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## **PERSPECTIVES OF CLASSICAL PHILOLOGY IN THE CONTEXT OF THE BOLOGNA REFORM AND QUALITY STANDARDS IN HIGHER EDUCATION**

### **Abstract**

Considering the importance of higher education for the development of all scientific disciplines, especially in the context of the higher education reform known as the Bologna Reform, it is surprising that there are no studies addressing classical philology in relation to higher education, and that this topic is generally not of interest to classical philologists. This paper analyzes the extent to which the fundamental elements of the reform influence the development of competencies in classical philologists, and thus classical philology as a whole, through two indicators: the level of regulation of the profession (using as an example the document *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*), and the method of monitoring the learning outcomes achievement (using as an example the Latin Language and Roman Literature - double-major study programme, undergraduate university study programme, at the Faculty of Humanities and Social Sciences, University of Mostar). The core documents of the Bologna Reform are the *European Qualifications Framework (EQF)*,

whose elements serve as prerequisites for regulating professions, and the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), which, among other things, define quality standards for higher education institutions and their study programmes across the entire European Higher Education Area (EHEA). Since the emphasis is placed on the competencies of future professionals – classical philologists, i.e., current students of classical philology – this analysis draws from the ESG only those standards that are related to student assessment and the monitoring of the defined learning outcomes achievement.

*Keywords:* competencies of classical philologists; Bologna Reform; assessment standards; learning outcomes; *Subject Benchmark Statement*; University of Mostar

Pregledni članak

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## **PERSPEKTIVE KLASIČNE FILOLOGIJE U KONTEKSTU BOLONJSKE REFORME I STANDARDA KVALITETE VISOKOGA OBRAZOVANJA**

### **Sažetak**

Uzimajući u obzir važnost visokoga obrazovanja za razvoj svih znanstvenih disciplina, posebno u kontekstu reforme visokoga obrazovanja nazvane Bolonjska reforma, iznenađujuće je da nema radova o klasičnoj filologiji u odnosu na visoko obrazovanje te da ova tema u pravilu nije predmet zanimanja klasičnih filologa. Ovaj rad donosi analizu koliko temeljni elementi navedene reforme utječu na razvoj kompetencija klasičnih filologa, a time i klasične filologije u cjelini, i to u dva pokazatelja: razina reguliranosti profesije (na primjeru dokumenta *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*) i način praćenja ostvarenosti ishoda učenja (na primjeru preddiplomskoga sveučilišnog studija Latinskoga jezika i rimske književnosti – dvopredmetnoga studija Filozofskoga fakulteta Sveučilišta u Mostaru). Temeljni su dokumenti Bolonjske reforme *Europski kvalifikacijski okvir* (EQF), čiji su elementi preduvjet za reguliranje profesija, te *Standardi i smjernice za osiguravanje kvalitete na Europskom prostoru visokog obrazovanja* (ESG) koji, između ostaloga, definiraju standarde kvalitete visokoškolskih ustanova i njihovih studijskih programa na

cijelome Europskom prostoru visokog obrazovanja (EHEA). Budući da se stavlja naglasak na kompetencije budućih stručnjaka – klasičnih filologa, odnosno sadašnjih studenata studija klasične filologije, iz ESG-ja se u analizu uzimaju oni standardi koji se odnose na vrednovanje studenata, odnosno praćenje ostvarenosti definiranih ishoda učenja.

*Ključne riječi:* kompetencije klasičnih filologa; Bolonjska reforma; standardi vrednovanja; ishodi učenja; *Subject Benchmark Statement*; Sveučilište u Mostaru

## Introduction

The perspectives of classical philology are closely linked to the development of competencies in classical philologists, who are the main practitioners within this field. Since classical philologists are trained exclusively within the framework of higher education, the development of this profession (as well as others) can only be considered in the context of the implemented higher education reform known as the “Bologna Reform”.

In addition to its core principles (the three-cycle system, ECTS, interdisciplinarity, horizontal and vertical mobility, student and staff mobility, and a common reference framework)<sup>1</sup>, which may be regarded as its technical components, the Bologna Reform also introduced into the European Higher Education Area (EHEA), that is, its member and signatory countries, the idea of quality assurance, which permeates both these principles and the overall functioning of all higher education institutions and bodies within the field of higher education. The document titled *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*<sup>2</sup>, among other things, defines quality standards for higher education institutions and their study

<sup>1</sup> Klepić, Zdenko, Luciana Boban and Monija Malešević, “Implementacija bolonjske reforme u BiH – efekti na tržište rada. Implementation of the Bologna Reform in Bosnia and Herzegovina – Effects on the Labour Market”, in *Quality 2025*, ed. Sabahudin Jašarević, University of Zenica, Foynica, 2025.

<sup>2</sup> *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, <https://www.enqa.eu/publications/esg-2015-2018-enqa-agency-reports-thematic-analysis/>, (26 November 2025).

programmes, the fulfilment of which is verified through external evaluation procedures independent of higher education institutions and the relevant educational authorities. Since the purpose of higher education is to educate competent professionals for numerous occupations and fields, two documents have been adopted that provide a framework for all qualifications, that is, degrees earned in higher education: the *European Qualifications Framework for Lifelong Learning*<sup>3</sup> and the *European Qualifications Framework for Higher Education*<sup>4</sup>. These documents include, among other elements, the three cycles of higher education and generic descriptors for each level or cycle, expressed in terms of learning outcomes, as well as ranges of ECTS credits for the first and second cycles. These documents have created all the necessary prerequisites for the development of occupational standards and qualification standards, which would, for each profession or qualification, clearly define the level of qualification and the competencies and learning outcomes required for work in the field or for completion of the study programme. Accordingly, some professions are regulated at the European Union level through the above-mentioned elements (Directive 2005/36/EC<sup>5</sup> and Directive 2013/55/EU<sup>6</sup>), while others are regulated at the national level through laws on regulated professions and the operation of professional chambers. Professions for which no legal or subsidiary acts at either level define the elements relating to qualification levels and the required competencies and/or learning outcomes may be regarded as unregulated professions.

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<sup>3</sup> European Qualifications Framework for Lifelong Learning (EQF-LLL), [https://ehea.info/media.ehea.info/file/Framework\\_for\\_qualifications/69/o/EQF-LLL-2008\\_596690.pdf](https://ehea.info/media.ehea.info/file/Framework_for_qualifications/69/o/EQF-LLL-2008_596690.pdf), (26 November 2025).

