



agency for science and higher education

REPORT OF THE EXPERT PANEL ON THE RE-ACCREDITATION OF Polytechnic in Požega

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INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), as well as good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Polytechnic in Požega.

Members of the Expert Panel:

- Prof. Gordana Marčetić, Ph. D., Faculty of Law University of Zagreb, Republic of Croatia – Panel Chair
- Jasna Čačić, Ph. D., Croatian Association of Drink Producers (GIUPPH), Republic of Croatia
- Henk-Jan Meijer, MSc, lecturer, HAS University of Applied Sciences, The Kingdom of the Netherlands
- Klaus Brugger, Ph. D., Carinthia University of Applied Sciences Austria, Federal Republic of Austria
- Antonija Kočevar-Korenjak, student, VERN' Polytechnic, Republic of Croatia

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management,
- Quality coordinator and Erasmus coordinator,
- Full-time teaching staff,
- Students,
- Alumni,
- External stakeholders - representatives of professional organisations, business sector/industry sector, employers, professional experts,
- External associates,

- Heads of the departments
- Heads of study programmes,

The Expert Panel members had a tour of the work facilities, library, IT classroom, laboratory, lab classroom, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students. The Expert Panel members visited teaching facility in Vetovo.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Polytechnic in Požega on the basis of Polytechnic in Požega self-evaluation report, Analytic supplement to Self-analysis, other relevant documents and site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Polytechnic in Požega and writing of the Report, the Expert Panel was supported by:

- Ivana Borošić, coordinator, ASHE,
- Davor Jurić, assistant coordinator, ASHE,
- Marija Omazić, interpreter at the site visit,
- Goran Briški, translator of the Report, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **Issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **Denial of license** for performing the activities, or parts of the activities
3. **Issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

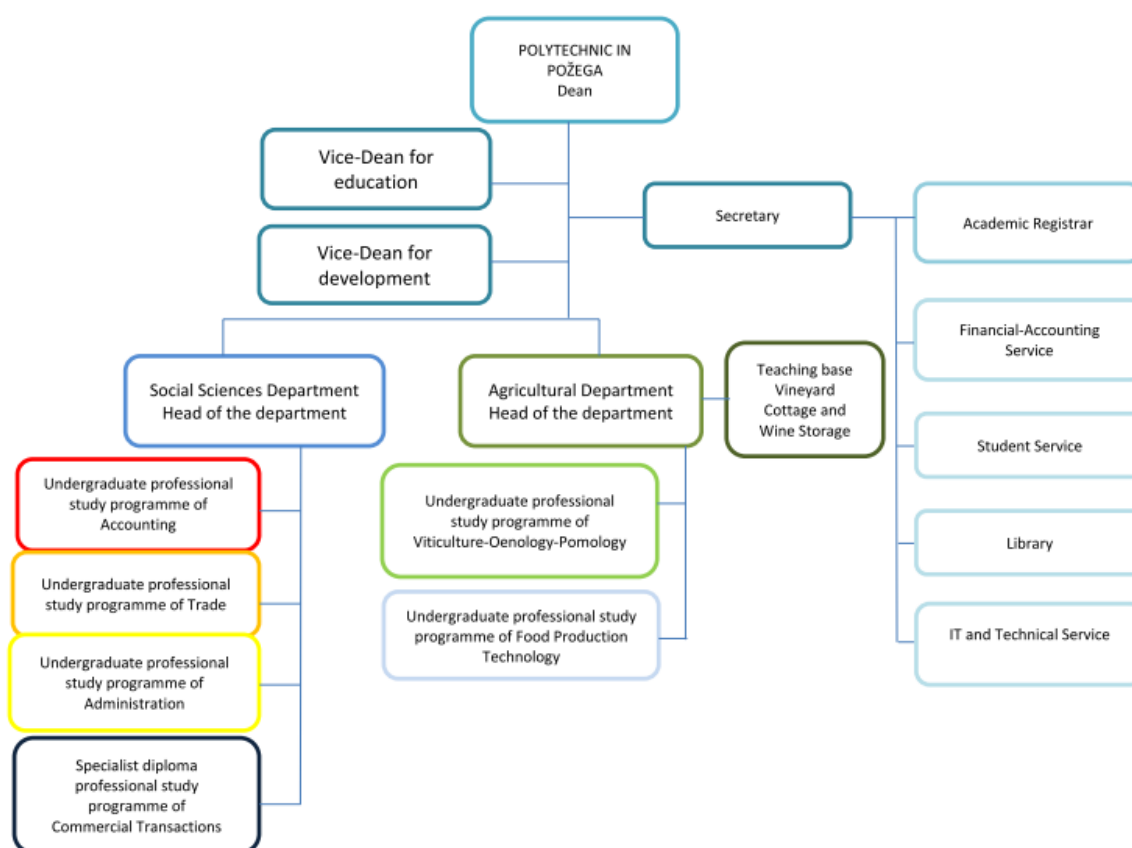
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Polytechnic in Požega

ADDRESS: Vukovarska 17, 34000 Požega

DEAN: prof. dr. sc. Borislav Miličević

ORGANISATIONAL STRUCTURE: Self-evaluation, page 5



STUDY PROGRAMMES: Based on self-evaluation report and Mozvag

No.	Name of the study program	Type of program	No. ECTS credits	*CQF Level
1.	Accounting	Undergraduate professional study programme	180	6.
2.	Trade	Undergraduate professional study programme	180	6.
3.	Administration	Undergraduate professional study programme	180	6.
4.	Viticulture-Oenology-Pomology	Undergraduate professional study programme	180	6.
5.	Food Production Technoogy	Specialist graduate professional study programme	180	6.
6.	Commercial Transactions	Specialist graduate professional study programme	120	7.

*Croatian Qualification Framework

NUMBER OF STUDENTS: Analytical Self-Evaluation, page 2, table 3.1. Number of students per study programme for the current academic year

Study programme name	Full-time students	Part-time students
Viticulture-Oenology-Pomology	54	56
Food Technology	73	70
Administration	66	166
Commercial Transactions	28	39
Accounting	106	106
Trade	51	75
Total	378	512

NUMBER OF TEACHERS: Analytical Self-Evaluation, page 11, table 4.1.b. Staff structure

Staff	Full-time staff	Cumulative employment	External associates
College professors	15	-	2
Senior lecturers	12	-	5
Lecturers	4	-	11
Lectors	-	-	-
Full professors with tenure	-	-	2
Full professors	-	-	4
Associate professors	-	-	3
Assistant professors	-	-	6
Expert assistants	-	-	6
Assistants	-	-	-
Technical staff	5	-	-
Administrative staff	9	-	-
Support staff	5	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Self-Evaluation, pages 1 and 6

The Polytechnic in Požega has been established pursuant to a Regulation. In its Regulation on establishment of the Polytechnic in Požega (OG 75/98, 51/05, 57/07 and 119/13) the Government of the Republic of Croatia has determined establishment and performance of professional studies in compliance with the Scientific Activity and Higher Education Act and the By-laws of the Polytechnic as the principal activity of the Polytechnic.

The existing professional study programmes (former sixth degree of education) at the University of Osijek were the basis for establishment of the Polytechnic in Požega. Pursuant to provisions of Article 168 of the Institutions of Higher Education in Republic of Croatia Act (OG 59/96) and the Government Regulation on establishing the Polytechnic in Požega, they were detached from Osijek-based faculties and established as a new institution of higher education.

Nowdays, the Polytechnic in Požega performs five undergraduate professional study programmes: Viticulture-Oenology-Pomology and Food Production Technology at the Agricultural Department, and Accounting, Trade and Administration at the Social Sciences Department, as well as one specialist diploma professional study programme - Commercial Transactions at the Social Sciences Department.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Individual approach to students
2. Proactive attitude and enthusiasm of teachers, external associates and the whole community
3. Current financial stability
4. Practical teaching and training for students
5. Students dormitory

DISADVANTAGES OF THE INSTITUTION

1. Decreasing number of students
2. Limited visibility and locally oriented promotion
3. Need for developing student creativity and innovation in problem solving in some study programmes

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Additional support to teachers, students and administrative staff in mobility Erasmus program
2. Production and marketing of wine and honey

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis

The HEI has a functional internal quality assurance system, which is based on following key documents: 2017-2020 Development Strategy, Quality Policy, Quality Assurance Strategy and Quality Assurance Manual. It successfully implements recommendations for quality improvement from previous evaluations, continuously analyses quality assurance system improvements and plans its further development through different activities. The HEI supports academic integrity and freedom of employees and students using its mechanisms and capacities through adoption of the Ethical Code, the Rules on disciplinary accountability of students and the Rules on grading. The HEI has applied its normative authority in the field of plagiarism, exam cheating and falsification of results by applying corresponding legal provisions. Information on teaching, professional, scientific and social role of the HEI are publicly available in Croatian and English on the official web site. Stakeholders are very well informed on all-important aspects of HEI's activities. The social role of the Polytechnic is emphasised through different projects with community and voluntary activities. The HEI contributes to the economic development through number of activities as physical and organoleptical analysis of wine for local winemakers, implementation of the county and inter-county wine competitions, taking part in wine tasting, implementation of the Bee Incubator project etc. Lifelong learning programmes are fully aligned with the strategic goals and the mission of the HEI as well as with the needs of the society, which is evident in increasing inclusion of adults for employment in the agriculture and IT sectors.

Recommendations for improvement

Establishment of a functional internal quality assurance system at the HEI is an example of a good practice and efficient implementation of recommendations from previous evaluations resulted in a functional internal quality assurance system. It should continue in its efforts to keep this level of the quality in the future. Although HEI has applied some activities to detect plagiarism, the plagiarism-detection software would be needed. The work on the promotion of the advantages of HEI should be more emphasised. The HEI is an example of very good cooperation with local community and should continue to contribute to the development of the community. It should

continue to cooperate with Croatian Employment Service to be prepared for adoption of new lifelong learning programmes according to the needs of the labour market.

Quality grade

High level of quality.

II. Study programmes

Analysis

The HEI provides study programmes, which fulfil needs of the local and regional labour market and the general objectives are well integrated within the strategic objectives of the HEI and needs of the labour market. This is acknowledged sufficiently by stakeholders and documents provided in the SE and during the site visit of the Panel. The intended learning outcomes per study programme are aligned with the level and profile of the qualifications gained, however for the two study programmes, Food Production Technology and Viticulture Oenology Pomology the Panel questions whether the intended learning outcomes fully reflect the CQF and EQF level 6 descriptors. The HEI has provided evidence of intended learning outcomes of the study programmes it delivers and for the programme Food Production Technology, the achieved learning outcomes as reflected in the final works are regarded as minimal on the subject of managing complex activities in unpredictable situation and problem solving competences in unpredictable situation. Further, the study programmes of the Administrative Study do not sufficiently reflect all needs of modern public administration. In some cases, exam literature is outdated.

