully study and be parents.

The same conclusions can be reached for the situation students with disabilities face. Part-time studies would allow this category of students to choose the study regime appropriate for their abilities.

Finally, there are cases in which students, for various reasons, find themselves in situations where they cannot meet full-time study requirements. At present, in those cases students are forced to drop out, which is very unfavourable for them personally and for the whole society.

What are the objectives achieved by introducing “study and work” (part-time studies)?

There are two equally important objectives. The first objective is increased availability and fairness of higher education, which entails that young people who are employed, or are parents, or for any other reason are unable to dedicate 40 hours per week to a study program, can access higher education and earn the same qualification as full-time students, but in a study regime that involves longer study timeframe (part-time study). The second objective is enhancing lifelong learning, that is, employed persons with work experience who want to earn a new or additional qualification because of their future work will be able to do so within the accredited study programs.

Have the options of resolving the problem without the introduction of “study and work” (part-time studies) programs been considered?

The Republic of Serbia is part of the European education area, and the harmonization of, above all, higher education with examples of good practice in the European countries is one of the instruments for achieving better results in the field of education. Part-time studies are available in almost all EHEA countries, but, unlike full-time studies, the method of introducing and implementing part-time studies is very diverse. This has enabled different modalities to be considered, based on different experience, and the model that best suits Serbian education system to be chosen.

Why is the introduction of “study and work” (part-time studies) the best solution to the problem?

Part-time studies will provide, as already mentioned, greater availability and fairness of higher education. Higher education institutions have the opportunity to systematically solve the problems of the students who are not able to study full-time for various reasons. Introducing part-time studies will ensure that this category of students also has the same scope and quality of studies as full-time students, but through a customized way of a study program realization.

Who will the proposed solutions most likely affect and in what way?

Affected parties	Expected effect	Possible risk
citizens	Quality study program is made available to citizens who cannot dedicate 40 hours a week to their study obligations;	Insufficient understanding of part-time studies and misuse of these study programs in cases when there are no justified reasons, only the conviction that it is an easier way of studying;
society	Increase in the number of citizens with higher education; Reduced number of dropout students;	No significant risks
higher education institution	Introduction of part-time studies will make quality realization	Introduction of part-time studies, along with the existing full-time studies, will double study

	of a study program available to all categories of students;	program obligations which can be a problem if there is a shortage of quality teaching staff; Different understanding of part-time studies;
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What costs will the introduction of “study and work” (part-time studies) incur to all citizens and the economy (especially to small and medium-sized enterprises)?

Do positive effects of the introduction of “study and work” (part-time studies) justify the costs they will incur?

It is expected that mostly students bear the expenses of part-time studies, which increases their investment in their own education, but it is certainly an investment that should boost their income in the future.

Part-time studies are expected to reduce the number of dropout students, hence protecting either the country’s or individuals’ investment in higher education which, in case of dropping out of studies, would be an unprofitable investment.

What measures and actions will be taken while introducing “study and work” (part-time studies) in order to achieve what is intended by the passing of the Law?

Measures and actions	Executors
Passing a legal framework for part-time studies	Ministry of Education, Science and Technological Development
Amending the statute of a higher education institution	higher education institution
Adopting a rulebook on part-time studies at a higher education institution	higher education institution
Starting the implementation of a part-time studies model	higher education institution
Informing the public about part-time studies	This project; Ministry of Education, Science and Technological Development; Serbian Chamber of Commerce

1.3. Law on Higher Education (Official Gazette No. 88/2017; 27/2018; 73/2018)

Below are the articles of the Law referring directly to the term "Study and Work". Namely, the legislator did not accept the proposal and the name of the extended study or the English version of the part-time study, but used the term "Study and Work". A more detailed organization of this method of study should envisage higher education institutions by its acts.