<sup>4</sup> European Qualifications Framework for Lifelong Learning (EQF-LLL), [https://ehea.info/media.ehea.info/file/Framework\\_for\\_qualifications/69/o/EQF-LLL-2008\\_596690.pdf](https://ehea.info/media.ehea.info/file/Framework_for_qualifications/69/o/EQF-LLL-2008_596690.pdf), (26 November 2025).

<sup>5</sup> CIP: Pravilnik o kvalifikacijskom okviru (Bosnia and Herzegovina), <https://cip.breakpoint.ba/content/doi12822-1850-4e98-8b1a-cc8417678ac2>, (26 November 2025).

<sup>6</sup> Directive 2013/55/EU of the European Parliament and of the Council, <https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32013L0055&from=EN>, (26 November 2025).

In the case of classical philology, the question of its purpose in our contemporary society has traditionally been raised, particularly regarding the justification for including classical languages in primary and secondary school curricula. Likewise, there have long been both entirely valid re-evaluations of its position and well-argued apologies in its defense.<sup>7</sup> In addition to questions concerning the status and nature of classical philology itself, much has also been written about the methods of planning and teaching in classical languages. Within the Croatian linguistic and academic context, the journal *Latina et Graeca* has made an immeasurable contribution to this field, distinguished in particular by its openness as a platform to a wide variety of groups: university professors, researchers, secondary-school teachers, students, pupils, as well as various experts and enthusiasts.<sup>8</sup>

<sup>7</sup> Stepinac, Ariana, “Nestanak klasičnih jezika? – Ad Kalendas Graecas”, *Latina et Graeca*, vol. 2 (2023), no. 43, pp. 117–125, <https://hrcak.srce.hr/file/440403>, (27 November 2025); Martinić-Jerčić, Zdravka, “Zašto učiti starogrčki?”, *Latina et Graeca*, vol. 2 (2016), no. 28, pp. 89–98, <https://hrcak.srce.hr/file/329943>, (27 November 2025); Crnković, Koraljka, “Aleksandrijska biblioteka – izvor znanja o Jadranu”, *Latina et Graeca*, vol. 2 (2013), no. 23, pp. 105–116, <https://hrcak.srce.hr/file/329837>, (27 November 2025); Bubalo, Ivan, “Obrazovanje duha ili obučavanje za zvanje”, *Latina et Graeca*, vol. 2 (2011), no. 20, pp. 5–12, <https://hrcak.srce.hr/file/329817>, (27 November 2025); Maleš, Tonći, “Latinski na raskrižju”, *Latina et Graeca*, vol. 2 (2010), no. 17, pp. 103–110, <https://hrcak.srce.hr/file/329788>, (27 November 2025); Šešelj, Zlatko, “Nestaje li antika?”, *Latina et Graeca*, vol. 2 (2009), no. 16, pp. 85–90, <https://hrcak.srce.hr/en/file/329777>, (27 November 2025); Škiljan, Dubravko, “Antika pred nestankom”, *Latina et Graeca*, vol. 2 (2009), no. 15, pp. 5–8, <https://hrcak.srce.hr/en/file/329726>, (27 November 2025); Šešelj, Zlatko, “Zašto klasično obrazovanje danas?”, *Latina et Graeca*, vol. 2 (2004), no. 5, pp. 9–12, <https://hrcak.srce.hr/en/file/329293>, (27 November 2025); Knezović, Pavao, “Antičko i Glas Hercegovca”, *Hum*, no. 2 (2007), pp. 158–179, <https://hrcak.srce.hr/file/334823>, (27 November 2025); Knezović, Pavao, “Rara Croatica u Humačkoj knjižnici (1)”, *Hum*, no. 1 (2006), pp. 188–203, <https://hrcak.srce.hr/file/337222>, (27 November 2025); Knezović, Pavao, “Rara Croatica u Humačkoj knjižnici (2)”, *Hum*, no. 4 (2008), pp. 253–285, <https://hrcak.srce.hr/file/334510>, (27 November 2025).

<sup>8</sup> Tvrtković, Tamara, “Hrvatski latinitet – neke mogućnosti primjene u nastavi”, *Latina et Graeca*, vol. 2 (2010), no. 17, pp. 89–102, <https://hrcak.srce.hr/file/329788>, (27 November 2025); Tvrtković, Tamara, “Međupredmetni Marko Marulić – latinski opus oca hrvatske književnosti”, *Latina et Graeca*, vol. 2 (2022), no. 42, pp. 127–134, <https://hrcak.srce.hr/file/422733>, (27 November 2025); Zorić, Matija, “Motivacijski i disciplinarni izazovi u nastavi klasičnih jezika – iskustvo rada u klasičnoj gimnaziji”, *Latina et Graeca*, vol. 2 (2020), no. 37, pp. 113–116, <https://hrcak.srce.hr/file/364415>, (27 November 2025); Slipčević, Ana, “Motivacijski i disciplinarni izazovi u nastavi klasičnih jezika – SWOT analiza”, *Latina et Graeca*, vol. 2 (2020), no. 37, pp. 109–112, <https://hrcak.srce.hr/en/file/364414>, (27 November 2025);

However, what has consistently remained unaddressed in scholarly works is the position of classical philology in relation to higher education, particularly in the context of the Bologna Reform.<sup>9</sup> Yet this topic is highly significant for several reasons: 1) classical philologists are trained exclusively within higher education; 2) the competence of graduates – future classical philologists – depends on the quality of higher education institutions and programmes in classical languages; 3) classical philologists who become school teachers educate generations of pupils to whom they transmit knowledge of classical languages, literatures, and cultures; 4) the ability of classical philologists as teachers to foster pupils' interest in classical philology – as a field of study and potentially as a future academic choice – determines whether such interest can develop, thereby in a sense closing the “sustainability loop“ of classical philology.