The HEI has well-established procedures and ways of working for revising study programmes and proposing or closing existing programmes. It has demonstrated a good way of working on the allocation of ECTS credits per module, and the allocation is frequently evaluated. The Panel is convinced that student practice is an integral part of the study programmes.

Recommendations for improvement

The mission and vision is rather generic and gives little direction on which study programmes fit best with the institute capabilities and ambitions. On a more strategic level focus for the justification could be extended more to the regional and especially national level including an analysis of strength and weaknesses per study programme.

For the study programmes Food Production Technology and Viticulture-Oenology-Pomology the Panel recommends to review the alignment of the intended learning

outcomes with the Croation Qualification Framework and European Qualification Framework on managing complex activities in unpredictable situation and problem solving in unpredictable situation skills. Administrative study program should be modernized by reducing legal courses in favor of other disciplines from the field of public administration, as well as through updating of literature in some courses.

The Panel recommends to hold on to the achievement of the foreseen learning outcomes and recommends to review whether the achieved learning outcomes of the study programmes of Food Technology and Viticulture-Oenology-Pomology reflect fully the CQF standard 6, especially on the subject of managing complex activities in unpredictable situation and problem solving in unpredictable situation skills. For allowing students, achieving this it is to consider whether the period of time and type of challenges for the final and other works are adequate for students to demonstrate the competences. For Food Technology Production improvement is possible in providing more facilities for practical work at the HEI, this could be facilities for product- and process development and microbial lab work.

Quality grade

Satisfactory level of quality.

III. Teaching process and student support

Analysis

Polytechnic of Požega ensures the admission criteria and the criteria for the continuation of studies is clearly defined in the *Rules of study* and available online for all the students and applicants. The institution ensures the admission process for State Matura applicants and Non-State Matura applicants is appropriately conducted through appropriate criteria as well as different enrollment periods. The institution gathers information about pass rates on exams continuously, especially colloquium pass rates. According to pass rates data, the teaching staff ensures proper measures of helping students in getting a better chance of passing the exams and continuing the studies, such as individual consultations and mentoring. Polytechnic has encountered issues on gathering proper data on the enrollment of students who are enrolling to gather student rights and other related benefits as the panel was told in an interview with the staff. The HEI ensures the students of each study program are given the information about each course they attend before the beginning of each one. The demand for each course is found appropriate except for the Civil Right course (Administrative studies program) that students find overly demanding. The teaching staff uses different methods of

teaching and is open to student suggestions (interview with the students) which they regularly check through student questionnaires.

The HEI as well ensures the appropriate financial aid to reward student excellence and help the students from financially vulnerable backgrounds. The institution provides a satisfactory level of needed teaching equipment and facilities except for the library and the Food technology chemistry lab. The building of student dormitory is commendable. International exchange of both staff and students is on a high level of quality and the institution should continue to motivate students and staff to experience the foreign exchange. The student support and the individual approach to each student are exceptional especially to students with disabilities. The student's achievements are evaluated objectively and consistently. Some of the teaching staff attended extra courses on designing and assessing the exams. The teachers should still implement advanced ways of assessing. The student has representatives and are enrolled in several councils and have multiple channels of problem addressing (through student representatives, box in the lobby, etc.) The Diplomas and Diploma supplements are issued in accordance with relevant regulations, confirmed by checking the provided materials. The relationship between Alumni, HEI and the external stakeholders are at a very high level of cooperation.

Recommendations for improvement

The HEI should ensure the acceptable prior knowledge of all applicants and entrance exams should be considered. The ways of monitoring and keeping track of student pass and dropout rates should be monitored in a more consistent way especially for students enrolling into Polytechnic to gather different benefits. The courses of Civil law 1 and 2 should be taken into consideration to be modified because of the high level of workload. The institution should invest more in promoting itself to foreign students as well as continue motivating students and staff to participate in exchange programs. Extra training of teaching staff is commendable and implementing an advanced way of assessment is highly recommended. The Polytechnic should continue to keep a good relationship with their alumni as well as the local industry representatives in order to ensure further employability of its students.

Quality grade

Satisfactory level of quality.

IV. Teaching and institutional capacities

Analysis

The HEI has sufficient number well-qualified teachers and appropriate ratio of students and full-time teachers that ensures a high quality of study as well as efficient communication between students and teachers. Most teachers have full teaching workload of about 450 norm-hours, which conforms to the applicable collective bargaining agreement, legislation and internal regulations. The external associates have adequate titles qualifying and include the most recent research, trends and market insights in the teaching process. They have a relevant work experiences and mostly there is a link between their position in organisation where they are employed and the course they teach. The HEI invests much in practical work and encourages the organisation of professional practice in institutions in which the EA are employed. Teacher employment procedures and procedures for advancement of teachers to higher titles are objective and transparent. They arise from development goals of the HEI and are aligned with legislations and internal regulationsa and documents. The HEI rewards the best teachers and excellence with monetary incentives. It provides very good support to teachers and numerous opportunities for the improvement and development of teaching competencies through organization and financing additional education and other professional activity as well as awarding the best teachers. The example of good practise is that many teachers and administrative staff participate in mobility programmes.

Polytechnic's strategic development plans are constantly providing for improvement of the entire infrastructure of the HEI. The main current task is construction and furnishing project of dormitory. The space, equipment, IT services, laboratories, Vineyard Cottage and Wine Storage, as well as other work facilities, are mostly suitable for the delivering of study programmes and ensure the achievement of intended learning outcomes for the implementation of professional activities. However, the library and library equipment are not sufficient for ensuring a high quality of study and teaching activity, neither profesional nor scientific activity. The Food technology chemistry lab is suitable for first and second-year students but should be improved. As regards financial resources, the HEI manages with them rationally and transparently. One can see evident financial sustainability and efficiency in numerous aspects. The Polytechnic generate incomes from regular and additional sorces that are used for institutional development and improvement.

Recommendations for improvement

Teaching and institutional capacities of the HEI are satisfactory or high quality except the library and library equipment, which is on minimum level of quality, as well as the Food technology chemistry lab that should be improved with microbiological lab, product development facility and a pilot plant. Recommendations of Panel relate to teaching loads, which should be more balanced, particularly on Administrative Studies

and Accounting, and for further strengthening of practical teaching with external associates.

If the HEI aim to be registered as a scientific institution it should establish additional criteria for the promotion of teachers into higher grades for each title separately in order to motivate teachers to scientific work and research. In addition, teachers should begin to use prescribed right to a sabbatical, which allow their professional development and career on higher level. The very important is to improve the library and library equipment. The HEI should modernize teaching and professional / scientific literature at least in Croatian and English, particularly in the fields covered by the Social Department. There should be more publications and relevant professional / scientific foreign journals in the library (in printed and electronic form). The HEI should also provide access to relevant bibliographic databases for all study programs and, if it is possible, it should expand the space library and reading room (in m²).

Quality grade

Satisfactory level of quality.

V. Professional and/or scientific activity

Analysis

According to their 2017-2020 Development Strategy, the HEI communicates a dedication to professional, scientific and research activities. A significant part of the research and professional work is done in the field of wine production and the cultivation of vineyards. The strength of the HEI clearly are its strong ties with the local community, society and labour market. Most teachers actively participate in professional activities. The practical side is obviously the focus of the Polytechnic and teachers and students are all involved in this. The HEI also monitors the needs of local community and helps the local community by establishing strong ties, a good transfer and knowledge and community projects. On the other hand, the pure research is currently not the main focus of the HEI. For the time being, most activities correspond to the profile of a higher education institution (rural area, practical studies and work).

Recommendations for improvement

As stated above the Polytechnic in Pozega is currently no scientific institution but intends to get that status. For the current status of the institution the level of scientific activity is adequate and fits their profile (which has a clear focus on professional work and regional recognition). If the HEI should aim to be registered as a scientific

institution in the future, it has to advance in this field and clearly raise the level and quality of scientific research as well as appoint teachers to research ranks. In this case, the HEI should also increase international visibility of their research, exceeding the regional level.

The HEI should (especially if they pursue its strategy to be recognized as a scientific organization) aim for a clear improvement in the national and international visibility. Additionally, an increase also in the scientific work (not only practical work, which is done well) has to be taken. The easiest and most natural way probably will be in the field of wine and agriculture, where there is less international competition (concerning the number of scientific institutes, compared to the commercial studies). In addition, the marketing of the wine production (making of wine, quality, differentiation, etc.) should be enhanced to gain more national and international visibility and recognition.

Quality grade

Satisfactory level of quality.

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I. Internal quality assurance and the social role of the higher education institution

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis

The Polytechnic has an effective internal quality assurance system, which is based on several key documents. Quality assurance is one of the strategic objectives defined in 2017-2020 Development Strategy of the HEI. Commitment to the quality assurance and improvement of quality is demonstrated in the Quality Policy representing legal framework for definition of the Quality Assurance Strategy of the HEI. Both previously mentioned documents are adopted in 2013 as well as the revision of the Quality Assurance Manual. The Quality Assurance Manual in a transparent and very detailed way defines objectives, procedures, responsibility for implementation, indicators, dynamic of implementation, and examples of good practice in all relevant areas like strategic planning, study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, professional and scientific activity etc. It also contains several questionnaires for evaluation (teachers and courses, administrative services), self-evaluation (teachers) and satisfaction surveys (students, feedback from employers and graduates). These documents are used for collection and analyses data on the processes, resources and results, which HEI performs systematically. The data serves as a base for effective management and further development of quality assurance system.

Besides the Quality Assurance Manual, the HEI has adopted Rules on establishment and application of the quality assurance system as well as the Rules of procedure for periodic internal evaluation of the quality assurance system at the Polytechnic in Požega. Furthermore, numerous committees responsible for quality assurance that include all internal (employees and students) and external (economic operators, local community, alumni) stakeholders are established and active. These are: the Committee for Erasmus+ programmes, committees for periodic review of study programmes, the Committee for international cooperation and cooperation with economic operators, committees for recognition of exams, the Committee for promotion, the Committee for

professional and scientific work, committees for graduation papers, the Committee for publishing activity, the Committee for e-learning, etc.

2017-2020 Development Strategy and its implementation is based on detailed and realistic SWOT analysis. The HEI proves to be fully committed to the development and implementation of human resource management policies in accordance with professional principles and standards through significant financial assets which are provided by each year's financial plans for the purposes of formal and informal education (800.000 HRK in the past five years was invested in employee education). In addition to the formal education, the Plan for improvement of teaching and other competences and the Plan for education of administrative and technical staff whose implementation allowed ongoing training of all employees has been adopted every year. Work of the employees is valued and additionally rewarded (SE, pp. 10-16).

