



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
FACULTY OF ELECTRICAL ENGINEERING, MECHANICAL
ENGINEERING
AND NAVAL ARCHITECTURE
UNIVERSITY OF SPLIT**

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MAMFORCE



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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) and 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 Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split.

Members of the Expert Panel:

- Prof. Enrico Rizzuto, Ship Design and Construction, University of Naples Federico II, Italy, Panel chair
- Prof. Ikka Laakso, Department of Electrical Engineering and Automation, Aalto University, Finland
- Prof. Bojan Jerbić, Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb, Croatia
- Prof. Kruno Miličević, Faculty of Electrical Engineering, Computing and Information Technology, University J. J. Strossmayera in Osijeku, Croatia
- Prof. Evgeny Kucheryavy, Department of Electronics and Communications Engineering, Tampere University of Technology, Finland
- Matej Buntić, student, Faculty of Mechanical Engineering and Naval Architecture University of Zagreb, Croatia, student

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

- Management
- Self-evaluation Report committee
- Students
- Heads of study programmes
- Full-time teaching staff
- Assistants and junior researchers

- Heads of doctoral programmes and leaders of research projects
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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 Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split on the basis of Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split self-evaluation report, 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
- detailed 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 Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split and writing of the Report, the Expert Panel was supported by:

- Marina Grubišić, coordinator, ASHE
- Maja Šegvić, assistant coordinator, ASHE
- Irena Škarica, interpreter at the site visit, ASHE
- Irena Škarica, 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:

Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture,
University of Split

ADDRESS: R. Boškovića 32, 21 000 Split

DEAN: Sven Gotovac, PhD, Full Professor

ORGANISATIONAL STRUCTURE:

Faculty departments:

- 1) Department of Power Engineering,
- 2) Department of Electronics and Computing
- 3) Department of Mathematics and Physics,
- 4) Department of Mechanical Engineering and Naval Architecture,
- 5) Department of Mechanical Engineering Technology.

Department of General Courses (DGC) organizes and conducts courses of general content. The head of the department coordinates the activities of this department via course leaders. Chairs are established as sub-organisational units within departments and DGC and as sub-organisational units chairs perform some activities of the Department. Chairs are established by the Faculty Council following the proposal of a department or DGC. Head of chairs manage the activities of their units.

STUDY PROGRAMMES:

- Computer Science - undergraduate university study programme
- Industrial Engineering - undergraduate university study programme
- Electrical Engineering - graduate university study programme
- Computer Science - graduate university study programme
- Mechanical Engineering - graduate university study programme
- Industrial Engineering - graduate university study programme

- Naval Architecture - professional undergraduate study programme
- Electrical Engineering - professional undergraduate study programme
- Computer Science - professional undergraduate study programme
- Mechanical Engineering - professional undergraduate study programme
- Electrical Engineering - professional undergraduate study programme
- Mechanical Engineering - professional undergraduate study programme
- Systems and Control - graduate university study programme
- Electronics and Computer Engineering - graduate university study programme
- Communication and Information Technology - graduate university study programme
- Naval Architecture - undergraduate university study programme
- Mechanical Engineering - postgraduate (doctoral) university study programme
- Electrical Engineering and Information Technology - postgraduate (doctoral) university study programme

NUMBER OF STUDENTS: 2418

NUMBER OF TEACHERS: 107

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Faculty of Electrical Engineering in Split was established in 1960 as a fully autonomous and independent organization within the University of Zagreb. The Centre for part-time study in Split was founded in the same year and operated within the Faculty of Mechanical Engineering and Naval Architecture in Zagreb. In 1968 the Naval Architecture programme of study was established at the Department of Mechanical Engineering. The next step in the development of the Faculty was the introduction of postgraduate studies. Postgraduate studies in the field of Electronics and Telecommunications were conducted in 1969 and 1970.