For all the reasons stated above, this paper offers an analysis of the position of classical philology within the context of higher education and the Bologna Reform, using two indicators: the level of regulation of the profession of classical philologist, taking into account the elements of the European Qualifications Framework (EQF) that relate to qualification levels and the competencies and/or learning outcomes; and the method of monitoring the learning outcomes achievement, taking into account the *Standards and Guidelines for Quality Assurance in the European Higher*

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Šešelj, Zlatko, “Gortanova ‘Gramatika’ i nastava latinskog jezika”, *Latina et Graeca*, vol. 2 (2007), no. 12, pp. 55–62, <https://hrcak.srce.hr/en/file/329692>, (27 November 2025); Perić, Olga, “Rukopis u školskoj nastavi”, *Latina et Graeca*, vol. 2 (2005), no. 7, pp. 7–18, <https://hrcak.srce.hr/en/file/329310>, (27 November 2025); Šešelj, Zlatko, “Horacije kao nastavni problem”, *Latina et Graeca*, vol. 2 (2001), no. 1, pp. 77–88, <https://hrcak.srce.hr/en/file/329267>, (27 November 2025); Boban, Luciana, Josip Grubeša and Jelena Jurčić, “Pouka latinskog jezika na Širokom brijegu”, in *Zbornik radova s međunarodnoga znanstveno-stručnog skupa u povodu 100. obljetnice franjevačke klasične gimnazije s pravom javnosti na Širokom brijegu*, ed. Ivan Ševo, Herzegovinian Franciscan Province of the Assumption of the Blessed Virgin Mary, Široki Brijeg–Mostar, 2019.

<sup>9</sup> There are studies that address the competencies of translators, but these refer to „living“ languages and do not take into account the specific characteristics of classical languages as „dead“ languages: Bilić, Marija and Ivanka Rajh, “Prevoditeljska djelatnost u Hrvatskoj i Europi – jezične tehnologije i obrazovanje”, *Hum*, vol. 17 (2022), no. 28, pp. 69–99, <https://hrcak.srce.hr/clanak/439552>, (27 November 2025).

*Education Area* (ESG) that relate to student assessment and the monitoring of defined learning outcomes – supported by an example of how these standards are applied in the study programme Latin Language and Roman Literature at the Faculty of Humanities and Social Sciences, University of Mostar. Indicator 1 will be analyzed using the document *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*, while indicator 2 will be analyzed using the Latin Language and Roman Literature – double-major study programme, undergraduate university study programme, at the Faculty of Humanities and Social Sciences, University of Mostar.

### ***Indicator 1 – The Level of Regulation of the Profession of Classical Philologist***

In the case of classical philologists, as with other professions that can be practiced as teachers of subject-specific courses in primary and secondary education, the regulation of the profession is considered from two different perspectives. The first perspective concerns the regulation of the profession of teachers of classical languages in primary and secondary education. This profession can generally be considered regulated through legal and/or sublegal acts in the field of primary and secondary education, which define the required qualification level, or professional credentials, as well as the presence of “pedagogical” or “teaching” competencies, which entail education in pedagogy, psychology, didactics, and methodology. These legal and/or sublegal acts, however, do not specify the competencies or learning outcomes related to a particular field or subject – neither for classical philology nor for other subjects (such as mathematics, foreign languages, history, philosophy, physics, etc.). The second perspective concerns the regulation of the profession of classical philologist in contexts not related to working with children in educational institutions, but rather in scientific, research, and cultural institutions and organizations. In this case, no examples can be found in any member country of the European Higher Education Area where the profession of classical philologist is regulated with defined

qualification levels, professional credentials, or competencies and/or learning outcomes. The only exception is the United Kingdom of Great Britain and Northern Ireland, where a publicly available document, *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*, describes what students of classical studies (classical philology, ancient and Byzantine history, Modern Greek) should know, understand, and be able to do upon graduation. It can therefore be concluded that this document includes some elements of a qualification standard, providing guidance to higher education institutions regarding the minimum expected learning outcomes.<sup>10</sup> It is also noteworthy that the United Kingdom is the only member country of the European Higher Education Area that has defined any form of qualification standard for classical philologists. Interestingly, the UK is also one of the few member countries where the use of the ECTS credit system is not a legal obligation, but institutions apply it voluntarily alongside the British credit system (CATS or SCQF).

The document itself is divided into four chapters: 1) the first chapter provides information on how classical studies contribute to broader societal goals, particularly regarding equality, diversity, and inclusion, the needs of students with disabilities, education for sustainable development, as well as entrepreneurship and innovative initiatives; 2) the second chapter describes the characteristics of the subject, curriculum design and development, partnerships, flexibility of delivery, progression, and procedures for continuous evaluation; 3) the third chapter explains features relevant to teaching, learning, and assessment; 4) the fourth chapter lists the benchmark standards of achievement that all students who complete the first cycle with honours (*Bachelor with Honours*) are expected to reach, with some documents also including achievements at the second-cycle level. In addition to the main document, a summary is also available, which serves an informational purpose.<sup>11</sup>

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<sup>10</sup> Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek) – The Basics, [https://www.qaa.ac.uk/docs/qaa/sbs/sbs-classics-and-ancient-history-the-basics-22.pdf?sfvrsn=cobedc81\\_20](https://www.qaa.ac.uk/docs/qaa/sbs/sbs-classics-and-ancient-history-the-basics-22.pdf?sfvrsn=cobedc81_20), (26 November 2025).

<sup>11</sup> Ibidem.

The document also provides some interesting observations regarding the purpose of classical philology: “Indeed, the classical world has done much to shape modern conceptions of what an educational system should be, and it constitutes the original paradigm of non-vocational training, to the extent that modern society’s expectations of the general attributes of an honours graduate reflect those long associated with the notion of classical education. (...) The purposes of the study of Classics and Ancient History (including Byzantine Studies and Modern Greek) include general benefits of engaging with a subject in the humanities.”<sup>12</sup> Next, “Although only a proportion of the UN’s sustainable development goals seem directly relevant to the ancient world, the evidence from ancient societies provides particularly rich source material to reflect on many of these goals, in particular (5) gender equality; (10) reduced inequalities; (11) sustainable cities and communities; and (16) peace, justice and strong institutions. More important than content-specific contributions are the competencies that education in the subject area builds.”<sup>13</sup> Additionally, “More specifically, although the subject matter of Classics and Ancient History (including Byzantine Studies and Modern Greek) is arranged around the ancient world, this subject area has always been focused on providing the broadest possible platform of transferable skills for both further academic study and rigorous intellectual training outside the academy. Many modern disciplines, including philosophy, theology, politics, foreign languages and literature in non-classical languages, are effectively approached from the study of their ancient counterparts. Generally, engagement with ancient culture provides exposure to many fundamental questions of life still relevant today and creates a basis for approaching questions of the contemporary world”<sup>14</sup>

Regarding the competencies and learning outcomes for classical studies, these are presented in the fourth chapter under the title “Benchmark Standards”. The introduction states that this document establishes the minimum pass standards that a student must demonstrate

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<sup>12</sup> Ibidem, p. 4.

<sup>13</sup> Ibidem, p. 10.