Recommendations for improvement

Establishment of a functional internal quality assurance system is an example of a good practice and the HEI should continue in its efforts to keep this level of the quality in the future.

Quality grade

High level of quality.

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.

Analysis

Until now, the HEI has been subject of 1 external independent periodic evaluation of the quality assurance system, 2 re-accreditation procedures and 3 internal evaluation procedures. The external independent periodic evaluation of the quality assurance system (QAS) procedure was performed by the Agency for Science and Higher Education in 2012. The HEI received recommendations and drew up the Plan of activities for follow-up monitoring stage. In the follow-up monitoring stage, the Polytechnic successfully implemented received recommendations. After the re-accreditation procedures the HEI developed the Action plan for improvement of quality considering recommendation received. Activities for the implementation of recommendations have been included in a three-year plan and significant improvements resulting from application of recommendations were evident. Three internal evaluation procedures have been conducted resulting in several recommendations, which were effectively implemented.

The HEI continuously analyses quality assurance system improvements and plans its further development accordingly through different activities such as analyses of internal reports, performance measurement results, mentorship-meeting reports, work of the Committee for quality improvement and quality assurance and ongoing analysis of implementation of proposed improvements (SE, pp. 16-20).

Recommendations for improvement

Efficient implementation of recommendations from previous evaluations resulted in a functional internal quality assurance system and the HEI should continue to keep this level of the quality in the future.

Quality grade

High level of quality.

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.

Analysis

The HEI supports academic integrity and freedom of employees and students using its mechanisms and capacities through several activities. The HEI has adopted the Ethical Code determining ethical rules and values, which must be complied with in work by employees, students and external associates. Moreover, the Rules on disciplinary accountability of students and the Rules on grading have been adopted. The Rules on the final/diploma paper require submission of a Declaration on authorship for students. The HEI has regulated minor and major violations, conduct of disciplinary proceedings and disciplinary measures against employees in its Rules amending the Rules on employment. Ethics Committee and Disciplinary Committee have been established and the students participate in them.

The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination and the system for managing conflicts and resolving irregularities is functional. Ethics Committee conducted two proceedings since 2014, which led to issuing of opinions on each individual act and Disciplinary committee conducted 4 disciplinary proceedings and submit its proposal for a decision to the Dean who renders the decision in the proceedings.

The HEI has applied its normative authority in the field of plagiarism, exam cheating and falsification of results by applying Article 92. d of the Rules amending the Rules on

employment, Article 5(4) of the Rules on disciplinary accountability of students and Articles 21–24 of the Ethical Code, which prohibit such behaviour. To ensure originality of the papers and define the procedures to detect plagiarism the plagiarism-detection software should be available in the academic year of 2019/20 (SE, pp. 19-21).

Recommendations for improvement

Although the HEI has applied some activities to detect plagiarism, the plagiarism-detection software would be needed.

Quality grade

Satisfactory level of quality.

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).

Analysis

Information on study programmes and other activities of the higher education institution are publicly available in Croatian and English on the official web site <https://www.vup.hr>. Information are also available in Croatian on the Facebook profile, YouTube channel, notice boards, brochures, guides, leaflets etc.

Stakeholders are very well informed on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students through presentations during different events like careers day, conferences and media announcements. Besides, each year the meeting with principles of the secondary schools is held where the Dean or vice deans present the HEI. The social role of the HEI is evident through different projects with local and wider community and voluntary activities of the students (Red Cross Society). The stakeholder are included in these activities and they are well informed (SE, pp. 21-24).

Recommendations for improvement

The work on the promotion of the advantages of HEI should be more emphasised in the future.

Quality grade

High level of quality.

1.5. The higher education institution understands and encourages the development of its social role.

Analysis

The social role of the HEI is defined in its Mission and it is particularly evident in the strategic objectives 2. Teaching process and lifelong learning, 3. Scientific-research activities, 4. Professional activities, and 5. Quadri-helix cooperation. The HEI contributes to the development of economy through different activities and services such as analysis of wine for local winemakers to determine the basic parameters of wine, implementation of the county and inter-county wine competitions, taking part in wine tasting, implementation of the Bee Incubator project and other projects. Students directly participate in economic processes through the professional practical training in cooperation with the economy and the local community. Civil role of the HEI is visible in close cooperation with community and the HEI contributes to the development of the local community through projects participation. Humanitarian work is also demonstrated ("Walking towards Christmas" activity within the framework of the Tea for Little Dragon project). Each year numerous activities are organised and made available to the public and the students with the aim to contribute to the development of the local community and the HEI (lectures held at the HEI on the topic of "Through practice into the science", a round table on local types of plum, a health-themed round table, etc.) (SE, pp. 24-26).

Recommendations for improvement

The HEI is an example of very good cooperation with local community and should continue to contribute to the development of the community.

Quality grade

High level of quality.

1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Analysis

The lifelong learning programmes are fully in line with the mission (performance of educational programmes corresponding to the needs of the economy and the labour market, based on cooperation with the local community) and strategic goals of the HEI. One of the strategic objectives of the HEI is implementation of lifelong learning

programmes for adults in the fields of biotechnical and social sciences (Strategic objective 2 - Teaching process and lifelong learning), as well as performance of lifelong e- learning (related to strategic objective 4 - Professional activity)

Teaching within the framework of lifelong learning and education of adults is set out in the By-laws of the Polytechnic and registered with the Osijek Commercial Court, Permanent Attendance in Slavonski Brod. Compliance of the general goals of lifelong learning programmes with the needs of the society is evident in increasing inclusion of adults for employment in the agriculture and IT sectors. Revision and development of lifelong learning programmes is carried out systematically and on a regular basis considering the situation at the labour market. As a result of it a number of short education programmes has been established (Development of an investment study, Development of ethical codes for companies, Organisation of human resources, Business English language, English language for the agricultural profession etc.) (SE, pp. 29-31)

Recommendations for improvement

The HEI should continue to cooperate with Croatian Employment Service to be prepared for adoption of new lifelong learning programmes according to the needs of the labour market.

Quality grade

High level of quality.

II. Study programmes

2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.

Analysis

The Panel found defined objectives in the individual programmes, fitting the mission and strategic goals of the institute. These are described in the descriptions of the individual study programs available on the public website of the HEI. These general objectives are aligned with the needs of the labour market, especially the local and regional labour market. There is a strong justification for the needs of the programmes by involving representatives from stakeholders, which confirm and assist in improving these needs. The polls surveys about required competences underline the well-established contacts between the HEI and stakeholders. The HEI is actively taking care of providing qualified staffing and other resources in order to deliver the study programmes as came forward in the meetings with staff of the HEI.

Recommendations for improvement

The mission and vision is rather generic and gives little direction on which study programmes fit best with the institute and its ambitions. On a more strategic level focus for the justification could be extended more to the regional and especially national level including an analysis of strength and weaknesses per study programme.

Quality grade

Satisfactory quality level.

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

The institution has clearly demonstrated the alignment of the general objectives of all study programmes with the mission and strategic objectives of the HEI (SE, pp 32-35). The undergraduate professional study programme of Viticulture-Oenology-Pomology is reviewed within the Rural-Eno-Gastro project and qualification standards were developed in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (the ESG standards) considering descriptions of the sixth level of the Croatian Qualifications Framework. Learning outcomes defined in

table 2.1 (Topic 2) correspond to the CQF and EQF of the level six. On the terms of performing and managing, a complex activity in unpredictable work or study contexts there is room for improvement.

For the undergraduate professional study programme of Food Production Technology the learning outcomes are thoroughly reviewed within the Rural-Eno-Gastro project and qualification standards. The Panel is of the opinion that the competences mentioned in the study programme are well described although there is room for improvement in solving complex and unpredictable problems in and managing complex activities in order to achieve alignment with the competences mentioned in the CQF and EQF.

Learning outcomes of the courses at the Administrative professional undergraduate study programme are aligned with the learning outcomes of the program. The HEI has clearly defined the learning outcomes, which correspond to the CQF of the level six (Topic 2 - table 2.1.a). However, content of the study program is overmuch legally oriented and does not reflect the all needs of modern public administration. Comparative administrative programs contain more obligatory courses from political and economic sciences, managerial and administrative-technical courses as well as courses related to European union. In addition, exam literature are in some cases outdated or does not represent relevant authors from that area.

In the undergraduate study programmes of Accounting and Trade, the general objectives are employment and self-employment in the specified sector. As a performed poll survey shows, the stated objectives are also aligned with labour market needs (SE, p. 32). Thus, the required competencies for work are clearly taken into account. The undergraduate study programmes were developed in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (the ESG standards) and correspond to descriptions of the sixth level of the Croatian Qualifications Framework (SE, p. 38).

The specialist diploma professional study programme of Commercial Transactions corresponds to the seventh level of CQF. In this case, competencies are developed for resolution of more complex problems in the trade profession and students are taught to transfer knowledge (SE, p. 38).

Recommendations for improvement

The Panel recommends holding on to the procedures and way of work on this standard. For the study programmes Food Production Technology and Viticulture-Oenology-Pomology it should review the alignment of the intended learning outcomes

with the Croatia Qualification Framework and European Qualification Framework on managing complex activities in unpredictable situation and problem solving in unpredictable situation skills. As for Administrative study, program should be modernized by reducing legal courses in favor of other disciplines, as well as through updating of literature in some courses.

Quality grade

Satisfactory level of quality.

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis

According to the Rules of grading, the methods of verification of achievement of the learning outcomes and programmes are defined and there is evidence of this in interim exams, attendance records, seminar papers and experimental work, research, projects, practical work, critical reviews, laboratory exercises, seminar presentations, tests etc. Sufficient prove is given in the documents referred to the SE, also. Learning outcomes are continuously revised in compliance with observed needs considering the Rules on improvement of the study programmes.

For Food Technology the Panel is of the opinion that the interpretation of the level descriptors on level six of the CQF by the HEI is on the minimal side. The many statements in standard 6 of the CQF and EQF, as “manage projects”, “solving complex tasks in specialized field in unpredictable situations”, “taking responsibility for”, “transfer knowledge”, point to a higher level than reflected in the six available final works with a grade of 5 out of 5 point, which were available for the Panel during the reaccreditation visit. Also in the Self Evaluation (SE, pp. 40) is stated, “The final verification of the study programme learning outcomes is performed through execution and presentation of the final paper”. Although the panel wishes to express and acknowledge that the HEI has interpreted the level descriptors with great care in a faithful process, also incorporating the interpretation of the QAS, internationally this interpretation is regarded as on the minimum side.