In 1971, the Faculty was renamed as the Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture in Split (FESB). The first phase in the construction of the new Faculty building was completed in 1980 at the location Visoka within the university campus and the second phase of the large project was completed in 2007. Two new undergraduate study programmes were established in 2002: Computing and Industrial Engineering. The activities of the Bologna process of the harmonisation of the higher education systems in Europe were intensified at the end of 2004. Within this process, the Faculty introduced new degree programmes at undergraduate and graduate levels in 2005. At the same time, the Faculty adopted a new credit transfer system called ECTS (European Credit Transfer System). The new study programmes were organized in accordance with the recommendations of the European accreditation agencies. Five undergraduate study programmes were established: Electrical Engineering and Information Technology, Computing, Mechanical Engineering, Naval Architecture and Industrial Engineering, as well as seven graduate programmes: Control and Systems, Electrical Engineering, Electronics and Computer Engineering, Communications and Information Technology, Computing, Mechanical Engineering and Industrial Engineering. Also, four professional study programmes were established: Electrical Engineering, Computing, Mechanical Engineering and Naval Architecture. Furthermore, in 2006 two postgraduate study programmes for obtaining a Doctor of Science degree were established: Electrical Engineering and Information Technology and Mechanical Engineering. In 2017 the university graduate study programme in Naval Architecture was established, the first student were enrolled in the academic year 2017/18, thereby completing all levels of study programmes offered at the Faculty.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Management is willing to support the development of all their staff and students
2. The study programs meet society's needs and most graduates find employment
3. Student-teacher relationship is on a high level
4. Extracurricular activities are supported by the faculty and appreciated by the students
5. Space, equipment and the entire infrastructure are at a high level enabling the achievement of the intended learning outcomes and the implementation of scientific activity.
6. High level research groups are present

DISADVANTAGES OF THE INSTITUTION

1. Lack of feedback from students
2. Learning outcomes in some cases perceived as too general for the specialized needs of the industry
3. The dropout rate is high
4. Imbalance of total working load in general (teaching, research projects, mentorships, organization and administration tasks, cooperation with the industry, etc.) of teaching staff.
5. Lack of institutional support system for applying research projects.

EXAMPLES OF GOOD PRACTICE

1. Individual efforts in establishing cooperation with the industry
2. Laboratories are open to students and they are effectively involved in the learning process
3. Accessibility for students with disabilities
4. Employment programme for new positions using its own resources.
5. Procurement and regular updating of equipment for the staff

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 Faculty has established an internal quality assurance system and has responded to the recommendations formulated in the previous external evaluations, even though a few more actions are needed.

The institution understands and supports the development of its social role.

Recommendations for improvement

A larger effort in seeking a feedback from students and from the external world is recommended, as well as in using this feedback while implementing policies.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

Study programs are generally shaped according to the needs of local community and related economy. Employers mostly express the satisfaction with the engineers' skills and the knowledge they acquired during the study. Some interpretations emphasize that study programs are too general. It is evident very low pass rate and high drop rate during the first year of the study programs. This indicates several problems in connection with the selection of students, their motivation, the programs' structure and the allocation of ECTS particularly for the courses considered difficult. The evidence of the achievement of intended learning outcomes of the study programs is mostly based on testing and examination methods.

Recommendations for improvement

It is recommended to establish a board for alumni and employers so they could officially and efficiently influence the planning, proposing and, improving the study programs. Students must be involved in the process of designing study programs. In the new study program, the consideration should be given to the distribution of basic subjects throughout the study period, which will facilitate study on the beginning year of study and which could increase the overall success of studying. The Faculty should consider implementation of project and problem-solving methods into the study programs that will better connect the subjects.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

Admission criteria and evaluation procedures are clearly defined and consistently applied; information is gathered about student progress in studies. The format of Diploma and related documents is regulated and clear. The employment of graduates is monitored via the Croatian Employment Service.

Not all information collected about the curriculum of students are actually fully used to support the learning process and improve it.

Possibilities are offered to student willing to move abroad and to foreigners to attend to courses.