<sup>14</sup> Ibidem.

in order to be awarded a *Bachelor with Honours*. Demonstrating these standards over time confirms that the student has achieved the range of knowledge, understanding, and skills expected of graduates in this field.<sup>15</sup> The standards, that is, the knowledge, skills, and attitudes, are divided into three categories: the Threshold level (3rd class), the Typical level (2:1 or 2:2), and the Excellent level (1st class), or *Bachelor with Honours*. The knowledge, skills, and competencies for all three levels are written as generic, that is, general, and can apply to any study programme. For example, at the Excellent level (1st class): “understand a broad range of features of another culture and be sensitive to cultural difference; demonstrate familiarity with a wide and diverse set of written and material sources and a deep understanding of how they can be used in combination with other types of evidence; understand a broad range of (sometimes complex) viewpoints on problems of interpretation and evaluation, and adopt a wide variety of critical approaches to them; research topics to an excellent standard, formulate cogent and nuanced arguments, and present these lucidly both orally and in writing; engage to a high standard in observational, analytical and evaluative thinking about evidence, arguments and interpretations, forming sound and sometimes original judgements on the basis of evidence and argument“.<sup>16</sup> There are only two instances where competencies are formulated in a subject-specific (content-related) manner, both found in Chapter 1 under the subheading “Subject-specific abilities, skills and forms of knowledge”: “a level of intellectual independence necessary to research classical subjects, to formulate clear arguments based on classical subject matter and to present the results clearly, both orally and in

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<sup>15</sup> „This Subject Benchmark Statement sets out the minimum threshold standards that a student will have demonstrated when they are awarded an honours degree in Classics and Ancient History (including Byzantine Studies and Modern Greek). Demonstrating these standards over time will show that a student has achieved the range of knowledge, understanding and skills expected of graduates in this subject. Graduates will have acquired most or a majority of the characteristic abilities and forms of knowledge, yet in different degrees and from different vantage points depending on differences in courses of study and the individual pathways students have taken as well as on personal circumstances and capacities.“  
Ibidem, p. 22.

<sup>16</sup> Ibidem, p. 23.

writing” and “an analytical knowledge and ability to understand, read, write (and possibly speak and hear) one or more ancient and modern languages, encompassing a thorough knowledge of grammatical structures, a broad vocabulary and range of appropriate idioms, a sensitive knowledge of register and translation skills”<sup>17</sup>, and in Chapter 2: “The skills students develop also vary. This applies as much to generic abilities, such as writing skills and time management, as to subject-specific skills, such as translating Latin or interpreting the source material of ancient history. Courses and modules provide appropriate skills training as well as teaching and tutoring methods to help students at each stage to achieve a realistic appreciation of their skills levels and areas for further development. The provision of peer mentoring and group-study schemes allows spaces for students to learn from one another; care should be taken that student-led groups are inclusive”<sup>18</sup>.

Apart from the aforementioned document from the United Kingdom, among the member states of the European Higher Education Area, Austria, within the framework of the occupational information system AMS – Beruflexikon, has a category “Philologe/Philologin – Schwerpunkt Klassische Philologie”. It states that classical philology encompasses the field of ancient linguistic disciplines – Latin and Ancient Greek – and that philologists in this area engage in scientific study of the language, culture, art, and architecture, as well as the history and religion of these cultures. It is noted that their areas of work primarily include linguistic competencies, which also cover knowledge of literary history, authors and their works, as well as familiarity with history, archaeology, and cultural geography, along with their connections to more recent history and language. The most common places of employment are listed as museums, academies, and research and teaching institutions.<sup>19</sup>

In other countries within the European Higher Education Area, information about the competencies and learning outcomes of classical

<sup>17</sup> Ibidem, p. 6

<sup>18</sup> Ibidem, p. 13.

<sup>19</sup> *Beruflexikon: Philologe/Philologin – Klassische Philologie (Latein, Altgriechisch)*, <https://www.beruflexikon.at/berufe/2314-Philologe~Philologin-Klassische-Philologie-Latein-Altgriechisch/>, (26 November 2025).

philologists can be found on the websites of higher education institutions that offer classical studies. For example, at the University of Graz<sup>20</sup>, for the second-cycle programme in classical philology, the curriculum lists the following competencies: to independently analyze, comment on, and interpret Greek and Latin texts of various types at a scholarly level, taking into account the relevant sociocultural contexts, including acquiring terminology from literary theory for this purpose; to be familiar with Greek and Latin linguistics from its beginnings to late antiquity, and in Latin, up to the Medieval and Neo-Latin periods; to distinguish Greek and Latin authors according to their stylistic characteristics and to compose Latin texts; to apply methodological tools for work in the field of reception history; to understand the comprehensive significance of ancient rhetoric for various areas of ancient literature; to be familiar with terminological and stylistic features within different forms of specialized language; to understand the specificities of papyrology, palaeography, epigraphy, and textual criticism; to acquire knowledge of anthropological issues considered relevant in antiquity; to be familiar with the phenomenon of ancient dramatic creation in the context of its performance practice, as well as various literary-/theatrical-scientific or reception-historical evaluations; to specialize according to chosen professional goals through targeted selection of supplementary and elective courses within the programme.<sup>21</sup>

At the Faculty of Humanities and Social Sciences, University of Zagreb, for the undergraduate double-major study programme in Latin Language and Roman Literature, the learning outcomes are listed as follows: to interpret the linguistic structures of the Latin language; to independently translate a text from Latin into Croatian for which no specialized knowledge is required; to explain fundamental linguistic, philological, and literary-historical concepts in the field of Latin language and ancient Roman literature; to describe and analyze relevant

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<sup>20</sup> *University of Graz: Masterstudium Klassische Philologie*, <https://www.uni-graz.at/de/studium/masterstudien/klassische-philologie/>, (26 November 2025).

<sup>21</sup> *Curriculum für das Masterstudium Klassische Philologie / Classical Philology*, 2020, p. 2, <https://mitteilungsblatt.uni-graz.at/de/2019-20/32.g/pdf/>, (26 November 2025).

literary texts and cultural phenomena of Roman antiquity in their historical context; to present basic information about ancient literature, culture, society, and the Latin language to both specialists and non-specialists; to assess one's own interests and competencies necessary for continuing studies at a higher level; to critically interpret and engage in reasoned discussion about contemporary scholarly and professional literature in one's field and in other social sciences and humanities; to independently produce scholarly texts in various academic formats in accordance with the principles of academic ethics, and to orally present specialized knowledge and results of research work in both Croatian and a foreign language; to correctly use the linguistic structures of Latin in writing; to apply fundamental linguistic, philological, and literary-historical concepts in interpreting Latin of the ancient period and texts of Roman literature.<sup>22</sup>

At other higher education institutions offering classical studies, similar information is provided regarding the competencies and/or learning outcomes acquired upon completion of the programme. It is clear that in these cases the higher education institution does not have a qualification standard defined at a higher (national or European) level, according to which it would create both the study programmes and their corresponding learning outcomes. Instead, the institution has the freedom to design the study programmes and their associated learning outcomes independently. On the other hand, regardless of whether the learning outcomes were created according to a qualification standard or independently of it, they should be binding both for the students, who are expected to achieve them, and for the higher education institution, which is responsible for verifying their achievement.

