

**REPORT
of the Expert Panel
on the
RE-ACCREDITATION OF
TV Academy – College of Multimedia and Communication in Split**

Date of the site visit:
23rd November 2015

November, 2015

CONTENTS

INTRODUCTION..... 3

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION..... 5

CONCLUSIONS OF THE EXPERT PANEL.....7

ADVANTAGES OF THE INSTITUTION.....7

DISADVANTAGES OF THE INSTITUTION7

FEATURES OF GOOD PRACTICE7

RECOMMENDATIONS FOR IMPROVEMENT.....7

- Management of the Higher Education Institution and Quality Assurance7
- Study Programmes8
- Students.....8
- Teachers.....8
- Research and Professional Activity8
- International Cooperation and Mobility.....8
- Resources: Administration, Space, Equipment and Finances.....8

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE WITH THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION..... 9

1. Management of the Higher Education Institution and Quality Assurance9
2. Study Programmes.....9
3. Students..... 10
4. Teachers 11
5. Research and Professional Activity..... 12
6. International Cooperation and Mobility 12
7. Resources: Administration, Space, Equipment and Finances 13

INTRODUCTION

This report on the re-accreditation of the TV Academy – College of Multimedia and Communication in Split was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

The re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (*European Quality Assurance Register for Higher Education*) and a full member of ENQA (*European Association for Quality Assurance in Higher Education*), is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer-review-based evaluation of the institution and their study programmes.

The report contains:

- A brief analysis of the institutional advantages and disadvantages,
- A list of good practices found at the institution,
- Recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- A detailed analysis of the compliance to the standards and criteria for re-accreditation.

The members of the expert panel were:

- Professor Robert Wallace Vaagan, Faculty of Social Sciences, Department of Journalism and Media Studies, Oslo, Kingdom of Norway, chair
- Professor Majda Tafra Vlahović, Baltazar Polytechnic in Zaprešić, Republic of Croatia,
- Mr.sc. Nataša Trojak, College for Applied Computer Engineering "Algebra", Republic of Croatia,
- Professor, Monika Metykova, School of Media, Film and Music, University of Sussex, United Kingdom of Great Britain and Northern Ireland,
- Mr.art., Krešimir Mikić, college professor, the Faculty of Teacher Education, University of Zagreb, Republic of Croatia,
- Maja Kos, student, Baltazar Polytechnic in Zaprešić, Republic of Croatia.

In the analysis of the documentation, site visit and writing of the report the Panel was supported by:

- Viktorija Juriša, coordinator, ASHE,
- Ivana Rončević, interpreter at the site visit and report translator, ASHE.

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- Management;
- Working Group that compiled the Self-Evaluation and representatives of the Committee for Quality Assurance;
- Students;
- Full-time teachers;
- External stakeholders (external teachers).

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms.

Upon the completion of the re-accreditation procedure, the Accreditation Council renders its opinion on the basis of this Re-accreditation Report, the Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria acquired from the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **issue a confirmation on compliance** with the requirements for performing higher education activities or parts of activities (renew the licence),
2. **deny the license** for performing the higher education activities or parts of activities to the higher education institution, or
3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should make the necessary improvements. The letter of recommendation may include suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development.