Recommendations for improvement

The panel recommends to hold on to the achievement of the foreseen learning outcomes and recommends to review whether the achieved learning outcomes of the study programmes of Food Technology reflect fully the CQF standard 6, especially on the subject of managing complex activities in unpredictable situation and problem

solving competences in unpredictable situation. For allowing students achieving this it is to consider whether the period of time and type of challenges for the final and other works are adequate for students to demonstrate the competences.

Quality grade

Satisfactory level of quality.

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis

In the SE and the related documents solid procedures are described for reviewing and revising existing study programs. The mentioned results: incorporating the Bloom taxonomy and comparison with the EQF (SE, pp. 42) are good examples of this procedure. Reviewing and optimising the teaching process is an established way of work and performed adequately and in accordance with the SE on this standard. The introduction of E-learning methods is another example for that.

The HEI has up-to-date versions of the study programmes available on the Croatian website and the changes are recorded as shown in the SE and the underlying documents. For planning and proposing new study programmes, a procedure is followed (SE, pp. 44-45) which describes the actions needed to be carried out and which are suitable. The application of this procedure also became strongly confirmed by the discussion in the meeting with the Dean and vice-deans.

Recommendations for improvement

Suitable procedures are well established and followed, especially regarding the recent introduction of these. The Panel recommends to evaluate the existing procedure for further optimisation based on the recent experiences with this procedure.

Quality grade

High level of quality.

2.5. The higher education institution ensures that ECTS allocation is adequate.

Analysis

In the Self-Analysis (pp. 45-46) it is made clear there is a close monitoring and evaluation of the ECTS allocation every 2 year incorporating information from students and this practice was convincingly confirmed in the meetings with the teaching staff and students.

Recommendations for improvement

The panel acknowledges the high standard on an adequate allocation of ECTS and recommends holding on to this practice.

Quality grade

High level of quality.

2.6. Student practice is an integral part of the study programmes.

Analysis

Student practice is well integrated in the study programmes in many ways. In the Self-Analysis, all meetings and all visits it is obvious the HEI does live the statement on integrating student practice as stated in the mission of the HEI. The balance between theoretical education and practice is acknowledged as well established by all stakeholders as came forward in all meetings.

Recommendations for improvement

The Panel acknowledges the integration of an adequate amount of student practice in the study programmes and the HEI should hold on this way of work. For Food Technology improvement is possible in providing more facilities for practical work at the HEI, this could be facilities for product and process development and microbiological lab work.

Quality grade

High level of quality.

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

Analysis

The criteria for admission into the first year of undergraduate as well as graduate academic program/s for both State Matura and non-State Matura applicants are clearly stated in the Rules of study (SE, p. 51) as well as on the web page of the Polytechnic. The enrollment details are also available in the public Call for submission of enrollment applications on the web page, clearly explaining three possible enrollment periods. The State Matura (gymnasium program) applicants are enrolling through NISaHEI system and the students from vocational and artisan schools are enrolling through the ranking procedure based on individual high school grades and performance at the final exam. The entrance exam procedure is in the process of development but is still not applicable. The criteria for the continuation of the studies are stated in the Decision on conditions for enrolment (SE, p. 51) and are published before each enrollment period on the web page (the requirement for enrolment in the second year at the Polytechnic is to attain 42 ECTS credits). The HEI states on their web site the application form for transfer/enrolment in study programs offered by the Polytechnic as well a list of supporting documents which must be enclosed as part of the transfer/enrolment application. The transfer is conducted through the process of comparing the study programs on Polytechnic and the documentation about previous studies provided by the students. Compliance in programs needs to be 70% (interview with the Dean and administrative staff). To ensure the feedback from transferring students, the survey on quality of the process was conducted and the results are enclosed in the SA document.

Recommendations for improvement

To ensure the acceptable prior knowledge of candidates the entrance exams should be taken into consideration as well as preparation courses from certain courses to level out the prior knowledge of students enrolled in Polytechnic.

Quality grade

Satisfactory level of quality.

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

During an interview conducted with the academic staff, the Panel was informed that the entering level of student knowledge and readiness for the expectations and learning goals is relatively similar concerning both students who finished vocational schools and high schools. The professors are continuously gathering data about student progress especially about pass rates on colloquiums which replace exams and oral exams. The data is further analyzed on Dean's Collegiums. If there is a need for additional help, the professors explain the curriculum multiple times or organize additional one-on-one consultation in order to make sure that the student is capable of understanding the curriculum and following the lectures properly (interview with professors and students). The Polytechnic has as well established a student mentor monitoring system aimed at timely remediation of problems which occur during the study, student demonstrator roles have been introduced, pass rate is analyzed in classes after each interim exam and advice is provided regarding preparation and the possibility of taking a corrective interim exam is performed (ICPP) (SE, p. 55). The pass rates of the first-year programs (MOZVAG 3.4) shouldn't be taken to account, as the Panel was informed in the interview, because of poor financial status in the region the students enroll into study programs to receive student rights and financial support from the state in the way of family pensions. The professors also drew a conclusion from the experience that the students who attend the lectures usually pass the exams regularly. The information on these pass rates are collected and when needed additional measures are introduced. Such measures are an additional examination period, reduced requirements for advancing to the subsequent year, improved conditions of studying and the introduction of new internal reports. The improvement measures are introduced into the Plan of activities and measures for implementation and improvement of the QAS as additional activities in the following year.

Recommendations for improvement

The Polytechnic should apply more consistent ways of monitoring the pass rates and the dropout rates, excluding the students enrolled into Polytechnic for a longer period without any real studying progress.

Quality grade

Satisfactory level of quality.

3.3. The higher education institution ensures student-centred learning.

Analysis

Polytechnic's teaching staff the teaching is conducted through lectures, exercises (auditory, laboratory, etc.), seminars, field and project teaching, workshops and training visits, as well as e-learning (SE, p. 56, and interview with teaching staff). The students, as they confirmed in an interview, are informed about the learning outcomes of the course and the grading in the first lecture of every course. The students have also emphasized that the Civil law course in the second year of Administrative studies has a bigger workload than other courses. Splitting the curriculum into a two-year course or adjusting it should be considered. The methods used in teaching are frontal instruction, individual work, work in pairs, oral presentations, discussions, field teaching, etc. The students are also encouraged to participate in the projects with the mentorship of their professors. The obligatory student practice is held with the help and high-level engagement from the local community of companies from both the public and private sector. As seen in the interview with students and industry representatives, the students, as well as the industry, showed a great deal of willingness to participate as partners and mentoring the students in the process of student practice. The students are very content with the knowledge and the level of including them in the process of student practice. The practice is organized both individually and in pairs or small groups.

The teaching methods are continuously evaluated by the students in the form of regular student questionnaires. There is an additional option for complaints about courses/lectures/teaching and any other kind of problem students might face-a box in the lobby of the Polytechnic. In the box, students can leave anonymous complaints which are being processed accordingly, on the meetings of Committee for Quality Control (SE, p. 57). Study programs of the Polytechnic in Požega are accessible for diverse student population such as part-time students, students with disabilities, visiting students from Croatia or abroad, etc. and comply with their study requirements. Students have stressed a couple of times in an interview, that there is a Coordinator for the students with disabilities that students can always come to with questions, complaints, etc. Both students and staff have shown a high level of satisfaction regarding mutual cooperation. Part-time students that work and study simultaneously have stressed in the interview that the professors are attentive when it comes to any additional needs that they might have. The needs of financially vulnerable students are also being met with the offering of financial aid and scholarship (interview with the Dean and administrative staff). The independence of students is urged through writing homework seminar papers, critical reviews, participation in workshops and professional practice, professional projects, writing of professional and scientific as well as final/diploma papers (interview with students and teaching staff). Responsibility of the students for obligations arising from each study program and/or course is defined by internal acts of the Polytechnic. The

additional motivation of students is a state grant awarded to the students based on their excellence (SE, p. 59).

The professors are continuously educated and are involved in different educations to improve their teaching competence such as Pedagogical, Psychological, Didactic and Methodical education (60 ECTS program) at the Faculty of Education in Osijek (interview with the teaching staff). As seen in the site visit, the Polytechnic in Požega offers its students adequate teaching facilities except library and Chemical laboratory, which is enough but in the foreseeable future needs to be improved. The students have the possibility of using the IT classroom outside of the lecture hours as well as the computers in the library. Until the beginning of 2020, the finishing of Student dormitory is planned. It will be comprised of 110 beds in double and triple rooms with bathrooms, including 62 beds for disadvantaged students, 2 beds for students with disabilities, a multi-functional sports hall, a media room, a furnished shared studying room, a bicycle storage, a kitchenette and a dining room, a self-service laundry room and a furnished kitchen with mess hall for 80 people (SE, p. 86).

Recommendations for improvement

The Polytechnic should work on improving library and Food technology facilities (see infra, point 4.5 and 4.6). Because of the high level of the workload from the Civil law 1 and the Civil law 2 courses (Administrative study), the Polytechnic should consider splitting the courses into two years or adjusting the workload.

Quality grade

Satisfactory level of quality.

3.4. The higher education institution ensures adequate student support.

Analysis

The Polytechnic in Požega has established mentored guidelines on career opportunities throughout the year (interview with the Quality control coordinator). Besides professors/mentors are assigned to the students in the process of student practice as a form of assistance and guidance as confirmed in the interview with students and teaching staff. Students with disabilities receive all significant information through appointed mentors and coordinators for people with disabilities (interview with students). A student counseling service has been set up to provide a professional, proactive and adequate response, especially in the form of career counseling and professional orientation (interview with the counselors). The Student Council, by appointing a student legal counsel, allows the students to address matters of academic

relationships and protection of their academic rights and freedoms (SE, p. 22, 60). The students have their representative in almost every committee related to any question that concerns them directly or indirectly, (e.g. the Ethics committee). The students with disabilities are encouraged to present their problems in mentor meeting so they could get the most effective individual approach and resolve any possible problems, and the mutual satisfaction of students and the staff was shown in the interviews conducted in Polytechnic. The foreign exchange students are being assisted through the Erasmus coordinator (interview with the Erasmus coordinator and foreign exchange students). The institution employs an adequate amount of staff per student through the public call for submissions of applications (SE, p. 61).

Recommendations for improvement

The Polytechnic of Požega ensures a high level of student support for all the student groups equally and should continue in its efforts to keep this level of the quality in the future.

Quality grade

High level of quality.

3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.