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<sup>22</sup> *Thetha: ECTS Information for Studies*, <https://thetha.ffzg.hr/ECTS/Studij/Index/14358>, (26 November 2025).

## ***Indicator 2 – The Method of Monitoring the Learning Outcomes Achievement***

The revised *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG 2015) were adopted by the ministers responsible for higher education in the European Higher Education Area through the Yerevan Communiqué in 2015, thereby making them binding for all higher education institutions in the member countries. The introductory section states: The ESG are based on the following four principles for quality assurance in the EHEA: “Higher education institutions have primary responsibility for the quality of their provision and its assurance: Quality assurance responds to the diversity of higher education systems, institutions, programmes and students; Quality assurance supports the development of a quality culture; Quality assurance takes into account the needs and expectations of students, all other stakeholders and society”.<sup>23</sup> In the first part of ESG 2015, for criterion 1.3, it is stated: “Considering the importance of assessment for the students’ progression and their future careers, quality assurance processes for assessment take into account the following: (...) The criteria and method of assessment, as well as the marking criteria, are published in advance; The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process; (...) Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures; (...)”. The standards set out in ESG 2015 have been adopted in all member countries of the European Higher Education Area, and in Bosnia and Herzegovina they were incorporated through the *Decision on Criteria for the*

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<sup>23</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area, <https://www.enqa.eu/publications/esg-2015-2018-enqa-agency-reports-thematic-analysis/>, (26 November 2025); Boban, Luciana, Jelena Jurčić and Monija Malešević, “ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar”, in *Quality 2025*, ed. Sabahudin Jašarević, University of Zenica, Fojnica, 2025, p. 1.

*Accreditation of Higher Education Institutions in Bosnia and Herzegovina*<sup>24</sup> and the *Decision on Criteria for the Accreditation of First and Second Cycle Study Programs in Bosnia and Herzegovina*<sup>25</sup>.

When discussing assessment methods in higher education, it is important to emphasize that their significance stems from their direct connection to learning outcomes, which are a fundamental element not only of an individual curriculum and programme, and not only of the entire Bologna reform, but of all levels of education. Although much has already been said and written about learning outcomes, they are rarely discussed as a „communication tool”, which might actually be their most vivid description. Namely, clearly defined learning outcomes primarily serve to:

- “Communication” of acquired knowledge and skills between different education levels (primary, secondary, higher), enabling better, more precise, and meaningful curriculum planning at higher education levels in relation to lower levels, thereby preventing unpreparedness for following higher-level programmes (which is often observed in first-year secondary school students and first-year university students).
- “Communication” of acquired knowledge and skills between different types of education (formal, non-formal, informal), enabling their recognition and promoting diversity and flexibility in acquiring the necessary competencies (in accordance with the Lisbon Recognition Convention).

<sup>24</sup> Criterion 3: “(...) the higher education institution applies procedures that ensure a fair, transparent, and consistent approach to the assessment of students and provide for the possibility of student appeals. The procedures are formalized and publicly accessible.”, “Official Gazette of BiH”, No. 96/16, (27 November 2025).

<sup>25</sup> Criterion 3: “3.3. Students are assessed through publicly available procedures that ensure fair, transparent, and consistent evaluation, as well as through various forms of testing knowledge and skills in accordance with the specific characteristics and intended learning outcomes of the study programme. 3.4. Assessment procedures regulate: the organization of tests and examinations, the criteria and methods of evaluation by examiners and committees, the transparency of assessment, and the possibility for students to appeal their evaluations.”, “Official Gazette of BiH”, No. 47/17, (27 November 2025).

- “Communication” of acquired knowledge and skills between different subjects within the same education level, enabling more effective and meaningful curriculum design according to the principles of constructive alignment.
- “Communication” between different institutions at the same education level, enabling the recognition of educational qualifications and periods of study obtained at other educational institutions, domestically or abroad, as well as facilitating international mobility.
- “Communication” between educational institutions and the labor market, enabling two-way knowledge transfer and contributing to the development of society as a whole as well as the potential of each individual.

For this type of “communication” to be successful, two prerequisites must be met: 1) the learning outcomes must be technically and substantively correct, meaning that they are clearly formulated using precise and measurable verbs and are substantively relevant; and 2) the learning outcomes must actually have been achieved, meaning that assessment and evaluation methods have been applied which verify the achievement of those outcomes. Without these two prerequisites, the “communication tool” cannot function effectively, resulting in the creation of “noise” within the education system and educational policies, with consequences that are tangible and evident. It is therefore understandable and expected that one of the quality standards in higher education pertains precisely to the assessment and verification of the learning outcomes achievement.<sup>26</sup>

In the description of the document *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*, it is stated that it defines the academic standards expected of graduates in the relevant fields, indicating what graduates can

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<sup>26</sup> Boban, Luciana, Jelena Jurčić and Monija Malešević, “ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar”, pp. 2-3.

reasonably be expected to know, do, and understand upon completion of their studies<sup>27</sup>. In the cited passage, the phrase “reasonably be expected” is particularly significant, as it raises the question of the obligation for all students who complete the programme to achieve the defined learning outcomes. In the chapter dealing with assessment, the responsibility of the higher education institution for verifying the achievement of learning outcomes is emphasized: “It is for higher education providers to decide on the appropriate form of evidence they require in order to assess the level of student achievement in the subject area and to ensure that appropriate adjustments are in place to accommodate student specific needs.”<sup>28</sup> Furthermore, guidelines are provided to higher education institutions for assessment: “However, it is expected that each year would see the attainment of certain levels of knowledge, expertise and experience that build towards the final achievement of meeting the threshold-level subject-specific and generic skills listed.”<sup>29</sup> It is particularly important that three principles of assessment are also stated: “Three principles generally inform the assessment process: the forms of evidence required relate primarily to the outcomes specified in this Statement and particularly to the study methods chosen as appropriate for the development of the attributes characteristic of an honours graduate in the subject area; courses include elements of both formative and summative assessment, recognizing the need to foster assessment literacy; assessment is designed with a view to inclusivity, giving students the opportunity to demonstrate skills and knowledge outcomes through a variety of assessment methods.”<sup>30</sup> In addition, the importance of demonstrating the achievement of learning outcomes is further emphasized once again: “Evidence that an honours graduate in Classics

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<sup>27</sup> „Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies.“. *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*, p. 1..