Recommendations for improvement

The information gathered should be better used to identify, develop and establish further means to support the learning process, particularly at first years, and to implement a didactic process more centered on students.

Procedural and practical obstacles to the mobility of students should be removed.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The Faculty features a great potential regarding the space, equipment and the entire infrastructure. It includes several very productive research groups. Some individual teachers cultivate cooperations with the industry. However, an imbalance of total working load (teaching, research projects, mentorships, organization and administration tasks, mobility activities, cooperation with the industry, etc.) among teaching staff undermines the possibility of a full utilization of resources.

The teaching staff does not use fully a great potential of professional development opportunities.

The procedures of recruitment, advancement and re-appointment are carried out according to the law and University regulations.

Recommendations for improvement

A thorough analysis of the total working load (teaching, research projects, mentorships, organization and administration tasks, mobility activities, cooperation with the industry, etc.) among teaching staff should be carried out in order to try to balance it and decide about possible further employment programmes/priorities.

The higher education institution should define motivation mechanisms and/or initiatives towards the teachers to use the opportunities for professional development. Recruitment, advancement and re-appointment procedure should be improved introducing universal framework (at the Faculty level or at level of departments) for the evaluation process by expert commissions.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The faculty publishes an adequate number of scientific publications. The faculty has established a systematic procedure to track the quality and impact of scientific publishing and the evaluation is reflected in the faculty funding of the research groups. The faculty has a number of research projects with the industry and several research groups have significant international visibility through projects and publication output. Students are involved in the research primarily through their final/doctoral theses. Investments in up-to-date research equipment depend largely on project funding. The faculty does not provide systematic support for the staff to apply for international projects.

Recommendations for improvement

Scientific performance should be used for strategic planning of research. A systematic institutional support to teachers for applying for projects should be implemented. The teaching and research workload should be balanced to encourage the sustainability of research. Students should be involved in the research activities of the faculty earlier in their studies.

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 FESB Quality Enhancement Committee is established with three teachers and two students appointed as members. Current standards and guidelines for measuring quality apply to European higher education area.

In self-assessment document, provided by the faculty, the functional internal quality assurance system is described. The objective of the internal quality assurance system is to develop and provide institutional mechanisms for systematic evaluation of Faculty activities and coordination of development programmes with a permanent purpose of promoting high standards of professional and expert development of the Faculty in all areas. Internal quality assurance system includes and evaluates all activities of FESB (study programmes, teaching process, support to students from and vulnerable groups, learning resources, scientific activity, professional activity, etc.). The correspondent evidences are provided and include Faculty-level documents, conformed with the previous and new ESG standards and adapted to the corresponding University documents. In general, the quality assurance is targeted at i) improvement of teaching quality, scientific research and professional activities; ii) integration of internal and external stakeholders of all levels, to participate in evaluation of quality of Faculty activities; iii) developing an integrated system that will enable continuous review and enhancement of quality in all aspects of Faculty activities, in accordance with the mission.

Recommendations for improvement

It is recommended to increase the visibility of quality assurance measures. The student survey procedures should be better clarified and presented to the students. The measures based on the results the results of surveys should also be presented to the students, in order to make evident the feedback. It is suggested that all student surveys are implemented online and made compulsory (at least compulsory to enter the online survey). The surveys should be defined by the faculty on their own (at least in part).

Quality grade

Satisfactory level of quality

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

Analysis

The previous expert panel visited the Faculty on 23–24 April 2012. Following the report, the Faculty performed necessary steps to correct the deficiencies and fulfil the conditions for higher education and scientific activities for the study programmes in Industrial Engineering, and to apply the accreditation recommendations. The Faculty responded by establishing a number of agreements with companies, where students can work on their final and diploma thesis, thus developing students' practical skills and theoretical knowledge. Thus, currently, most of the students are employed (unlike before) and the companies are satisfied with the skills of the fresh engineers.