Analysis

The Polytechnic is very attentive and takes a great deal of care for the students of vulnerable and underrepresented groups, as the panel was told by the students themselves. The HEI collect the primary data through the admission documentation (SE, p. 62) and process it accordingly. The rights of students with disabilities and students with special needs are also regulated by the Rules of study in Article 20. The needs of students from mentioned groups are monitored by professor mentorships and through mentor for students with disabilities. Considering individualized needs of the students from vulnerable and under-represented groups, the Polytechnic in Požega adjusts the teaching process by organizing teaching, exams, and consultations for part-time students on Friday and Saturday afternoons (SE, p. 62). As seen on the Polytechnic's visit the main premises have been adjusted for students with disabilities. A student dormitory in Požega, which is currently under construction, shall offer accommodation for 110, including 62 disadvantaged students and 2 students with disabilities (SE, p. 62). The student of poorer financial status is eligible for grants and scholarship payment waiver. The students with the need for counseling could use a special e-mail and be appointed a meeting followed by an interview with the counseling employee.

Recommendations for improvement

The HEI showed a high level of attendance and care for the vulnerable and under-represented groups and should continue in this way.

Quality grade

High level of quality.

3.6. The higher education institution allows students to gain international experience.

In the period of the past five academic years, the Polytechnic in Požega has realized a total of 45 outbound student mobilities that are 12 for study and 33 for practice (MOZVAG Table 3.6). The HEI informs their students of possibilities of foreign exchange programs through brochures and informative workshop run by the Erasmus Coordinator as well as through the web site, the Facebook page, a student guide, leaflets, brochures, notice boards, introductory address to freshmen, mentor meetings, information days, presentations of partner institutions etc. (interview with the Erasmus coordinator).

To this day, the Polytechnic has signed 37 inter-institutional agreements of which 33 were realized through Erasmus+ program. The Erasmus fund grew from 5000 euros in the first year the program started 2009/10 to 128 000 euros in 2018. The recognition of the ECTS credits is regulated by the Rules of mobility and Rules of study (SE, p. 63) and are effected through Student Service and the Dean renders a decision on recognition (SE, p. 65). Before joining the Erasmus+ program students are provided preparation for mobility in a series of meetings with the Erasmus coordinator where every individual part of the organization of mobility is discussed in detail, intercultural and linguistic differences are explained, an application to the receiving institution is made, etc. The additional help and information are provided on meeting with the students who were previously involved in the Erasmus+ program.

The Polytechnic has granted additional support for the students and teaching staff involved in the Erasmus program, which is an example of good practice. In the meetings at the Polytechnic, it was shown that HEI takes effort to inform students on the possibilities to gain international experiences, including possible fundings. Despite these efforts, the international mobility of students could be improved in the way of getting the students prepared for working in the international environment. An

analysis of feedback is performed by means of an analysis of data contained in the student's Final Report they are required to fill out in the MT+ tool upon completion of mobility and was generally graded as very satisfactory (SE, p. 65).

Recommendations for improvement

The Panel recommends considering new ways of motivating students to gain international experience. In general, students often show a reluctance for entering unknown international experiences and more institutes feel this often for the wrong reasons. Giving information as such may not be enough to overcome this.

Quality grade

High level of quality

3.7. The higher education institution ensures adequate study conditions for foreign students.

Analysis

The Polytechnic in Požega offers international students help from the beginning of the application to the Erasmus exchange program until the end of it. Support is provided to the foreign students by members of the Committee for the Erasmus+ programs. The students are helped with finding accommodation and are ensured a Student Card that allows them meals in the student canteen (interview with the Erasmus coordinator). The students can access the same areas of support as local students regarding mentorships, administrative help, etc. The Erasmus students are encouraged to participate in joint travels, participation in exhibitions, conferences, fairs, workshops, joint research, etc. The international students are offered courses in English as well a course in Croatian. The student satisfaction questionnaire shows a high level of satisfaction from Erasmus students. (SE, p. 67). In the period of the past five academic years, the Polytechnic in Požega has achieved 49 inbound student mobility (9 for study and 40 for professional practice) within the framework of the Erasmus+ program (MOZVAG Table 3.6).

Recommendations for improvement

Despite the satisfaction of foreign students staying in Croatia, the institution should put more effort into promoting itself through foreign institutions to achieve an even greater number of incoming students. The HEI should also implement courses in the Croatian language in a more organized way.

Quality grade

Satisfactory level of quality

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.

Analysis

Objectivity of grading is ensured through the Rules on grading and the Rules on study, which are mandatory for all teachers. According to these documents, tests of knowledge in individual courses is performed in the course of teaching and through examination. Evaluation and grading criteria are published prior to commencement of teaching (SE, pp. 68-69). In discussion with the quality coordinator on the point of objective and consistent evaluation, the Panel found a clear awareness of possible improvements on this standard. The quality coordinator and several members of the teaching staff have followed courses in Osijek University where advanced courses on education (60 ECTS) were followed. It is planned to let all members of the teaching staff follow this course. This course incorporates the design of exams and assessments and it is assured that the learnings will reflect in implementations on this standard.

Recommendations for improvement

The Panel supports the extra training of the teaching staff and recommends implementing more advanced ways of assessment designs with a closed loop of evaluation and improvements on objectivity. The use of four eyes principles, peer reviews, answer models, etc. could be part of this.

Quality grade

Satisfactory level of quality

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.

Analysis

In the process of final/diploma papers, every student can access information and support in for of advice and administrative forms by the mentor and Student Service (possibly a co-mentor). The diploma contains arms and name of the Republic of Croatia, name of the Polytechnic in Požega, name of its seat, Požega, name DIPLOMA, first and last name of the person holding the qualification, information on date and place of birth and date of completion of study by the holder of the qualification, and data on completed professional study (including name of the study, attained ECTS credits and name of

attained professional title), diploma number, date of issuing of the diploma, a dry seal as a certification and the Dean's signature in compliance with the Scientific Activity and Higher Education Act (SE, p. 71, insight into diplomas). A supplemental study document is issued in Croatian and English free of charge to all students who have completed the study program. It sets out all additional information about the completed study program as well as learning outcomes allowing understanding of the acquired qualification and associated skills, knowledge, and competences (SE, p. 71)

Recommendations for improvement

Diploma and Diploma supplements are in accordance with regulations.

Quality grade

High level of quality

3.10. The higher education institution is committed to the employability of graduates.

Analysis

The Polytechnic is collecting data about their alumni through polls researching their employment and careers so courses and lectures could be adjusted accordingly. The former student has a high rate of employability as seen in MOZVAG table 3.7. The alumni showed a great deal of content with how the study programs prepared them for their employment. Some of the students have been employed in the institutions that provided them with student practice and 12 of them are employed in the Polytechnic itself. The ALUMNI association of students in Polytechnic of Požega is successfully operating at the institution, with the details of their work provided on the web page of the Polytechnic. To prepare the three-year students for the future job interviews the Polytechnic organized workshops (SE, p. 72) to help the students with writing a CV, preparing for future job interviews, etc.

Recommendations for improvement

The Polytechnic should continue to keep a good relationship with their alumni as well as the local industry representatives in order to ensure further employability of its students.

Quality grade

High level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The number and qualifications of teachers are appropriate for the delivery of study programme and achievement of the intended learning outcomes and conducting scientific activity. The HEI currently permanently employs 31 teachers, 77% of them have scientific titles, 19 doctors of sciences and 5 masters of Science. 15 teachers has been appointed to the title of college professor including 3 tenured professors, while a portion of the teachers is undergoing the process of appointment to a tenured position. There are 12 teachers who have the title of a senior lecturer and 4 teachers carry the lowest-ranked title of a lecturer. All the teachers are full-time employees with 19 of them employed in the Social Sciences and 12 of them in the Agricultural Department but some of the teachers teach at both departments. In addition, the HEI employs the Dean (with the title of a full professor) and 21 non-teaching employees - technical, administrative and auxiliary staff, two of whom are at the same time and associates in teaching process (MOZVAG, 4.1. b., SE p. 73).

Elections of teachers and assistants at the HEI are in the appropriate field and/or area and teachers are qualified for the course/courses they deliver. In the current academic year 17 of them are from social sciences field (subjects: economics, law sociology, information and communication sciences, kinesiology), 11 of them are from biotechnical sciences (subjects: food technology, agriculture), two teachers are from natural sciences field (subjects: biology, mathematics), and one is from humanities sciences (subject: philology) (MOZVAG, 4.3.).

The ratio of students and full-time teachers ensures a very good quality of study as well as very good and efficient communication between students and teachers. This is also confirmed to Panel members at meetings with full-time employed teachers and all students. Proportion of teachers to students at the HEI is favourable and it is currently 1:20.32 (SE p. 74, table 4.1., MOZVAG, 3.1., 4.1. b). In the most recent re-accreditation procedure, the Polytechnic received a letter of expectations because of unfavourable ratio of one teacher per 39.24 students. Considering this, the HEI made the Action plan for quality improvement, so the enrolment quotas have been reduced from 705 students in academic year 2013/14 to 375 students in academic year of 2017/18. It also made employment plans based on which three new teachers have been employed in 5 years (SE p. 74). According to Decision on size of student groups (Class: 602-04/14-01/42, 15.11.2018) lectures are held in a single group at all years of study and they cannot be up than 150 students (but number of enrolled students per year does

not exceed 50 per study program). Seminar teaching is performed in groups of up to 30 students, and exercises (depending on type) in groups of 6–40 students.

Most teachers have full, nearly optimal teaching workload of about 450 norm-hours, which conforms to the applicable collective bargaining agreement, legislation and internal regulations. One can mention that two teachers have taken maternity leave and their norm in this academic year is zero hours while the Vice-Deans have reduced direct work in teaching in terms of norm hours (SE p. 74). However, MOZVAG table 4.3 shows some exceptions and inappropriate distribution of teaching. For example, one teacher has only 239 norm-hours in the HEI + 20 norm-hours in other institutions, while some other teachers have: 512.5 h + 45 h, 508 h + 60 h, 494 h + 75 h, and one teacher even 541.5 h in the HEI + 195.5 h in other institutions. In addition, there are big differences in number of courses in the programme per teachers. Some teachers are lecturing only one or two courses in study programme while others are lecturing much more, even 10 and 11 courses at Administrative Studies (MOZVAG, 4.4). According to SE, for teachers with a greater number of courses (5 or more) this is the result of professional practice courses where they are coordinators. Further, teacher engagement depends on size of student groups and teachers attending doctoral studies are less engaged in the administrative work. Administrative tasks of greater volume, such as Erasmus coordinator and quality coordinator, are additionally valued (SE p. 75).