<sup>28</sup> *Ibidem*, p. 20.

<sup>29</sup> *Ibidem*, p. 13.

<sup>30</sup> *Ibidem*, p. 20.

and Ancient History (including Byzantine Studies and Modern Greek) has acquired practical skills and abilities may also be supplied by such means as records of progress and achievement and be made available to potential employers through academic references where appropriate.<sup>31</sup>

As an example of monitoring the learning outcomes achievement at the qualification level, that is, at the level of a study programme, Latin Language and Roman Literature – double-major study programme, undergraduate university study programme, , at the Faculty of Humanities and Social Sciences of the University of Mostar – will be used. This is because it is at the undergraduate level that the fundamental competencies of a classical philologist are acquired, while at the graduate level students primarily acquire teaching competencies.<sup>32</sup> In accordance with the provision from ESG 2015, “quality assurance responds to the diversity of higher education systems, institutions, programmes and students”, and as also stated in the *Subject Benchmark Statement*, each higher education institution designs its own procedures and mechanisms for fulfilling quality standards, taking into account its mission and vision, organizational structure, and other characteristics. As an integrated higher education institution, the University of Mostar regulates the quality standard related to student assessment through documents adopted at the University level. Thus, in the *Development Strategy of the University of Mostar 2023-2028*, within the area “Education and Training”, under Strategic Goal 1 – “To develop existing and introduce new study programmes with clearly defined learning outcomes, in line with trends in the environment and the needs of the labor market” – Strategic Task 1.1.4 is defined as: “To develop systematic mechanisms for monitoring the learning outcomes achievement for all students at all levels of the study programme.” This strategic task concerning the mechanism for verifying the learning outcomes achievement is further

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<sup>31</sup> Ibidem.

<sup>32</sup> Boban, Luciana, Andrea Miljko and Lidija Vladić-Mandarić (eds.), *Priručnik o stjecanju nastavničkih kompetencija tijekom redovitoga studija na Sveučilištu u Mostaru. Handbook on the Acquisition of Teaching Competencies During Full-Time Studies at the University of Mostar*, University of Mostar, Mostar, 2025, [https://web-admin.sum.ba/api/storage/prirucnik\\_o\\_stjecanju\\_nastavnickih\\_kompetencija.pdf](https://web-admin.sum.ba/api/storage/prirucnik_o_stjecanju_nastavnickih_kompetencija.pdf), (27 November 2025).

defined as one of the objectives of the *Rulebook on the Procedure for Approving New and Revising Existing Study Programmes at the University of Mostar* (hereinafter: *Rulebook*)<sup>33</sup>: “to enable the establishment of a mechanism for managing and controlling learning outcomes at the level of the study programme, as a fundamental element of the exit qualification”. In accordance with this, a mechanism for verifying the learning outcomes achievement has been designed and is implemented at two levels – at the study programme level and at the course level.<sup>34</sup>

The described mechanism for verifying the learning outcomes achievement at the study programme level is based on the principle that all students with the same qualification have the same learning outcomes listed in the diploma supplement, regardless of which elective courses they choose during their studies. This means that all learning outcomes at the study programme level must necessarily be achieved through core courses, and that programme-level learning outcomes cannot depend on elective courses (unless a modular structure of elective courses is defined that ensures the achievement of program-level learning outcomes through the selection of specific elective courses). This principle is implemented through the following provisions of the *Rulebook*: the mandatory specification of learning outcomes at the study programme level; the mandatory preparation of a learning outcomes matrix as an integral part of the curriculum, linking program-level learning outcomes with the learning outcomes of core courses; core courses cannot be changed until the next study programme revision process, thereby ensuring the stability of the learning outcomes matrix; and the course syllabus template, which includes a tabular representation of the connection between course learning outcomes and programme-level learning outcomes.<sup>35</sup>

<sup>33</sup> *Pravilnik o postupku donošenja novih i revizije postojećih studijskih programa na SUM*, [https://web-admin.sum.ba/api/storage/Pravilnik%20o%20postupku%20donošenja%20novih%20i%20revizije%20postojećih%20studijskih%20programa%20na%20SUM\\_1688987831\\_27.pdf](https://web-admin.sum.ba/api/storage/Pravilnik%20o%20postupku%20donošenja%20novih%20i%20revizije%20postojećih%20studijskih%20programa%20na%20SUM_1688987831_27.pdf), (27 November 2025).

<sup>34</sup> Boban, Luciana, Jelena Jurčić and Monija Malešević, “ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar”, p. 3.

<sup>35</sup> Ibidem.

In the Latin Language and Roman Literature – double-major study programme, undergraduate university study programme, at the Faculty of Humanities and Social Sciences, University of Mostar, one learning outcome related to language (“creates regular and irregular morphological forms according to the declension and conjugation system”, code IU-FFLAB-2) and one learning outcome related to literature (“explains the rules of prosody and the function and characteristics of individual lines and verses”, code IU-FFLAB-6) were selected as examples of programme-level learning outcomes for the qualification Bachelor of Latin Language and Roman Literature.<sup>36</sup> The learning outcome “creates regular and irregular morphological forms according to the declension and conjugation system” is achieved in the course *Latin 1* through the learning outcomes “creates regular and irregular forms of nouns according to the declension system” (code IU-FFLAB101-4), “creates all degrees of adjectives and adverbs” (code IU-FFLAB101-5), and “creates all types of numerals” (code IU-FFLAB101-6), and in the course *Latin 2* through the learning outcome “creates regular and irregular verb forms (tenses, moods, participles)” (code IU-FFLAB206-3). The learning outcome “explains the rules of prosody, and the function and