Organization of studies

Article 96

The obligations of the higher education institution regarding the way of organizing and the time of the maintenance of the form of studies are regulated by the general act of the higher education institution, as well as the obligation to provide conditions for students with disabilities in accordance with their capabilities.

The higher education institution is obliged to organize lectures and other forms of teaching for all students, except for the realization of a distance study program. Teaching is organized and conducted at the headquarters of the higher education institution, that is, in the facilities listed in the work permit.

A higher education institution may organize a part of teaching outside of the headquarters, if it is a teaching from the subject whose character is required, in accordance with accreditation. Within basic and master studies, a higher education institution can organize student practice, as part of a study program or through extracurricular activities.

A higher education institution may organize “study and work” for students who are employed or who for some other reason are not able to regularly attend classes.

The detailed conditions and methods for the realization of the distance study program are regulated by the general act of the higher education institution.

Higher education institution is obliged, in accordance with its general act, to adequately, accurately and timely inform students about the manner, time and place of teaching, objectives, methods and contents of teaching, contents, methods, criteria and test criteria, manner of securing to the public on the exam and how to gain insight into the results, as well as other issues of relevance to students.

Rules of study Article 102

When enrolling each school year, a student chooses to study in the course of study programs.

The study program prescribes which courses are required for a particular year of study. A student financed from the budget, when enrolling for the corresponding year of study, is defined for as many subjects as is necessary to achieve at least 60 ESPB points, unless he has less than 60 ESPB points by the end of the study program.

A self-financed student, upon enrollment in the corresponding year of study, is determined, according to the study program, for as many courses as necessary to achieve at least 37 ESPB points, unless less than 37 ESPB points remain until the end of the study program.

A student who “study and work”, enrolling the corresponding year of studies is determined, according to the study program, for as many subjects as it takes to earn at least 30 ESPB points, unless he has less than 30 ESPB points by the end of the study program.

Higher education institution by general act determines the conditions for enrollment in the next year of study.

Student from st. 4 and 5 of this article, which is itself financed, shall pay part of the tuition calculated in proportion to the number of ESPB points for the cases for which it has been determined.

By taking the exam student receives a certain number of ESPB points in accordance with the study program.

Student who does not pass the exam from the compulsory subject until the beginning of the next school year, enrolls the same subject.

A student who does not pass an elective course can re-enroll it or opt for another elective subject.

The study program may be conditioned to determine the student for a particular subject by previously passing the exams from one or more subjects determined by the study program. The rules of the studies are more closely regulated by the general act of the higher education institution.

Cessation of student status Article 109

Student status ceases in the case of:

- 1) printing from studies;
- 2) completion of studies;
- 3) non-attendance of the school year;
- 4) when he / she does not complete the study until the expiry of the deadline determined in the double number of school years required for the realization of the study program, except in the case of studies at work;
- 5) imposing a disciplinary measure of exclusion from studies at a higher education institution.

A student who **“study and work”**, a student with a disability, a student who is enrolled in affirmative studies, and a student who has the status of a categorized top athlete retains the status of a student until the expiration of the deadline determined in the triple number of school years required for the realization of the study program.

The student can, on a personal request, extend the deadline for completing the studies, in accordance with the general act of the higher education institution.

2. SHORT PROGRAMS OF STUDIES

2.1. Views of the Project Consortium

For the purpose of vocational training of a student for inclusion in the work process, short programs of study (below the text named SP) are carried out, which has a clearly defined structure, purpose, outcomes of the school and for which the (national) certificate of completed short program with a description of the job for which it is trained student and acquired competencies.

The goal of introducing SP into the educational system of the Republic of Serbia is to enable, in a short period of time, effective and efficient education and training of experts for concrete work based on the expressed needs of employers.

The SP, which according to type, level and scope of knowledge and skills for which students are trained correspond to higher education, are short study programs.

The SP is designed with a set of subjects and practices that aim to ensure the acquisition of closely and functionally related knowledge and skills in order to train a student to perform a specific job that corresponds to higher education level and level of competence and complexity.