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

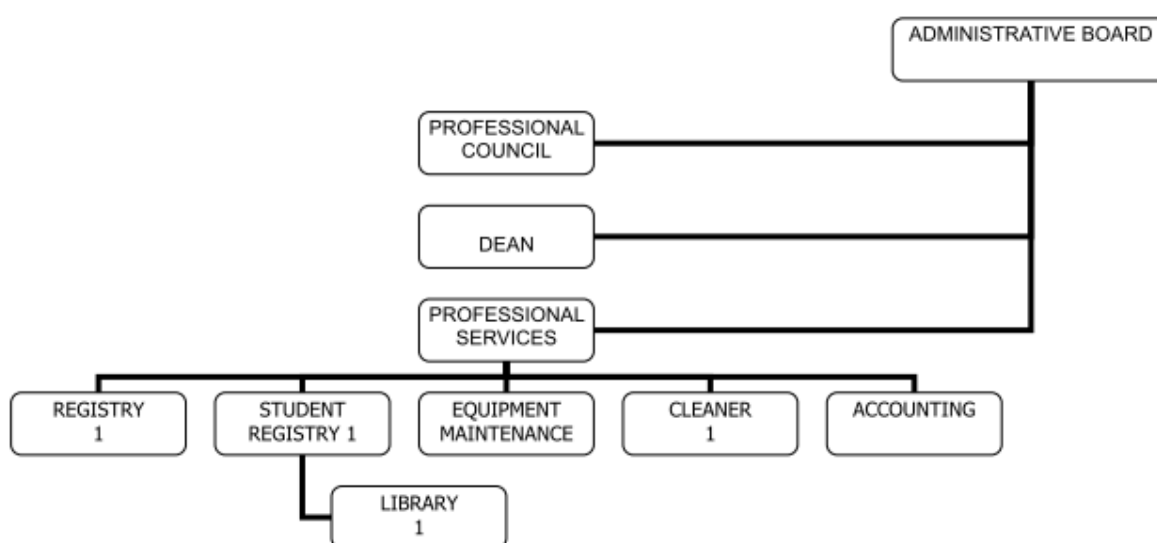
NAME OF HIGHER EDUCATION INSTITUTION:

TV Academy - College of Multimedia and Communication in Split

ADDRESS: Ivana Merza 8 and Ruđera Boškovića 22, Split

DEAN: Luana Perica, dipl. oec.

ORGANISATIONAL STRUCTURE: (from the Self-Evaluation report)



STUDY PROGRAMMES:

- Multimedia Production; Reporting, Animation, TV Scriptwriting, TV Presenting,
- Multimedia Productions and Marketing; TV Production and TV Advertising,
- Multimedia Technologies; Radio Communications, Editing, Filming, Directing.

NUMBER OF STUDENTS: **15** (MOZVAG)

NUMBER OF TEACHERS: **6** (MOZVAG)

TOTAL BUDGET: **955,000,00 HRK**

MSES FUNDS: 0%

OWN FUNDS: 955,000,00 HRK

SHORT DESCRIPTION OF THE HIGHER EDUCATION INSTITUTION:

The College of Multimedia and Communication Technology – TV Academy (hereafter referred to as HEI) operates in the city of Split as a unique institution of higher education, educating all the experts required for the field of media production: technical, technological, media creative, as well as economic and production. In short, the special characteristic of the HEI is that the television hosts, journalists, screenwriters and directors are already, during their studies, familiarized with the technology and economic calculations of media production, technical personnel with the creative and economic conditions in the media world and economic experts with the technology and features of copyright of the media business.

Television Jadran and SPLICANKA Ltd. are the co-owners and founders of the HEI, which has been put into motion on the basis of a relatively large existing Croatian market for multimedia businesses, one which exists without adequate study programmes.

In the academic year 2012/2013, the first generation of students was enrolled in the following three professional study courses: Multimedia Production; Reporting, Animation, TV Scriptwriting, TV Presenting, Multimedia Productions and Marketing; TV Production and TV Advertising Multimedia Technologies; Radio Communications, Editing, Filming, Directing.

The HEI's strategic goal is to operate as a college that provides quality, professional education in necessary skills, striving to promote professional development, quality theoretical education, an interdisciplinary approach, while nurturing the innovation culture and improving the transfer of knowledge, as well as the new technologies and practical skills.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. Many teachers are participating in business activities of TV Jadran and Splitska d.o.o., where they acquire and maintain professional knowledge in the area they teach.
2. Specific market-oriented programmes.
3. Co-operation with TV Jadran provides students with excellent opportunities for applying their learning in practice.
4. Good student activities such as "Study zone" and "Is anyone out there".
5. Erasmus + charter from October 2015 and new international coordinator Duje Petričević show HEI has potential and ambitions for networking and cooperation.
6. Communication with professors and the Dean seems good, as emphasized by students.
7. Students get feedback on their complaints and results of questionnaire.
8. Small groups yield better interaction and learning.
9. Students more familiar with Code of Ethics than on the previous visit in January 2014.