Recommendations for improvement

The HEI has well-qualified teachers and appropriate ratio of students and full-time teachers that ensures a high quality of study. This has resulted in good and efficient communication between students and teachers. Let it continue this way. However, the teaching load should be more balanced particularly on Administrative Studies and Accounting.

Quality grade

High level of quality.

4.2. The higher education institution ensures appropriate quality of external associates.

Analysis

In the academic year 2018/19, the Polytechnic has included 39 external associates (hereafter: EA) in the teaching process. The external associates have adequate titles qualifying. There are 2 college professors, 5 senior lecturers, 11 lecturers, 2 full

professors with tenure, 4 full professors, 3 associate professors, 6 assistant professors and 6 expert assistants (the List of EA, 18/19; MOZVAG 4.1.b.). Six external associates have no teaching titles (the procedure is ongoing) and they are assigned 1/3 of teaching at the course. They have a relevant work experiences (in other faculties and polytechnics, state administration, public and judicial bodies, public and private companies), for the teaching process they are involved in (the List of institutions of EA, 18/19). For a large number of external associates, there is a link between their position in organisation where they are employed and the course they teach at the HEI. At a meeting with students and EA, Panel members have been informed that external associates include the most recent research, trends and market insights in the teaching process as stated in some examples in the SE (p. 76). The HEI encourages the participation of EA in the supervision of final and graduation theses, also. Cooperation agreements define participation of EA in development of final papers as evidenced by the fact that in the past five academic years, 213 students drew up and successfully presented their final/diploma papers mentored by external associates. In addition, in the past period, 33 co-mentors were involved in development of final papers (SE p. 77) and Panel members have seen examples of these diplomas.

The HEI invests much in practical work and encourages the organisation of professional practice in institutions in which the EA are employed. Students are mostly satisfied with practical work and they find it helpful while external associates are very interested to provide practises and training students (information from the meetings). In the past academic year, the HEI had concluded 191 agreements with organisations in the Croatia and 12 abroad within the Erasmus+ programme where students perform professional practice while EA are their appointed mentors. Student practice takes place in 17 institutions where external associates work (the List of institutions, 18/19, SE).

Recommendations for improvement

The Polytechnic should continue in that direction and constantly strengthen practical work with students. Given that, it should include in the teaching process even more external associates who are coming from practice.

Quality grade

High level of quality.

4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.

Analysis

The Panel members reviewed official documentation relating to teacher employment procedures, as well as procedure for advancement of teachers to higher titles (public call announcement for applications, composition and reports of selection committees, procedures and decisions of appointment and re-appointment to scientific and teaching grades, etc.) and found that they are objective and transparent.

Procedures applicable to employment of teachers at the HEI stem from development objectives set out in internal documents. These are 1) The Development Strategy of the Polytechnic in Požega (2013-2016 and the 2017-2020); 2) The Plan and programme of employment at the HEI (2015-2016 and 2016-2017); 3) The Quality Assurance Manual of the HEI; 4) Action plans regarding objectives and activities defined by the strategic documents; and 5) The Rules on internal structure and structure of jobs and positions at the HEI. Teacher employment procedures are aligned with the the legislation and internal regulations, that is Law on Scientific Activity and Higher Education, By-law of the HEI and the Rules of work. There are no additional criteria for employment except conditions for teaching assistants, which are defined in Article 89 of the By-laws of the Polytechnic and include achieved study programme grade average of 4.00 or better (SE pp. 77-79).

Similarly, the procedures for advancement of teachers to higher titles are based on fulfilment of conditions laid down in the Law on Scientific Activity and Higher Education as well as in the Decision on conditions for assessment of teaching and professional activity in the process of election to teaching titles of the polytechnics and colleges. The HEI develops an advance assessment of possible promotion of teachers within the Plan of teacher promotions (from 2018-19 to 2020-21, SE p. 79). There are no additional criteria for promotion, only legal prescribed.

Polytechnic rewards excellent teachers and associates in a one-time amount of 2.000 HRK according to their previous activity related to the best achieved results according to student polling or the best achieved results in the category of scientific, teaching and professional work, as well as for national or international projects and national awards. The Panel members reviewed the award decisions in 2018 and found that they are in accordance with the Rules on rewards to teachers of the HEI. Promotion in scientific titles (doctor of science, scientific associate etc.) financed by the HEI is an indicator of scientific development. In the five-year period, the HEI has spent a total of HRK 326,920.00 for doctoral study scholarship fees and HRK 46,775.00 for appointments to scientific titles (SE, p. 81).

Recommendations for improvement

It is commendable that the HEI rewards the best teachers and excellence with monetary incentives. However, promotion of teachers into higher grades is not based on the evaluation and rewarding of excellence but on the legal prescribed criteria. The HEI should establish additional criteria for the promotion of teachers into higher grades for each title separately (as they had until 2016 in the Rules on conditions and procedure for election to titles) in order to motivate teachers to scientific work and research. These criteria should reflect not only current but also the future strategic goals of the HEI that is their intention to enroll in the Register of academic institutions.

Quality grade

Satisfactory level of quality.

4.4. The higher education institution provides support to teachers in their professional development.

Analysis

The HEI has Plan for development of teacher competences and other skills per academic years and provides numerous opportunities for the improvement and development of teaching competencies. Once a year since 2013/14, the HEI organises and funds education in the field of foreign language skills, IT and communication skills, learning outcomes, quality management, new teaching methods, education in the field of pedagogy, psychology, didactics, etc. Since 2013, the Polytechnic financed deployment to one-year E-Learning Tutoring education (ELA Academy) for 4 teachers and in 2017/18 a total of 32 courses have been set up in the Merlin remote learning system (links, SE pp. 80-81). In the last few years, eight teachers attended and successfully completed education in the fields of pedagogy, psychology, didactics and methodology at the Faculty of Education in Osijek with financial support from the HEI. As quality coordinator told to Panel members at the meeting, the teachers are very pleased with this programme and they find it very useful for teaching process. In addition, the HEI has informal development fund for all employees who can get a certain amount of money for a calendar year (from 2.000 to 5.500 HRK, depends on status and title) which may be spent for development of one's own skills and professional competences (i.e. registration fee, travel expenses and accommodation costs on conferences). The HEI also provides financial and other symbolic award from the Dean (once a year) for the best teacher in the specified category (SE pp. 80-81, information from the meetings). The right to a sabbatical is provided under Article 39 of the Rules of employment but it has not yet been exercised at the Polytechnic.

Students evaluate teacher work through a student poll for evaluation of the teachers and courses after that the results are published at the web site of the Polytechnic (<http://www.vup.hr>) individually and anonymously for each teacher (except for five ranked the best). Average grade of satisfaction with the teachers in the period 2014–2018 was 4.3. The HEI rewards exceptionally successful teachers in accordance with results of the student poll designed to evaluate the teachers (see the previous section 4.3). This year, an on-line poll was conducted for the purpose of assessment of quality of teacher work by administrative staff while in the QAS plan for this year (activity 5.13) associate/external evaluation has been introduced (links, SE p. 82).

Commendable is that many teachers and administrative staff participate in mobility programmes. Strategy of international cooperation 2015-2020 promotes quality of teaching, professional, scientific, research and publishing activities of the HEI. There were 34 teaching outgoing mobilities and 30 professional mobility, as well as 27 teaching incoming mobility and 25 professional mobility, up to 3 months, in the last five academic years through Erasmus+ programme (MOZVAG, 4.5). In this period, the non-teaching staff has achieved 25 outgoing mobility for the purpose of development, also (MOZVAG, 4.6). According to the MOZVAG data (table 4.7) the HEI cooperated in 10 Erasmus+ project (interval duration from 2014 to 2020), in which has role as a holder (8) and partner (2), and one Lifelong Learning Programme 2013-2014. However, this table only shows 11 projects, since the HEI was not awarded financial assets in other projects, while in the reality, the HEI cooperated in a 17 mobility-related projects (Erasmus+ KA 102 (4), KA 103 (7) and KA 107 (3), KA 108 (2) (SE, p. 83).

Recommendations for improvement

The HEI provides very good support to teachers in their professional development and so should continue. Recommendation is that teachers begin to use prescribed right to a sabbatical. The purpose of a sabbatical is to support teachers in their professional development and career, which is difficult or impossible to achieve while performing teaching (e.g. going on a study trip abroad for a several months, participation in international projects, use of a scholarships and grants at foreign universities, writing textbooks or books, etc.).

Quality grade

High level of quality.

4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and

ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.

Analysis

Polytechnic's strategic development plans are constantly providing for improvement of the entire infrastructure of the HEI. In the 2017–2020 Development Strategy within the Strategic objective 1, Priority 1, significant financial investment is foreseen regarding expansion of the main building of the Polytechnic in Vukovarska Street, as well as construction of new premises for teaching, scientific and administrative activities. Consequently, a preliminary design was developed in July 2017 with TERMO-PROJEKT d.o.o. (No 842-08/17), therefore a significant increase of capacity of the institution is expected by the end of 2020. Within the Strategic objective 7, construction of a student dormitory is planned (gross area of 2,888.66 m²). Construction of the dormitory is taking place within the framework of a grant scheme using the European structural and investment fund in the amount of 32.683.129,43 HRK, which is the maximum possible amount of co-financing (SE p. 86). About 800.000 HRK for refurbishment, improvement and adaptation of premises for performance of study programmes are invested from 2014 to 2018. More than 340.000 HRK was invested in office furniture, more than 1 million HRK in computer equipment and software, and more than 1.1 million HRK in laboratory equipment and measuring and control devices (SE p. 87).

Bulk of teaching takes place in the main new building that is located in Požega, Vukovarska 17 Street, which encompassing about 1.900 m². This building is equipped for achieving of Social Sciences Department learning outcomes. A portion of teaching at the Agricultural Department takes place at the teaching facility in Vetovo (Podgorje) - Vineyard Cottage and Wine Storage teaching base and encompassing about 500 m². Laboratory space for teaching at the Agricultural Department is located in the main building of the HEI and it represents a purpose-built space encompassing 70 m². The main building, Vineyard Cottage and Wine Storage teaching base satisfy the needs in accordance with the Rules on authorisations, because Article 5(3) prescribes 1.25 m² of usable area per student (SE p. 84) while usable work of Polytechnic areas encompass 1,440 m² (MOZVAG, 4.8), which yields about 1.6 m² per student.