The SP may be adopted and implemented by an accredited higher education institution (below the text named HEI) in a scientific-educational or artistic area where one study program has been accredited.

As a rule, SP is in line with labor market requirements.

The HEI can only bring and execute the SP only if it has the support of the employer, which is documented by the contract on the expressed need, by the employer's statement on the positive evaluation of the draft curriculum and / or by the statement of readiness of at least one employer to enroll their employees at SP or, after additional testing and of the election, engage persons who have obtained a certificate of completion of the SP.

The SP is not subject to the accreditation process that is foreseen for study programs.

The HEI can perform SP after its introduction into the register / register in accordance with the Law

Depending on the educational task, the scope and the character of the knowledge and skills to be provided to the student and the complexity of the job for which he is preparing, KP can be organized within the academic or professional type of higher education within the first or second level.

The SP has a teaching process range of 300 to 600 (900) hours of active teaching, and can last from 3 to 12 (18) months. The extent of SP can be reported in ESPB; The range of 300 to 600 (900) hours of active teaching corresponds to 30 to 60 (90) ESPB.

For the organization of the SP, the general rules adopted for higher education apply: the student's workload during the working week amounts to a maximum of 40 hours, of which 20-30 contact hours.

Active teaching includes theoretical lectures and practical exercises in the range of 20-30 hours per week (ie integrated lectures and exercises) and additional workplace practice / training in the range of 10-30% of active school hours.

The teaching process applied for the implementation of SP has to be harmonized with the general principles of work of accredited HEIs.

Teaching at SP can be organized in three ways: classical in the high school premises in which she runs and accredited study programs (F2F), as online classes and combining these two ways.

Teaching at SP takes place independently of teaching in academic or vocational studies.

The HEI defines the method and the procedure for adoption, the number of participants, the dynamics of realization, the respect of the appropriate working standards (organization of work

and methodological aspects of studies), quality control, continuous improvement of the quality of studies, keeping records on the implementation of SP.

The HEI may determine its actions in relation to the recognition of cases / parts of objects by national certificate holders who enter the study program.

Once adopted, the SP can be realized for the needs of other employers, by dynamics that does not jeopardize the quality of the teaching process and do not interfere with the regular implementation of accredited study programs.

The number of students enrolled in the SP is in line with the requirements stated in the contract with the employer / employer, or determined according to the number of staff, space and organizational capabilities of the HEI that provide the necessary quality of the teaching process and do not interfere with the regular implementation of accredited study programs.

The curriculum of the SP contains a list of compulsory and elective subjects, their schedule by semesters / blocks, number of hours, scope and interdependence. In the preparation of the curriculum, HEIs must take into account the uniform burden of the student. The SP may have optional subjects when needed and justified for better preparation of students. The subjects that make up SP are smaller and have more concrete and combined (multidisciplinary) content and organization in relation to courses in study programs, academic and vocational education.

By their scope and structure, SP subjects represent a unique combination of theoretical and practical knowledge and skills (from different scientific / professional / artistic fields) and practices / training for their specific application to solve a specific problem / work / operation within a specific job who is dedicated to SP.

The teaching of SP can be organized through a block system, that is, as a concentrated teaching of only one subject with a check of the acquired knowledge and skills, immediately after the completion of the course.

The student's success in mastering one subject is continuously monitored during classes and expressed by points. The maximum number of points is 100 for each item.

The student acquires points on the subject through work in teaching and fulfilling pre-examination obligations and taking the exam. The maximum number of points that a student can obtain through pre-examination obligations during active teaching and practice is 70.

Assessment of knowledge and acquired skills, as well as the student's training at the end of the course in one subject, is carried out through an examination that can be organized in a way that best enables the examination of learning outcomes and training. The way of checking the outcomes of learning and training is an integral part of the data that the HEI lists in the documentation that tracks each subject.