DISADVANTAGES OF THE INSTITUTION

1. The HEI's specific program requires teachers with qualifications that are not common and easy to find. The result could be a lack in the required number and qualifications of the teachers, which can endanger the execution of core processes and the fulfilment of legal requirements.
2. The monitoring of the quality of study programmes is still at an early stage.
3. HEI's financial sustainability is questionable.
4. The HEI management has some plans for attracting other types of funding but these have not been sketched out fully due to the crippling effect of the expired permission in 2013 on the recruitment of new students.
5. In a long-term perspective, ownership interests are non-transparent.
6. Students are unaware of the existence of an ombudsman, although the website identifies him as Jerko Kalajžić.
7. Feedback on questionnaire results is irregular.
8. The website does not clearly show where to look for certain documents and other information students might need.
9. There is no strong plan or visual web invitation to future students. "Study zone" and "Is anyone out there" could be better marketed on the website.

FEATURES OF GOOD PRACTICE

1. The HEI co-operates with Split University Library, providing students with access to academic scholarship that would otherwise be difficult for HEI to provide.

RECOMMENDATIONS FOR IMPROVEMENT

- **Management of the Higher Education Institution and Quality Assurance**
 - Consider the introduction of a supervisory body to involve external stakeholders not related to the owner and to supervise the protection of social interest.

- **Study Programmes**
 - Continue to work on introducing effective procedures for monitoring the quality of study programmes.
 - Continue with the improvements in the content and quality of study programmes so that they reach internationally recognized standards.
 - Clarify the remit of the Quality Committee.
 - Introduce mechanisms that would enable international peers to review study programmes; in the initial phase this will involve building international networks and translating relevant documents into English.
 - Expand the range of relevant stakeholders and formalize the relationship with them.

- **Students**
 - Pay more attention to extracurricular activities (now apparently only supported if in harmony with HEI program).
 - The website and school marketing should be directed more toward future students.
 - An English course should be provided through the whole study process, not only in the first year.
 - Include a Croatian grammar course which is important for students' future work.
 - Feedback on student questionnaire should be regular – monthly or so – rather than occasional.

- **Teachers**
 - Develop formal mechanisms to ensure the professional development of teachers and implement existing mechanisms.
 - Develop and implement formal procedures to ensure the required number of qualified teachers at any moment (especially when the institution starts to grow).
 - Formalize the process of monitoring the external engagement of teachers.

- **Research and Professional Activity**
 - Use Erasmus + charter to advance scientific cooperation with international partners.
 - Document better the scientific publications produced by the staff.
 - Consider making HEI online/print magazine or journal.
 - Market better use of website staff and student activities like “Study zone” and “Is anyone out there?”

- **International Cooperation and Mobility**
 - Use Erasmus+ charter to start exchanging students and staff with prioritized partners in Graz and at Vienna Universities of Technology.

- **Resources: Administration, Space, Equipment and Finances**
 - Improve procedures and routines as outlined in specific recommendations below.
 - Use Erasmus+ charter to apply for EU financing under relevant Erasmus calls that meet HEI profile and activity.
 - Use inexpensive public domain software in teaching, such as the digital platform Moodle.
 - Join The Global Class <http://www.theglobalclass.org/> for free.

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE WITH THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. Management of the Higher Education Institution and Quality Assurance

1.1. The HEI has developed a strategic 20-page document with a clear structure that indicates longer term goals as well as the current implementation stage. Which stakeholders were included in the process is not clear from the document and the related information given by the administration. The process most probably involved internal stakeholders and staff with links to the owner. The operational plan is implied rather than precisely structured and the impression is that the operational and monitoring mechanisms would be further developed pending on the result of the accreditation. This is a small entity with big ambitions, all depending on the private capital behind it, which does require a focus on social interests beyond the private owner's interests. The panel has therefore evaluated these criteria as the ones that need to be developed in the future but believes that the work done thus far is a good starting point.

1.2. The organisational structure is rather basic but the administration has managed to distribute necessary administrative and management roles among the employed faculty and staff and cover the processes with necessary relevant normative acts, hence our rating on these criteria is relatively high.

1.3. The panel has evaluated the institution relatively high on these criteria too, as the programs described in fact match the main aims related to HEI's strategic mission.