E-learning has been implemented and accepted by the students as well. Rescheduling was solved (2 weeks midterms) and well adopted by the students. On the financial side, the Faculty implemented and formalised the ways of assigning the funds from projects.

Recommendations for improvement

A few issues regarding the Industrial engineering course are still to be addressed and resolved, amongst the most urgent and important ones the panel identified the following:

- The chamber of engineers does not yet recognise the class of industrial engineering, which, on the other hand, is well known internationally. It is recommended to the Faculty to perform all steps needed to obtain the licence and recognition.
- A disconnection between economical and engineering subjects was identified, complicating unnecessary the students' study routine. It is recommended to implement a better cohesion by merely highlighting the connections between subjects during their study.
- Organisational re-structuring was not implemented mostly due to limited space and tradition. It is recommended to continue organisational structure from the previous reaccreditation.
- Regardless drop in cheating rate, the teachers do not routine reporting of cheating. It is recommended to encourage teachers to report every single case of cheating and start using a software tool for student papers and assignments.
- In addition to a partial solving of a workload issue by hiring 35 new assistants, a proper monitoring of teaching hours and other teaching activities (only measured by teaching hours) should be implemented. The current self-evaluation of the average number of the annual teaching hours is 360 – 400, that is in

average above the state-regulated level and certainly influences the quality of education.

- The current working hours of professors amount to 500+ hours annually [analytical supplement, table 4.3]. It is recommended the load should be more evenly spread.
- High rate of students' dropouts is not solved. The current self-evaluation suggests increase of student motivation by showing real world problems by including into educational process the companies and practical work. Contacts of students at early stage with stakeholders should be improved
- It is recommended to develop a formal way of including stakeholders into the process of monitoring, development, innovation.
- FESB has a room to obtain more talented students. It is recommended to develop methods to attract students by emphasising the advantages of FESB in comparison to other institution

The Faculty is invited to cover these items.

Quality grade

Satisfactory 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 Faculty develops all the necessary frameworks and documents to address the support of academic integrity and freedom, prevent all types of unethical behaviour, intolerance and discrimination. In particular, following the issued ethical documents, the students are obliged to behave respectfully towards teachers, other students, citizens and other persons at the Faculty or University premises as well as to preserve and promote the reputation of the Faculty. To tackle the cases of ethics violations, the Disciplinary Commission for Students has suitable procedures. Following the approach taken by the Faculty, cheating rate dropped. However, teachers still do not report every cheating attempt.

Recommendations for improvement

In general, the current settings assure pretty much implementation of academic integrity and freedom and prevent all types of unethical behaviour, intolerance and discrimination. It is recommended to keep up with the developed rules and promote and encourage the same spirit among the teachers. Furthermore, plagiarism preventing software tools should be used systematically for final works, diploma thesis, student

papers, assignments, etc. and a more strict attitude towards reporting cheating attempts should be adopted.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty informs students and all other interested parties of all its activities through its new and informative web site in Croatian as well as in English. The site contains the full information on Faculty organisational structure, study programmes, course schedule, employees and research groups, etc. It also contains the current news and official notices on calls for proposals and applications, lectures, PhD viva, and achievements and awards of students and teachers for scientific and professional work, as well as sports achievements.

Recommendations for improvement

Currently the information is not restricted by any means and offered by the Faculty in proper form and availability. It is recommended to keep the website updated and populated as it currently is.

Quality grade

Highest level of quality

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

Analysis

The Faculty understands and implements the development of its social role to a large extend. The Faculty facilities are used by professional associations for giving lectures and presentations. The Faculty organizes professional workshops and conferences on domestic as well as international level. The Faculty maintains very close relations to the ALUMNI association of approximately 480 members.

The association of young coders DUMP organises free modules of lectures on coding basics and courses on hardware, web development and Photoshop. All the lectures and courses are open to public and the community. DUMP received Rector's Award for excellence, public interest work and contribution to the community in 2012 and 2016. The research activities of the Faculty contribute to the development of the community.