A teacher who participates in the realization of teaching at SP can be a person in the profession: lecturer, professor of vocational studies, assistant professor, associate professor and full professor.

Due to the specific purpose of the SP, to ensure the acquisition of closely and functionally related knowledge and skills in order to train a student for performing a specific job, the HEI with its general act defines the form and conditions of engaging additional teachers and associates (employment, additional employment, engagement contract for performance teaching without establishing a working relationship).

The National Council for Higher Education should provide detailed guidelines on the organization, implementation, checking of the appropriate certificates, keeping records and controlling the realization of the SP.

2.2. Analysis of the effects of introducing short programs of study (analysis by the team of the University of Novi Sad)

What problems are solved by the introduction of short programs of study?

We live in a time when there is a constant need for new knowledge and skills, which indicates that once acquired formal qualifications are not enough for one's entire work life. There is also a number of occupations which are no longer needed in the labor market. For these reasons we can notice a double loss – on the one hand, employers cannot find sufficiently qualified workforce, and, on the other hand, our formal education system spends financial means on professions with no clear perspective. Of course, the greatest loss is felt either by young people who cannot find a suitable job or persons who have substantial work experience but there has emerged a need for additional knowledge and skills for their job positions. For years, in the Republic of Serbia, various trainings or courses have been organized by a large number of institutions or organizations which have been trying to solve the obvious problem. However, this type of approach very often does not give appropriate results.

What objectives are achieved by the introduction of short programs of study?

The basic goal achieved by the introduction of short programs of study is reflected in the efficient connection between the labor market and higher education established through, on the one hand, clearly defined market needs, and on the other, well, rapidly and competently organized and implemented short programs of study which meet the defined needs.

Have any options for solving the problem without the introduction of short programs of study been considered?

The Republic of Serbia is a part of the European Higher Education Area and harmonizing primarily higher education with the examples of good practice of European countries is one of the means for achieving better results in the field of education. However, there is a great diversity in

the field of short programs of study in the EHEA member countries, which has enabled us to, based on various types of experience, consider different possibilities and opt for the model most suitable for Serbian education system

As mentioned previously, there are training programs which are implemented, but which mostly refer to professional qualifications below higher education level.

Why is the introduction of short programs of study the best solution to the problem?

Short programs of study will enable accredited higher education institutions, in close connection with employers, to take part of the responsibility for economic development. The introduction of the national certificate will systematically and transparently regulate the system of short programs of study.

Who will the proposed solutions most likely affect and in what way?

Affected parties	Expected effect	Possible risks
citizens	Opening up a possibility for efficient acquisition of new competencies, that is, knowledge and skills;	Lack of understanding of short programs of study (insufficiently informed public) or too high expectations;
employers (economy)	Fast and efficient gaining of qualified workforce in accordance with their needs;	Lack of interest in formal cooperation with a higher education institution; insufficiently informed public;
Higher education institution	Stronger connection with the economy and more efficient way of adapting the program to the labour market needs;	Insufficient understanding of employers' needs; Using short programs of study for unsuccessful students;

What costs will the introduction of short programs of study incur to all citizens and the economy (especially to small and medium-sized enterprises)?

Do positive effects of the introduction of short programs of study justify the costs they will incur?

The costs of short programs of study will be borne by students themselves or employers, depending on their interest. Even though at first sight it seems as if the costs are covered by students and employers while a higher education institution makes a profit, in the long term short programs of study should increase graduate students' income and boost the profit of companies through the use of acquired knowledge and skills.

What measures and actions will be taken while introducing short programs of study in order to achieve what is intended by the passing of the Law?