1.4. The institution has issued an internal regulation on quality assurance that contains general rules as well as structures and processes involved. However, the document is too general to be a reliable reference regarding the processes of analysis which need to be monitored and regarding the integration of quality assurance processes in HEI's every-day running. Students are involved in the quality assurance processes and their evaluation has been taken into account when evaluating the teacher's contribution in particular. However, there is no evidence of including various external stakeholders at this stage, hence, the panel evaluates this as at the beginning stage.

1.5. As explained above, the mechanisms are foreseen, but their efficiency at this stage is questionable and needs further development.

1.6. n.a.

1.7. As we have been assured in available documents and in meetings with students, faculty and staff, we consider the mechanisms for monitoring unethical behaviour efficient and known to all.

2. Study Programmes

2.1. Some monitoring mechanisms have been introduced such as student feedback forms. The small number of students and staff enable informal exchanges and monitoring of quality, but

formal procedures need to be introduced or strengthened, e.g. the Quality Committee needs to have a clear remit, an annual schedule for its work etc.

2.2. The HEI offers programmes of study that are in line with societal needs. However, it needs to make this clearer in its monitoring as well as in future planning documents. There are opportunities for improvement in this area. A better understanding of the needs of the local employment market can, for example, be achieved by forging closer links with various stakeholders.

2.3. The enrolment quota is in line with the HEI's resources and staffing. Due to the expiry of the HEI's permission to enrol students in 2013, the recruitment of students stopped.

2.4. There is evidence of learning outcomes in course documentation, and these were also discussed with teaching staff in the course of a site visit.

2.5. This is evidenced in course documentation. The panel also discussed learning outcomes and assessments with teaching staff and saw examples of assessed work.

2.6. The allocation of ECTS appears to be realistic in terms of student workload.

2.7. This is at an early implementation stage. In order to enable international peers to review study programmes, the first steps for the HEI are to network with international partners and have English translations of course documentation.

2.8. The self-evaluation document, course materials and discussions with students and teachers evidence the use of appropriate teaching methods.

2.9. The resources that the HEI has at its disposal through its co-operation with TV Jadran and Split University Library are appropriate for the needs of students. The HEI also created a reference library with some essential titles and a study space on its premises.

2.10. Students were satisfied with the opportunities that the HEI provides in terms of practical application of their work. The opportunity to work on programs for TV Jadran means that they are exposed to a professional work environment early on, which is undoubtedly an advantage. There is space for developing closer links with other employers who can offer placements etc. in the city/region.

3. Students

3.1. Admission evaluation procedures and routines as well as early career planning are only beginning to be formalized.

3.2. Extra-curricular student activities are supported if they conform to HEI interests.

3.3. Students expressed satisfaction with HEI's existing services although these seem to work on an informal basis and their work needs to be better documented.

3.4. Knowledge assessment and feedback e.g. on student questionnaires should be made on a more regular basis.

3.5. n.a.

3.6. The HEI is improving its website and relations with both professional enterprises and academic institutions in the region as well as in Croatia, and a translation of study programmes into English is now available.

3.7. Students expressed satisfaction with existing standards and procedures, and they have an elected student representative on the administrative board (but not on the professional council). They also seemed better informed about the Code of Ethics than on the last visit in January 2014. But they were unaware of the existence of their ombudsman Jerko Kalajžić identified on the HEI's website.

3.8. As stated in items 3.4 and 3.7, students express satisfaction with their status and treatment, they are represented on the administrative board and student questionnaires are done and students are given feedback, although not regularly.

4. Teachers

4.1. The number and qualifications of the teachers are in line with the current status of the HEI, and until now the HEI has successfully ensured a sufficient number of qualified teachers. There is no evidence of mechanisms that will ensure enough qualified teachers in the future, so they need to be developed.

4.2. There is no written HR development policy, but there is a document that regulates the procedures for professional development of teachers and the budget of 20,000 HRK (approx. 2,600 EUR) for financing conferences, festivals and other professional events. It is not clear if the HEI has a clear policy for possible retirement, but since the institution has been established relatively recently, this can be developed in later years. The sustainability of study programmes, in the context of teaching staff, can be ensured if the HEI develops mechanisms that will ensure enough qualified teachers in the future, as recommended in item 4.1.