The Town of Split and the Split-Dalmatia County government co-finance implementation of projects employing research associates.

Recommendations for improvement

The Faculty maintains very high level of contribution towards society. It is recommended to keep up with the pace and even improve its social role using ALUMNI's opportunities to boost its performance and quality.

Quality grade

Highest 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 needs of the society

Analysis

The study programs of the Faculty are aligned, evaluated and justified according to the University regulations and with the Faculty and University missions and strategic goals. In addition, the relevant strategic European and Croatian strategic documents were taken into account in the process of developing the study programs.

The regional employers, professional organizations and alumni were not formally included into the development of study programs, even though they are consulted through individual contacts.

The study programs reflect the society needs, but, according to the judgement of employers, the programs are too general.

Recommendations for improvement

The study programs, particularly on the graduate level, should be reconsidered or enriched by additional elective courses that take into account the specific needs of the regional economy.

In order to encourage entrepreneurship of the future engineers, it is necessary to supplement the existing courses or form new ones (if applicable) to provide the knowledge related to industrial business and startups.

Quality grade

Satisfactory level of quality

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

Analysis

All study programs at all levels (undergraduate, graduate university and postgraduate doctoral) delivered at the Faculty have defined learning outcomes aligned with the *Croatian Qualifications Framework* and mission and goals of the Faculty and University. The Faculty issues a diploma supplement in Croatian and English to each student after a completed study programs at undergraduate and graduate level.

The program of Industrial Engineering that was in the last Reaccreditation Report problematized has been very well accepted in the labor market and most of the

graduated engineers are employed. Employers express their satisfaction with the ability of engineers who completed the program. The program of Industrial Engineering is internationally recognized, but the problem that remains to be solved is the recognition by Croatian Chamber of Engineering that presently does not recognize the appropriate class of this profession.

Recommendations for improvement

The Faculty is responsible to undertake all necessary steps into affirmation and recognition of the appropriate engineering profession related to Industrial Engineering. Since the program is joint program between FESB and Faculty of Economics, cohesion of the program could and should be strengthened even by merely highlighting the connections between economical and engineering subjects during their study in order to facilitate the acceptance of interdisciplinary knowledge.

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

The evidence of the achievement of intended learning outcomes of the study programs is mostly based on testing and examination methods. The assessment of learning outcomes for individual courses is carried out continuously during the teaching process, and the final grades are awarded at the final exam. Feedback from employers is also used as a kind of performance indicator. However, a formal measurement method for overall assessment of the achievement of intended learning outcomes does not exist.

Recommendations for improvement

The Faculty should consider implementation of project and problem-solving methods into the study programs that will better connect the subjects. This will improve the adoption of new complex knowledge and provide better scope of the overall learning outcomes and specific skills mastered.

Quality grade

Satisfactory level of quality

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

Analysis

Although there are plenty of cases where collaboration between industry, students and faculty is actually active, there is no structured way for industry, alumni and students to participate in the procedures of planning, proposing and approving new programs and revising or closing the existing programs.

The student surveys that should represent a major source of the feedback from the students, are treated in formal way, with a certain degree of disbelief from both sides. The students are not officially included in the process defining the study programs.

Recommendations for improvement

Student survey procedures are implemented, but their role should be more clearly defined and presented to the students, who should be made aware of the measures taken on the basis of their objections, opinions, needs or suggestions. To improve the process, survey should be online and compulsory.

It is recommended to establish a board for alumni and employers so they could officially and efficiently influence the planning, proposing and, improving the study programs. Students must be involved in the process of designing study programs.

Quality grade

Minimum level of quality

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

Analysis

Low pass rate and large dropout of students during the first year of the study programs (even though quite diffused in Technical Studies) indicate the presence of problems. One of them could be connected with inadequate allocation of ECTS to the specific courses that are generally considered to be difficult.