Measures and actions	Executors
Passing a legal framework for short programs of study	Ministry of Education, Science and Technological Development
Adopting a rulebook on short programs of study	National Council for Higher Education; Ministry of Education, Science and Technological Development
Establishing short programs of study register	National Council for Higher Education; Commission for Accreditation and Quality Assurance; Ministry of Education, Science and Technological Development
Amending the rulebook on public documents	Ministry of Education, Science and Technological Development
Adopting a rulebook on short programs of study at a higher education institution	higher education institution

Starting the implementation of short programs of study	higher education institution
Informing the public about short programs of study	This project; Ministry of Education, Science and Technological Development; Serbian Chamber of Commerce

2.3. Law on Higher Education (Official Gazette No. 88/2017; 27/2018; 73/2018)

Below are the articles of the Law referring directly to the term "Short Program of Study". As stated earlier, the National Council for Higher Education should provide detailed guidelines on the organization, implementation, checking of the appropriate certificates, keeping records and controlling the realization of the SP. After that, HEIs in their acts must in detail determine the procedures for the adoption, recording and realization of the SP.

Competence of the National Council Article 12

National Council:

- 1) monitor the development of higher education and its compliance with European and international standards;
- 2) propose to the ministry responsible for higher education (hereinafter: the Ministry) measures for the improvement of the higher education system;
- 3) gives opinion on the policy of enrollment in higher education institutions;
- 4) give opinion in the procedure of passing regulations regulating issues of importance for the activity of higher education;
- 5) propose to the Government norms and standards of work of higher education institutions, as well as the material resources for their realization, according to the opinion of the University Conference and the Conference of Academies and Higher Schools;
- 6) decide in the second instance on appeals in the accreditation procedure, on the basis of the proposal of the Appeals Commission, which it establishes for each individual appeal;
- 7) **determine the guidelines regarding the organization, implementation of the short program of study and issuing the appropriate certificate;**

Types of studies

Article 34

The activities of higher education are realized through academic and professional studies based on accredited study programs for higher education.

In academic studies an academic study program is being conducted, which enables students to develop and apply scientific, artistic and professional achievements.

Vocational studies are carried out by a vocational study program, which enables students to apply and develop the professional knowledge and skills necessary for inclusion in the work process.

For the purpose of vocational training of persons with acquired secondary education for inclusion in the work process, a short program of studies with a clearly defined structure, purpose and learning outcomes is carried out, and for which a certificate of completion of the short study program and acquired competencies is issued

Scope of study

Article 39

Each subject from a study program or a short study program is indicated by the number of ESPBs corresponding to the program, and the scope of the program is expressed by a set of ESPB points.

A total of 60 ECTS points corresponds to the average total student engagement within the 40-hour working week during a school year.

The total student engagement consists of active teaching (lectures, exercises, practicals, seminars, etc.), independent work, colloquiums, exams, final work, student practice, volunteer work in the local community and other forms of engagement.

Voluntary work is the work of a student free of charge, organized by a higher education institution on projects of importance for the local community that is valued in the higher education system.

The conditions, the way of organizing and evaluating voluntary work are regulated by a higher education institution by their general act.

The total number of hours of active teaching can not be less than 600 hours during the school year.

Basic academic studies have between 180 and 240 ESPB points.

Basic vocational studies have 180 ESPB points.

Specialist vocational studies have at least 60 ESPB points.

Specialist academic studies have at least 60 ESPB points when they have previously completed Master Academic Studies.

Master academic studies have:

1) at least 60 ESPB points, when the scope of basic academic studies of 240 ESPB points has been previously achieved;

2) at least 120 ESPB points when the previous scope of basic academic studies of 180 ECTS points.

Master's professional studies have at least 120 ESPB points when the first level of the study has reached at least 180 ESPB points.

Study programs of academic studies can be organized in the framework of basic and master academic studies.

Doctoral studies have at least 180 ESPB points, with a previously completed study scope of at least 300 ESPB points in basic academic and master academic studies, or integrated academic studies.

Study programs of academic studies in medical sciences can be organized in the framework of basic and master academic studies, with a total volume of up to 360 ESPB points.

A short program of study can be conducted in the range of 30 to 60 ESPB points.