4.3. At the moment this is fully implemented, and legal requirements have been met.

4.4. There is a document that regulates the procedure of professional development of teachers and a budget of 20,000 HRK (approx. 2,600 EUR) for financing conferences, festivals and other professional events. However, there is no evidence that the teachers are informed about this document and the budget. Also, the procedures for requesting the part of the budget are not clear. There are no procedures considering the planning of advancement in teaching titles (lecturer, senior lecturer, etc.), and teachers have to take care of it by themselves. The Self-evaluation mentions a procedure of lecturers' self-assessment that are analysed by the Dean's Committee, but there is no evidence that this is really implemented.

4.5. Due to the low number of students and the fact that in the last two years new students were not enrolled, existing employees took over the largest part of work, and at the same time most of them also teach in other institutions. There are no formal procedures that follow the workload distribution. Currently this can be done informally, since the number of teachers employed full-time is low, but in the future these processes need to be formalized.

4.6. The permission for teachers' external engagement is approved by the Dean. Currently, due to the low number of teachers, their external engagement can be followed without special formal procedures, therefore it doesn't endanger the teaching process. In the future these processes need to be formalized.

5. Research and Professional Activity

5.1. As a mainly vocation-oriented institution, the HEI places relatively little emphasis on research. There is still no HEI magazine or journal. An important professional activity with student involvement is "Student zone"/Is anybody out there? The HEI states (p. 89) that its lecturers publish in 16 academic journals, mostly local/regional Croatian journals, but it is not clear who the authors are (p.90) and the stated total number of 54 publications (p.95) is not fully documented.

5.2. It follows that the HEI is aware of the need to satisfy national and international academic standards and have a variety of ongoing research and professional activities, but these plans have so far been severely limited due to the lack of enrolment and resources. Still, an awareness of relevant calls under Erasmus+ is necessary.

5.3. The HEI has identified possible partners in Croatia and abroad and has employed an international coordinator Duje Petričević who will also assist in research development.

5.4. See item 5.1.

6. International Cooperation and Mobility

6.1. Student mobility has so far been restricted to Croatia, but this could be changed since the HEI has received Erasmus + charter in October 2015.

6.2. A few of the students expressed a wish to spend time abroad, and the Erasmus+ charter now makes this possible. Most HEI students speak good English. However, although the Erasmus+ exchange opportunity means that partner institutions drop tuition fees, travel and accommodation costs are still very high for most Croatian students.

6.3. The HEI wants to exchange also teachers, which is facilitated with the Erasmus+ charter, and program descriptions are now available in English. Most HEI teachers spoke good English.

6.4. The HEI has an international network, esp. with Graz and Vienna Universities of Technology. This could be expanded by joining for free The Global Class <http://www.theglobalclass.org/>.

6.5. Some infrastructure is in place: study program descriptions are available in English, English is taught in the first year and some teachers can lecture in English. Accommodation is also available.

6.6. Same as in item 6.5.

6.7. The Erasmus+ charter from October 2015 could be followed up and expanded with more networking and cooperation.

7. Resources: Administration, Space, Equipment and Finances

7.1. The resources available were adequate for the number of enrolled students and the availability of a TV studio is a great advantage. The establishment of the reference library is a welcome development. The HEI might consider using free public domain software such as Moodle, especially if distance learning is implemented.

7.2. The ratio of teaching and non-teaching staff is appropriate to the current size of the student body and staff.

7.3. Due to its small size professional development is handled on an informal basis. In the future a more formal arrangement could be developed.

7.4. The use of the studio and equipment is in line with TV Jadran's rules. This is a professional environment so it is appropriate for the students.

7.5. The co-operation with TV Jadran ensures access to professional studios and equipment which is in line with the HEI mission.

7.6. The reference library on the premises holds some key titles and this can be further developed in the future. The co-operation with the Split University Library ensures access to relevant scholarly literature. The use of TV Jadran equipment seems to be smooth at the moment but issues may arise with growing student numbers.

7.7. Financial sustainability is one of the weak points of the HEI and the current model is not transparent. Reliance on financing almost solely directly from the founder can limit institutional autonomy.

7.8. It is clear that the founder provides finances to raise the quality of teaching (including the number of teaching staff).