Recommendations for improvement

The allocation of ECTS should be reconsidered for the courses with low pass rate. In new study programs consideration should be given to the possibility of distributing basic subjects throughout the study period. This could facilitate the study on the first year and could increase the consciousness of motivations for the study of those subjects and, on the long run, improve the overall success.

Quality grade:

Satisfactory level of quality

2.6. Student practice is an integral part of study programmes (where applicable)**Analysis**

Student practice is an integral part of the three-year professional study program for mechanical engineering, but it is optional for the study programmes of university level (undergraduate and graduate). Students show interest for practice or internship within regional companies. The limited number of adequate companies where the students can learn something about new technologies or practice the acquired skills represents a problem for providing appropriate internship positions.

Another problem is the duration of the internship. The common conclusion is that it should be longer than a month, but this has the implications on the implementation of study programmes.

Recommendations for improvement

One solution is to apply more practical lessons throughout the study period. The practical lessons should be carried out not only in the Faculty's laboratories but also in cooperation with companies in the closer region where students in smaller groups can perform practical exercises in a real environment.

Quality grade

Minimum level of quality

2.7. 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 Faculty conveys lifelong learning programmes through the differential studies and various training seminars. The lifelong learning programmes are subject of evaluation procedure at the University, according to the Regulations on Lifelong Learning.

Recommendations for improvement

No recommendations

Quality grade

Highest 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

Both admission criteria and criteria for the continuation of studies are clearly defined, published and consistently applied.

The admission criteria is usual for Croatia and it is in line with the requirements of the study programmes. Dropout rates at first year quite high [Figure 3.2.5., Self-evaluation report]. This could be correlated with too low admission criteria [Figure 3.2.3, Self-evaluation report].

Recommendations for improvement

Consider to rise requirements in Mathematics (currently B level) but also in general to establish stricter criteria for admission. This could be carried out by establishing minimum number of points required.

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

Information on students' progress are collected and described in detail [Chapter 3.2, Self-evaluation report]. There is no evidence of countermeasures taken as regards the negative aspects, in particular the dropout rate.

Recommendations for improvement

The success rate of problematic exams should be highlighted and used to ensure the continuity and to elaborate suitable countermeasures such as courses for the first year students regarding those subjects.

Quality grade

Minimum level of quality

3.3. The higher education institution ensures student-centred learning

Analysis

Good technical means are available at the faculty and online: laboratories, libraries, E-learning, as seen during the visit to the Faculty and also reported in the SER. Good availability of the teaching staff reported by the students in the meeting. The formal feedback from the student is obtained through handwritten questionnaires for courses and network based polls for other aspects. These surveys, however, are believed not to be effective both by the management and by students, as emerged in the meetings of the panel with those two groups.

Recommendations for improvement

Students could be more motivated by introducing lectures by external stakeholders even at the 1st year in order to highlight the importance of subjects. In addition, subjects could have more project-oriented tasks when possible.

Student council should be more involved in guiding freshmen, too.

The implementation of effective feedback from students on their problems should be pursued. Evidence that that this feedback produces results i.e. those actions are taken following the results of the surveys should be provided and highlighted. It is recommended to implement compulsory online surveys and to publicise the consequent actions.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support

Analysis

The vice dean for education gives guidance [Meeting with the vice dean for teaching and the vice dean for research]. The student administration service and library service support students [Chapter 3.4, Self-evaluation report]. Access for students with disabilities is granted [Chapter 3.4, Self-evaluation report]. A structured procedure for contacts and cooperation with stakeholders (Alumni and companies) is not implemented [Meeting with external stakeholders].

Recommendations for improvement

Student support through guidance starting from the 1st year of undergraduate studies should be implemented in order to reduce the high dropout rate.

Student could benefit from a systematic support in contacting the companies regarding internships and cooperation in general-final thesis and master thesis.

Quality grade

Satisfactory level of quality

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

Analysis

All the infrastructure of the Faculty is adapted to students with disabilities and there is no architectural barrier to access any part of the Faculty building [Chapter 3.5, Self-evaluation report].