Records maintained by a higher education institution Article 113

The higher education institution keeps: the student register, records of diplomas issued and diplomas supplement, records of employees, records of recognized foreign higher education documents for continuation of schooling and record of passing the exam.

Higher education institutions and records of students and certificates of completion of the short program of study.

The records referred to in paragraph 1 of this Article shall be kept in Serbian, Cyrillic script, in printed form, and may be kept electronically.

When instruction is exercised in the language of the national minority, the records referred to in paragraph 1 of this Article shall be kept in Serbian in Cyrillic script and in the language and script of the national minority.

The data entered in the records of the higher education institution shall be submitted to the Ministry for the performance of legally determined tasks, in accordance with this Law.

More detailed requirements regarding the keeping, collection, entry, updating, availability of the records kept, as well as other issues of relevance for keeping records, shall be prescribed by the Minister.

Data in the register of accredited institutions

Article 116

The register of accredited higher education institutions is a set of general data that is determined: the legal status of a higher education institution, the status of a higher education institution in the higher education system; data on study programs implemented by the higher education institution; **data on realized short programs of study and issued certificates**; tuition fee; weekly fund hours per study program for each year for lectures and exercises; the language in which the study program is conducted; number of budget and self-financing students per study program and per year; data on objects (number of buildings and squares, number of laboratories, number of library units); information on the acts and bodies of the higher education institution; data on the accreditation of the higher education institution and the results of the external evaluation of the higher education institution; data on own revenues and their spending.

Data in student records

Article 118

Data on students that the higher education institution keeps in the records referred to in Article 113, paragraph 1, are a set of personal data defining their identity, educational and social status and the necessary educational, social and health support.

Personal data about students is collected by a higher education institution through a form that is prescribed by the Minister and completed in paper form when enrolling the year of study.

The following data are collected for determining the student's identity: first name, first name, single parent's name, gender identity, citizenship number, passport number and issuer for foreign nationals, date of birth, place of birth, country and address of permanent residence, nationality in accordance with the law, marital status, citizenship, address, contact telephone, photographs and other data in accordance with this Law.

For determining the educational status of students, the data on previously completed education, the language in which the primary and secondary education has been acquired, the study program, the type of study, the year of study and the year of the first enrollment in the study program, participation in international mobility programs, the year of completion of the study program, the language in which the study program is being conducted, data on ESPB points achieved, data on awards and compliments received during the course of study and issued public documents.

For the determination of the social status of students, data on the method of financing the studies, the way of support during the studies, the address of the dwelling during study, the type of accommodation during study, the working status of the student during the course of studies, the dependents, the educational plan of both parents, the working status of the parent (sender) parent or supporter.

In order to determine the health status of students, data on the needs for providing additional support are collected for performing daily activities at a higher education institution.

Higher education institution, pursuant to the provisions of par. 3 and 4 of this Article, keeps records of the enrolled students on short study programs and issued certificates.

Personnel data management referred to in par. 3-7. This Article is a higher education institution.

CONCLUSION

The work on the project "Introduction of part time and short cycle studies in Serbia - PT & SCHE" lasted from October 2015 to April 2019. The main activities on the project were in the function of realization of certain parts of the "Strategy of development of education in the Republic of Serbia until 2020 " and proposals for the introduction of new forms of higher education in the Republic of Serbia.

During the implementation of the Project, a new Law on Higher Education was adopted (October 2017, amended September 2018). The new Law has provided opportunities for studying at work as well as for education through short programs that enable significantly faster and more efficient training for current jobs belonging to higher education qualifications and for which there is an interest and need in the labor market.

The higher education institutions, business entities and students have the possibility and responsibility to realize and use the new forms of study in the best way. As always, only the quality in realization will benefit all participants in this process: to provide qualifications that are in line with the needs of the labor market and enable better quality and business development; enable individuals to gain higher professional competencies and greater competitiveness, better income, higher standard and quality of life.