The HEI has 6 classrooms (717m²) with 6 computers, 4 teaching laboratories / practicums (330m²) with 2 computers, 2 computer classrooms (96m²) with 31 computers, 6 rooms for student activities (82m²) with 6 computers, and 16 teaching offices (215m²) with 36 computers. In total, there are 81 computer in 34 rooms (MOZVAG, 4.8., tour of the HEI). Vineyard Cottage and Wine Storage owned by the Polytechnic encompassing a wine cellar, a wine storage, a tasting room, bathrooms, a

laboratory, rooms for storage of farming machinery and trailers, fertilisers, pesticides as well as teaching premises – classrooms, teacher offices, lab classrooms and tasting halls (visit of area). The structure is linked to the vineyard teaching area encompassing 5.5 hectares and they jointly comprise a teaching and demonstration complex where the greater part of practical teaching activities of the Agricultural Department and production of wine for the market take place (SE p. 85). The HEI concluded Cooperation Agreement with the Agricultural School in Požega 12. 4. 2019 based on which took part in planting and equipping of an organic orchard planted on a plot owned by the school in Požega. Teachers and students use the total gross area of 1.7 hectares as a teaching base, in the teaching process, lifelong learning activities and professional or scientific research (SE p. 85).

Capital equipment of the HEI whose purchase value exceeds 200.000 HRK are gas chromatograph, purchased in 2004 for 436.760 HRK, and multiparameter analyzer for wine (Gibertini wineflow plus), purchased in 2016 for 248.570 HRK (MOZVAG, 4.9). From 2014 to today Polytechnic purchased sparkling wine production equipment and oil presses, tractor mowers, trailers, wine bottling machines, barrels and other equipment for performance of scientific research and teaching activities as well as production and marketing of wines. In addition, van was purchased (230.000 HRK) to transport students to professional practice (SE, pp 85). Laboratory space for teaching at the Agricultural Department is located in the main building of the Polytechnic and it represents a purpose-built space encompassing 70 m². As seen in the site visit, the HEI offers its students adequate teaching facilities. Chemical laboratory is enough but in the near future needs to be improved at least in the aspect of food technology. The chemistry lab is adequate for first and second-year students. However, the specific food technology facilities are missing, for example, a microbiological laboratory, product development facility and pilot plant.

Investments in IT infrastructure are ongoing. Since 2014 more than 900.000 HRK has been invested in computers, computer software, various web services and computerisation of business processes. In the past 5 years, 55 tablet computers were procured and they are in use at both departments. In the same period 60 portable computers, 40 desktop computers, 10 overhead projectors, 2 server computers and 7 printers were procured. The Plan for improvement of the IT infrastructure has been developed and measures were proposed to consolidate server resources, procure audio-video equipment to support E-learning and other IT matters. E-learning strategy of the HEI from 2017-2020 place emphasis on creating infrastructure for an on-line approach to learning and teaching and verification of expected learning outcomes of the Polytechnic.

Recommendations for improvement/

The HEI should continue with the construction and furnishing project of dormitory. It should work on improving food technology facilities (microbiological laboratory, product and process development). Previous investments in IT infrastructure is commendable and HEI should continue in this way due to better transfer of knowledge and high quality assurance.

Quality grade

Satisfactory level of quality.

4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.

Analysis

The library operates as a separate structural unit within the Polytechnic and employs one professional – a master librarian. It encompasses 70 m², of that it is 40 m² the borrowing area and 30 m² is a reading area. Library opening hours is on Mondays – Thursdays from 7 a.m. to 3 p.m. and from 9 a.m. to 5 p.m. on Fridays (adjustment for part-time students). The library contains 20 sitting places and 6 computers (MOZVAG 4.10, tour of the HEI).

Each year, a Plan for procurement of literature is developed with a compliance with needs of teachers and students concerning professional literature, and ends with a Report on the realization of the plan (Plans and Reports in academic years 2013, 2015-16, 2016-17 and 2017-18). In this moment the library has in stock 5.339 volumes of professional literature (i.e. more than 2.250 works), 332 compulsory literature textbooks (titles) and 1.401 compulsory literature textbooks (volumes) (MOZVAG, 4.10). Overall, average availability of the mandatory exam literature was 68.80% in the academic year of 2017/18 (SE p. 88). Students informed Panel members that they are not satisfied with the availability of exam literature.

There are 23-printed national journal, but only 2-printed foreign journals in the library. Institutions does not provide nor funded bibliographic database (MOZVAG, 4.10) but is included in the Portal for electronic sources for the academic and scientific community at the National and University Library (baze.nsk.hr/). Given that, the Polytechnic is allowed access to 24 databases of European and global publishers, a large number of professional and scientific journals and proceedings. Availability and searches of the literature is enabled and through the METELwin electronic catalogue (library.foi.hr/). Institution created the digital library encompassing all electronic

publications of notes, manuals and textbooks by 33 teachers of Polytechnic (e-ucionica.vup.hr/), as well as repository for storage of students' final and diploma papers (repozitorij.vup.hr/) and papers published in their own journal. In the past three years, International Journal Vallis Aurea scientific journal (ISSN: 2412-5210, e-ISSN: 1849-8485) is published and indexed in four databases: HRČAK, ERIHplus, CEEOL and Index Copernicus (journal.vallisaurea.org/).

Recommendations for improvement

Polytechnic is the main institution in the city and its surroundings where professional and scientific literature can be obtained and it has a developed mobility of students from other countries. Considering these circumstances, as well as that the HEI expressed intention to enroll in the Register of academic institutions, the current situation needs to be improved. The HEI should modernize teaching and professional / scientific literature at least in Croatian and English and preferably in other languages, particularly in the fields covered by the Social Department. There should be more publications in printed form as well as much more relevant professional and scientific foreign journals in the library (in printed and electronic form). It should be also provide access to relevant bibliographic databases for all study programs. Finally, if it is possible, the HEI should expand the space library and reading room (in m²).

Quality grade

Minimum level of quality

4.7. The higher education institution rationally manages its financial resources.

Analysis

Financial sustainability and efficiency of the HEI is evident in numerous aspects of activity. MOZVAG tables shows the increase of total generated income in 2018 relative to years 2017. State Budget income in 2018 was 9.002.822,1 HRK and it is 2.8% higher than in 2017. An increase of income from budgets of other public sources was much higher (1.206, 3%), that is 7.827.880,67 HRK in 2018, due to implementation of the EU project of construction of the student dormitory, as well as and income from activities of the HEI (13.8%), i.e. 399.438,18 HRK in 2018. Special regulation income (tuition fees, enrolment and administrative fees, etc.) was 2.123.056,13 HRK in 2018, while other (unspecified) income was 12.832 HRK. Total operating income in 2018 was 19.492.744,07 HRK (MOZVAG, 4.11.). Expenses of the HEI in 2018 were related to employees' material and energy, service, non-financial asset, employee reimbursement and other (unspecified) operating expenses. Total operating expenses in 2018 was

17.721.910,16 HRK, while total balance of the HEI on 31.12.2018 was 2.437.038,97 HRK (MOZVAG, table 4.12).

The Polytechnic generate incomes from regular and additional sources that are used for institutional development and improvement. In 2018 incomes were from: MSE income for salaries and substantive rights (41%), MSE income for scholarships of full-time students (5%), EU projects (33%), Erasmus programme (7%), scholarship and other costs (11%), wine sales and analyses income (2%), participation fee income (0%) as well as interest, donations and other income (1%) (SE, table 4.7, p. 90). Activities and programmes of the Financial plan are aligned with the objectives set out in the 2017–2020 Development Strategy of the HEI. Since 2017, the Report on income and expenditure is prepared in accordance with the strategic objectives. Transparent, efficient and purposeful management one can see through adoption of rules and procedures, such as Procedure for establishment of contractual obligations (<https://veleucilisteupozegi.sharepoint.com>), while financial statements and procurement plans are published at the web site of the Polytechnic (www.vup.hr/).

Recommendations for improvement

The Polytechnic should keep this good way of managing its financial resources. The Panel members considered that the HEI should further strengthen the production and analysis of wine to get even more additional sources of financing for development and improvement of the teaching facility and student standard.

Quality grade

High level of quality

V. Professional and/or scientific activity

5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.

Analysis

According to their 2017-2020 Development Strategy (SE, p. 92) the HEI communicates a dedication to professional, scientific and research activities. A significant part of the research and professional work is done in the field of wine production and the cultivation of vineyards. In order to encourage teachers to publish, the HEI funds all the papers and publishing and also reimburses the teachers for all the costs they incurred. There is no minimum number of publications a teacher has to have, but all research efforts are supported by the higher education institution (meeting with management and teachers). Teachers have to do prescribed norm hours for teaching. The rest of the work time is considered “free” for projects, research and publications. The HEI also keeps records of the distribution of publications on Crosbi. According to discussions held with the staff of the HEI there is no annual plan for promotion of teachers. Money is reserved for this purpose but there is no formal plan. In praxis, promotion of teachers is also linked to research & scientific work in order to set an incentive (meeting with management).

Recommendations for improvement

A formal plan should be established, in order to motivate teachers. This plan should be linked (as it currently is done) to scientific and professional activity. For the current status of the institution the level of scientific activity is adequate and fits their profile (which has a clear focus on professional work). The Panel considers that the teachers and associates employed at the HEI are committed to the achievement of satisfactory quality and quantity of professional and scientific activity. However, if the HEI should aim to be registered as a scientific institution in the future, it has to advance in this field and clearly raise the level and quality of scientific research and also appoint teachers to research ranks. In this case, the HEI should also increase international visibility of their research, exceeding the regional level.

Quality grade

Satisfactory level of quality.

5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.

Analysis

The HEI clearly has strong ties with the local community, society and labour market (meeting with management and meeting with teachers). Most teachers actively participate in professional activities. The practical side is clearly the focus of the HEI and teachers and students are all involved in this. A positive example is the cultivation of vineyards and the production of wine. Teachers and students actively participate in this field and students gain practical experience from the first semester (meeting with teachers). The HEI also monitors the needs of local community and helps the local community by establishing strong ties, a good transfer of knowledge and community projects. One can see in many places, for example in the cultivation of vineyards but also in projects that ensure financial literacy among elementary school teachers and childcare works (SE, p. 96). The HEI also hosts a number of workshop/games for pre-school and schoolchildren with the ambition of developing entrepreneurial traits in children (SE, p. 96).

Recommendations for improvement

None. The HEI is on a good path, and it should continue this way.

Quality grade

High level of quality.

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.

Analysis

Teachers are member of professional organisations and the HEI clearly has an adequate number of projects. Projects implemented in the past five years are: 1) Construction of Student Dormitory in Požega (32.683.129,43 HRK); 2) Agro-Tech Professional Education for Labour Market (661.015,11 HRK); 3) Binary Code – 110 (658.086,44 HRK); 4) LIPA – Local Initiative for Entrepreneurial Activation (1.225.469,46 HRK); STEM Eco&Energetics (1.645.784,97 HRK); 5) RURAL-ENO-GASTRO (919.980,71 HRK); 6) Big Steps of Small Entrepreneurs (298.275,41 HRK); 6) Student's Business Incubator: Through Knowledge to a Job (159.553,92 HRK); 7) Beekeeper Incubator (1.087.567,05 HRK), and 8) Erasmus+ Project (see supra).