<sup>36</sup> All learning outcomes at the study programme level: uses elements of a foreign language grammar system in communication (SUMZAB-IU-1); demonstrates language skills in the class environment, in cooperation with school staff and its outside partners, for the purpose of development of student work (SUMZAB-IU-2); explains basic elements of the educational system (SUMZAB-IU-3); differentiates basic grammar categories of the Latin grammar system (IU-FFLAB-1); creates regular and irregular morphological forms according to the declension and conjugation system (IU-FFLAB-2); compares Latin systems with those of other languages (IU-FFLAB-3); morphologically, syntactically and stylistically analyses Latin sentences (IU-FFLAB-4); defines, analyses and evaluates all the specificities of Roman culture (IU-FFLAB-5); explains the rules of prosody, and the function and characteristics of individual lines and verses (IU-FFLAB-6); explains the history and development of Latin and certain categories of Latin grammar (IU-FFLAB-7); recognises, describes and analyses literary texts in prose and verse from different periods of Roman literature in its continuity, as well as basic characteristics of select authors, genres or periods of Roman literature (IU-FFLAB-8); explains the importance of literary works from select authors in Roman literature and the development of Latin language and Roman literature, and their effect on the world and Croatian literature and culture (IU-FFLAB-9); independently translates texts of classical Latinity (IU-FFLAB-10); applies basic translation processes (IU-FFLAB-11); uses translation methods and approaches to literary and other texts in Latin (IU-FFLAB-12); differentiates stylistic traits of select syntactic structures (IU-FFLAB-13).

characteristics of individual lines and verses“ is achieved in the course *Latin Metrics* through the learning outcomes “compares prosody based on quantity and prosody based on length” (code IU-FFLAB313-1), “explains the function and characteristics of individual verses and stanzas” (code IU-FFLAB313-2), “identifies specific types of verses and stanzas” (code IU-FFLAB313-3), and “performs scansion of verses from Roman literature” (code IU-FFLAB313-4).<sup>37</sup>

According to university regulations, the mechanism for verifying the learning outcomes achievement at the course level is based on the principle that all students must achieve all learning outcomes to obtain a passing grade. This means that achieving all course-level learning outcomes ensures the achieving of study programme-level learning outcomes, thereby guaranteeing that all students with the same qualification have the same learning outcomes listed in the diploma supplement.<sup>38</sup> This principle is implemented through a provision of the *Rulebook* that defines the course syllabus template, which contains a tabular representation of the correlation between student obligations, course-level learning outcomes, workload hours, and their respective shares in ECTS credits and the final grade, as well as through the provisions of the *Decision on the Adoption of the Guidelines for the Preparation of Sample Written Exam Tests and Sample Concepts for Oral and Practical Exams* (hereinafter: *Guidelines*)<sup>39</sup>. The *Guidelines* stipulate that, prior to the beginning of each academic year, organizational units must adopt at the Scientific-Teaching / Artistic-Teaching Council and publish on their website sample written exam tests and sample concepts for final oral and practical exams, as well as any pre-examination requirements listed in the syllabus as alternatives to the final written, oral, or practical

<sup>37</sup> *Odluka o usvajanju revidiranog nastavnog plana i programa*, University of Mostar, [https://www.sum.ba/dokumenti/npp/hr/ff/FF\\_LJRKDB\\_HR.pdf](https://www.sum.ba/dokumenti/npp/hr/ff/FF_LJRKDB_HR.pdf), (26 November 2025).

<sup>38</sup> Boban, Luciana, Jelena Jurčić and Monija Malešević, “ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar”, p. 4.

<sup>39</sup> *Uputa za izradu i primjenu oglednih testova pismenih ispita*, [https://web-admin.sum.ba/api/storage/Uputa\\_za\\_izradu\\_i\\_primjenu\\_oglednih\\_testova\\_pismenih\\_ispita\\_1741690452\\_61.pdf](https://web-admin.sum.ba/api/storage/Uputa_za_izradu_i_primjenu_oglednih_testova_pismenih_ispita_1741690452_61.pdf), (26 November 2025).

exams (e.g., midterms, pre-exams, etc.). This does not apply to pre-exam obligations that are not listed in the syllabus as alternatives to the final exams. The sample tests/concepts must be aligned with the types of pre-exam and exam obligations defined in each course syllabus and include the method/methodology of assessment, i.e., the determination of the final grade, according to which all course-level learning outcomes defined in the syllabus must be achieved for passing grades.<sup>40</sup>

The methodology for preparing the course syllabus is defined in the *Guide for the Preparation of Curricula at the University of Mostar*<sup>41</sup> as follows:

- The assessment of student workload for each student obligation and its share in the total number of ECTS credits for the course takes into account the learning outcomes formulated at the course level.
- Student obligations and the learning outcomes assessed through each obligation are correlated.
- All learning outcomes must be assessed through one or more of the specified student obligations.
- A single learning outcome can be assessed through multiple student obligations.
- A single student obligation can assess multiple learning outcomes.
- Not every listed obligation must assess learning outcomes (e.g., class attendance may be an obligation that does not assess learning outcomes but still contributes to the student's actual workload).<sup>42</sup>

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<sup>40</sup> Boban, Luciana, Jelena Jurčić and Monija Malešević, "ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar", p. 4.

<sup>41</sup> Kazazić, Vesna, Luciana Boban and Monija Malešević (eds.), *Vodič za izradu nastavnih planova i programa na Sveučilištu u Mostaru*, University of Mostar, Mostar, 2023, [https://web-admin.sum.ba/api/storage/vodic\\_za\\_izradu\\_nastavnih\\_planova\\_i\\_programa\\_na\\_SUM.pdf](https://web-admin.sum.ba/api/storage/vodic_za_izradu_nastavnih_planova_i_programa_na_SUM.pdf), (27 November 2025).

<sup>42</sup> Boban, Luciana, Jelena Jurčić and Monija Malešević, "ESG 2015 i mehanizam provjere ostvarenosti ishoda učenja na Sveučilištu u Mostaru. ESG 2015 and the Verification Mechanism of Learning Outcome Achievement at the University of Mostar", p. 5.