Teachers also take part in conferences and every teacher has a budget to go to conferences (meeting with management and with teachers). In addition, the cooperation with other universities and the industry is fostered (on a smaller level with universities). The HEI also hosts a conference (Vallis aurea) of their own every second year and publishes its results (SE report, p. 97).

Concerning wine, the HEI clearly has recognition on a regional and partly even national level. For the commercial side (trade, accounting) this recognition is more difficult to find. The recognition is currently limited to a regional level; however, an international recognition does hardly exist so far.

Recommendations for improvement

For the time being, Panel concluded that the current situation fulfils the minimum requirements. The HEI should (especially if they pursue its strategy to be recognized as a scientific organization) aim for a clear improvement in the national and international visibility. Additionally an increase also in the scientific work (not only practical work, which is done well) has to be taken. The easiest and most natural way probably will be in the field of wine and agriculture, where there is less international competition (concerning the number of scientific institutes, compared to the commercial studies). Likewise, the marketing of the wine production (making of wine, quality, differentiation, etc.) should be enhanced to gain more (national and international) visibility and recognition.

Quality grade

Minimum level of quality.

5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.

Analysis

The research equipment is used in teaching and students are involved in HEI's projects (meeting with teachers). There is a list of laboratory equipment: multiparameter wine analyser, digital still, Gibertini hydrostatic scales, CAMSPEC M508 spectrophotometer, gas chromatograph, screw press for plan oil and a tissue culture laboratory. All of those are used by students from the beginning and teachers in many courses (chemistry of food, supervision of food quality, food preservation, wine technology) (SE, p. 105). Thus students gain relevant practical experience from the first semester on.

(Professional) papers are written in cooperation between teachers, associates and students, thus students are taking part from the beginning (meeting with teachers). Over the past five years, according to CROSBİ records, 51 papers involving students have been published in proceedings of domestic and international conferences (SE, p 106). As Panel informed at meeting with management and teachers, scientific achievements are basis for promotion of teachers. The HEI also has implemented an employee incentive reward system for outstanding work (e.g. for national/international projects, national awards, student polling or scientific and professional work) (SE, p. 106)

Recommendations for improvement

None. The HEI is on good path. It should keep it this way.

Quality grade

High level of quality

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>				X
<i>II. Study programmes</i>			X	
<i>III. Teaching process and student support</i>			X	
<i>IV. Teaching and institutional capacities</i>			X	
<i>V. Professional and/or scientific activity</i>			X	

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.				X
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.				X
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).				X
1.5. The higher education institution understands and encourages the development of its social role.				X
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.				X

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.			X	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.			X	
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.				X
2.5. The higher education institution ensures that ECTS allocation is adequate.				X
2.6. Student practice is an integral part of the study programmes.				X

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.			X	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.			X	
3.4. The higher education institution ensures adequate student support.				X
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				X
3.6. The higher education institution allows students to gain international experience.				X
3.7. The higher education institution ensures adequate study conditions for foreign students.			X	
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.			X	
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				X
3.10. The higher education institution is committed to the employability of graduates.				X

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.				X
4.2. The higher education institution ensures appropriate quality of external associates.				X
4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence			X	
4.4. The higher education institution provides support to teachers in their professional development.				X
4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.			X	
4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.		X		
4.7. The higher education institution rationally manages its financial resources.				X

<i>Quality grade by standard</i>				
<i>V. Professional and/or scientific activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.			X	
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.				X
5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.		X		
5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.				X

2. Site visit protocol

**Edukacija Stručnog povjerenstva
Ponedjeljak, 3. lipnja 2019.**

**Training of Panel members
Monday, 3 June 2019**

Mjesto događanja:
Hotel International

Venue:
Hotel International

Miramarska 24, 10000 Zagreb

	Ponedjeljak, 3. lipnja 2019.	Monday, 3 June 2019
10:00 – 12:00	<p>Edukacija članova stručnog povjerenstva – kratko predstavljanje Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj</p> <p>Edukacija članova stručnog povjerenstva – upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete, pisanje završnog izvješća</p> <p>Priprema povjerenstva za posjet Veleučilištu u Požegi (rad na Samoanalizi)</p>	<p>Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia</p> <p>Training for the expert panel members – introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report</p> <p>Preparation of the expert panel members for the site visit (working on the Self-evaluation report)</p>
12:00 – 12:30	<i>Ručak</i>	<i>Lunch</i>
12:30 – 15:00	Nastavak pripreme povjerenstva za posjet Veleučilištu u Požegi (rad na Samoanalizi)	Continuation of the preparation of the expert panel members for the site visit (working on the Self-evaluation report)
15:00 – 17:30	Odlazak za Požegu (organizirano kombijem)	Departure for Požega (organized by van)
	<i>Večera</i>	<i>Dinner</i>
	Nastavak pripreme povjerenstva za posjet Veleučilištu u Požegi (rad na Samoanalizi) – po potrebi	Continuation of the preparation of the expert panel members for the site visit (working on the Self-evaluation report) – if needed

Protokol posjeta
Utorak, 4. lipnja 2019

Mjesto događanja:
Veleučilište u Požegi

Visit Protocol
Tuesday, 4 June 2019

Venue:
Polytechnic in Požega

Vukovarska 17, 34000 Požega

	Utorak, 4. lipnja 2019.	Tuesday, 4 June 2019
9:00 – 10:00	Sastanak s upravom (dekan i prodekani) (bez prezentacije)	Meeting with the Management (Dean and Vice-Deans) (no presentations)
10:00 – 11:00	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
11:00 – 11:45	Sastanak članova stručnog povjerenstva s: <ul style="list-style-type: none"> • Koordinatorom za kvalitetu • Erasmus koordinatorom 	Meeting with: <ul style="list-style-type: none"> • Quality Coordinator • Erasmus Coordinator
11:45 – 12:45	Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećim mjestima)	Meeting with full-time employed teachers who do not have managerial positions (open meeting)
12:45 – 13:45	Sastanak sa studentima (otvoreni sastanak za sve studente)	Meeting with the students (open meeting for all students)
13:45 – 15:15	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
15:15 – 15:45	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by the HEI)
15:45 – 16:30	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse	Meeting with external stakeholders – representatives of professional organisations, business sector/industry sector, employers, professional experts
16:30 – 16:45	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
16:45 – 17:30	Sastanak s vanjskim predavačima	Meeting with external lecturers
17:30 – 18:15	Organizacija dodatnog sastanka o otvorenim pitanjima, po potrebi	Organisation of an additional meeting to discuss open questions, if needed
Hotel u Požegi/Hotel in Požega		
18:30 – 20:00	Sastanak Stručnog povjerenstva – refleksija o viđenom i priprema za idući dan posjeta	Joint meeting of the expert panel members –reflection on the day and preparation for the second day of the site visit

Protokol posjeta
Srijeda, 5. lipnja 2019

Visit Protocol
Wednesday, 5 June 2019

Mjesto događanja:
Veleučilište u Požegi

Venue:
Polytechnic in Požega

Vukovarska 17, 34000 Požega

	Srijeda, 5. lipnja 2019.	Wednesday, 5 June 2019
9:00 – 9:45	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
9:45 – 10:30	Sastanak s pročelnicima odjela	Meeting with the Heads of departments
10:30 – 13:30	<ul style="list-style-type: none"> • Obilazak visokog učilišta (knjižnica, studentska referada, laboratorij, praktikum, informatički kabinet, učionice) i prisustvovanje nastavi • Posjet nastavnom poligonu u Vetovu 	<ul style="list-style-type: none"> • Tour of the HEI (library, student administration office, laboratory, lab classroom, IT classroom, classrooms) and participation in teaching classes • Visiting the teaching facility in Vetovo
13:30 – 15:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
15:00 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima, po potrebi	Organisation of an additional meeting to discuss open questions, if needed
15:45 – 16:15	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
16:15– 16:30	Sastanak s upravom (dekan i prodekani)	Meeting with the Management (Dean and Vice-Deans)
Hotel u Požegi/Hotel in Požega		
18:00 – 20:00	Sastanak Stručnog povjerenstva – Pisanje nacрта završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete	Joint meeting of the expert panel members – Drafting the final report and working on the document Standards for the evaluation of quality

Hotel u Požegi/Hotel in Požega

	Četvrtak, 6. lipnja 2019.	Thursday, 6 June 2019
9:00 – 11:30	Sastanak članova Stručnog povjerenstva- pisanje nacрта završnog izvješća	Joint meeting of the expert panel members – drafting the final report
11:30 -	Odlazak iz Požege (organizirano kombijem)	Departure from Požega (organized by van)

SUMMARY

The social role of the Polytechnic in Požega and its internal quality assurance are on the high level of quality. Institution is financially stable and commendable is the construction of the students' dormitory. It is clearly visible proactive attitude and enthusiasm of teachers, external associates and the whole community. Teaching and institutional capacities are mostly satisfactory or high quality. Further advantages of the HEI is individual approach and very good practical teaching and training for students. The HEI support students and teachers on many ways and one can mention as example of good practice additional support to teachers, students and administrative staff in mobility Erasmus program. Other types of international cooperation are also commendable. Likewise, production and marketing of wine and honey is excellent example of good practice.

On the other hand, one can see some disadvantages. First of all, there is a clear decrease in the number of students in recent years as a result of an unenviable demographic situation throughout the region. The HEI has limited visibility and locally oriented promotion. If it wants to attract students to enroll in the study programmes, it will take a lot of work to greater national and international visibility and promotion itself. The easiest and most natural way can be in the field of wine and agriculture, where they show good results and there is less international competition. The marketing of the wine production should be particularly enhanced to gain more national and international visibility and recognition. Study programmes at Agricultural Department should be improved with regard to need for developing student creativity and innovation in problem solving content, while Administrative study should be modernized by reducing legal courses in favour of other relevant disciplines.

If the HEI aim is to be registered as a scientific institution in the future it will have to make additional efforts, especially to improve the library and library equipment which ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity. Further, it has to advance in scientific field and clearly rise the level and quality of scientific research and publications. Scientific achievements of the HEI have to be recognized not only in the regional or national but also in the international context. The HEI should establish additional criteria for the promotion of teachers into higher grades for each title separately as well as appoint teachers to research ranks in order to motivate teachers to scientific work and research.