The preparation of sample tests and sample concepts, as defined by the *Guidelines*, in no way compromises the autonomous right of the teacher to decide which types of student obligations and which assessment methods to use for verifying specific learning outcomes. However, it obliges the teacher to clearly and transparently link these elements for the purpose of both verifying the achievement of learning outcomes and ensuring compliance with quality standards.<sup>43</sup> The sample tests for all study programmes at the Faculty of Humanities and Social Sciences for the academic year 2025/26 were adopted in accordance with the aforementioned internal regulations and are available on the Faculty's website. For the course *Latin 1*, the sample test specifies that the learning outcome "creates regular and irregular forms of nouns according to the declension system" (code IU-FFLAB101-4), is assessed by requiring students, in the written exam, to decline the given nouns and adjectives in two tasks, and, in the oral exam, to answer four questions from the content unit *Formation of Noun Forms*. The learning outcome "creates all degrees of adjectives and adverbs" (code IU-FFLAB101-5) is assessed by requiring students, in the written exam, to compare a given adjective and form all degrees of adverbs from it, and, in the oral exam, to decline given nouns and adjectives and answer two questions from the content unit *Comparison*. The learning outcome "creates all types of numerals" (code IU-FFLAB101-6) is assessed by requiring students, in the written exam, to indicate a specific type of numeral expressed in Roman numerals, and, in the oral exam, to answer one question from the content unit *Numerals*. For the course *Latin 2*, the sample test specifies that the learning outcome "creates regular and irregular verb forms (tenses, moods, participles)" (code IU-FFLAB206-3) is assessed by requiring students to form verb forms from given verbs in four tasks during the written exam, and, in the oral exam, to answer six questions from the content unit *Formation of Conjugation Forms*, with two questions for each verb stem. For the course *Latin Metrics*, the sample test specifies that the learning outcomes "explains the function and characteristics of

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<sup>43</sup> Ibidem, p. 5.

individual lines and verses” (code IU-FFLAB313-2) and “identifies specific types of lines and verses” (code IU-FFLAB313-3) are assessed only in the written exam. For the first outcome, the student must briefly explain certain concepts of prosody and create a diagram of the requested verses types; for the second outcome, the student must identify a line and divide the feet in the given verses by Roman poets. Additionally, for the same course, the learning outcomes “compares prosody based on quantity and prosody based on length” (code IU-FFLAB313-1) and “performs scansion of verses from Roman literature” (code IU-FFLAB313-4) are assessed only in the oral exam through 20 questions/tasks within the content unit *Scanning and Analysis of a Sample of 20 Selected Verses*. For each of the specified tasks, a minimum number of points required to consider the learning outcome achieved has been defined, with the condition for a passing grade being that all learning outcomes are achieved. The sample tests for the mentioned courses also include other questions/tasks that assess the remaining learning outcomes of the course.<sup>44</sup>

From the above, a clear link between each learning outcome at the qualification level, the corresponding learning outcomes at the course level, and the specific question or task used in the assessment process becomes clearly evident. This establishes a mechanism for verifying the learning outcomes achievement, as well as fulfilling the standard related to transparency in assessment, since all the mentioned documents are publicly available.

Based on such a mechanism, which not only provides direct feedback on the achievement of each individual learning outcome but also places the perspective of learning-outcome achievement at the center of the entire teaching process, the institution becomes strengthened in its implementation of learning outcomes, thereby enabling it to develop

<sup>44</sup> Ogladni testovi pismenih ispita i koncepti usmenih i praktičnih ispita za preddiplomski sveučilišni studij Latinskog jezika i rimske književnosti – dvopredmetni studij u ak. 2025./2026. godini, [https://ff.sum.ba/wp-content/uploads/sites/20/2025/10/Latinski-jezik-i-rimska-književnost-dvopredmetni-studij-1.-ciklus-ogledni-testovi\\_2025-2026.pdf](https://ff.sum.ba/wp-content/uploads/sites/20/2025/10/Latinski-jezik-i-rimska-književnost-dvopredmetni-studij-1.-ciklus-ogledni-testovi_2025-2026.pdf), (27 November 2025).

additional processes and procedures for their verification, such as the recognition of non-formal education and informal learning.<sup>45</sup>

## Conclusion

The prospects of all professions taught at the higher education level are directly linked to the principles, mechanisms, and elements of the Bologna Reform, and the development of each profession must necessarily be considered within this framework. The manner and degree of regulation of each profession depend on its nature, purpose, and position in a society.

The analysis has shown that the profession of classical philologist does not have a defined occupational standard or qualification standard in any country within the European Higher Education Area, except that the United Kingdom has the document *Subject Benchmark Statement: Classics and Ancient History (including Byzantine Studies and Modern Greek)*, which contains elements of a qualification standard. From this, it can be concluded that there has been no need to unify the profession of classical philologist at the EU or national level; rather, it implies the specificities of each society and locality (tradition, tangible and intangible heritage related to antiquity, etc.), as well as the specificities of the higher education institution offering classical studies (mission and vision, availability of teaching staff from other humanities fields: philosophy, history, art history, archaeology, linguistics, offering other humanities programmes, curriculum structure in terms of compulsory and elective courses, organization of practical training, etc.). All of the above is in accordance with the nature of classical philology and the breadth and interdisciplinarity it entails. Even the only document that provides minimum standards regarding the learning outcomes of classical philologists at the national level, the *Subject Benchmark Statement:*

<sup>45</sup> Boban, Luciana, Monija Malešević and Jelena Jurčić (eds.), Vodič za studente o priznavanju neformalnog obrazovanja i informalnog učenja na Sveučilištu u Mostaru. Guidelines for Students on the Recognition of Non-Formal Education and Informal Learning at the University of Mostar, University of Mostar, Mostar, 2023, [https://web-admin.sum.ba/api/storage/vodic\\_za\\_studente\\_SUM.pdf](https://web-admin.sum.ba/api/storage/vodic_za_studente_SUM.pdf), (27 November 2025).

*Classics and Ancient History (including Byzantine Studies and Modern Greek)*, states that both general and subject-specific student skills may vary.

Regarding the verification of the learning outcomes achievement defined in the curriculum, the practices of higher education institutions vary significantly. European Standards and Guidelines anticipate such differences in the ways in which all standards, including those related to assessment and the existence of a mechanism for verifying learning outcomes achievement, are fulfilled. However, while differences in the implementation of standards are acceptable, it is not acceptable for a mechanism to verify the learning outcomes achievement to be entirely absent, or for a higher education institution to take no actions in this regard. Since ESG applies equally to all higher education institutions and study programmes, classical studies do not differ from other programmes in this respect, and any specificity can only be reflected in the way the mechanism for verifying learning outcomes achievement is implemented, not in the existence of the mechanism itself. Furthermore, the issue of transparency arises, as publicly available documents of higher education institutions are essential for conducting a more detailed analysis of both the assessment system and the fulfilment of the relevant quality standards.

In conclusion, the Bologna Reform, through the introduction of generic descriptors, learning outcomes, and measurable quality standards, has made higher education and the qualifications obtained through it comparable and recognizable, while allowing for all the diversity and specificities that individual study programmes may have. Classical philology, as a study programme that is specific in many ways, can ensure that its graduates truly achieve the learning outcomes defined by the higher education institution only by implementing the established quality standards in higher education, in accordance with the institution's level of autonomy and its own specific characteristics.

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