Recommendations for improvement

The faculty could promote itself amongst vulnerable and under-represented groups in order to attract them.

Quality grade

High level of quality

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

Analysis

Possibility to gain international experience is ensured by Erasmus and student mobility programme through IAESTE organization [Chapter 3.6, Self-evaluation report]. Most students decide to gain international experience during the last semester of their graduate study because there is a problem with ECTS recognition in prior semesters [Meeting with the students].

Recommendations for improvement

The procedure for applying should be simplified and more flexible in way of recognizing ECTS points for studies abroad. Amount of ECTS which can be recognised should be known before starting the period abroad.

Quality grade

Satisfactory level of quality

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

Analysis

All information about possibility of enrolling in university courses is available on the network in English [Chapter 3.6, Self-evaluation report]. Accommodation is not available in campus and prices are reported to be high for private accommodation [Meeting with dean, vice-deans and secretary].

Courses given in English are reported to be possible for all subjects but only if 5 students request so [Chapter 3.6, Self-evaluation report]. Only one example of realisation was reported. Apparently, notes are written only in Croatian language [Meeting with the teachers].

Recommendations for improvement

Translation to English language of notes and presentations should be encouraged.

Pilot projects of courses in English could be conducted for Croatian students.

Faculty should highlight its strong and specific capabilities in order to attract more foreign students.

Quality grade

Satisfactory level of quality

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

Analysis

There were no complaints from students regarding teachers' objectivity and consistency in evaluations [Meeting with the students]. The procedure for students wishing to appeal against the results is described in a clear way

[“Pravilnik o studijima i sustavu studiranja na Sveučilištu u Splitu”, <http://www.unist.hr/studiji-i-nastava/dokumenti/priznavanje-ects-bodova>].

Recommendations for improvement

A better definition of formats for oral and written exams could be beneficial.

Quality grade

High level of quality

3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information

Analysis

The format of Diploma and related documents is regulated in a clear way and publicly available on the internet [Chapter 3.9, Self-evaluation report].

Recommendations for improvement

No recommendations

Quality grade

High level of quality

3.10. The higher education institution is responsible for the employability of graduates

Analysis

The HEI analyses the employment of its graduates via the Croatian Employment Service, as resumed from the Self-evaluation report. Admission quotas are set, but not aligned with the labour market as pointed out in the meeting with external stakeholders. Information about opportunities to continue education are provided. Contacts with alumni are to some extent maintained as indicated in the Self-evaluation report and confirmed during the meetings.

Recommendations for improvement

The link with alumni could be stronger by systematically involving their association so that they could provide updated picture of the work market.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities

Analysis

There is a lack of teaching staff in general that can be seen from the high working load (Table 4.3. Teachers and assistants at the HEI in the current academic year) and which has been confirmed during the meetings carried out at the Faculty. The Faculty recognized the problem, and in November 2014 initiated a five-year employment programme for 30 new positions, using its own resources for their salaries, but the problem still remains.

Recommendations for improvement

It is needed to balance the total working load (teaching, research projects, mentorships, organization and administration tasks, mobility activities, cooperation with the industry, etc.) of teaching staff at the moment and after analysis at the department level (and/or research group level) it should be decided about possible further employment programmes/priorities.

Quality grade

Satisfactory level of quality

4.2. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment

Analysis

As stated in self-evaluation document (Chapter 4.2), procedure of appointment to scientific-teaching positions and corresponding job positions are carried out by the Faculty in accordance with the provisions of the Law and University and Faculty Statute and the Rules of Procedure of the Faculty Council and Department Councils. In each individual appointment procedure, the Faculty Council issues a decision on publishing a vacancy post and appoints an expert commission for the procedure of appointment to scientific, scientific-teaching, teaching or professional position.

Recommendations for improvement

It should be defined a framework for the evaluation process of expert commissions that should be universal at the Faculty level or at level of departments. For example, which range of total point number can be assigned to the interview with the candidate, to the average grade during the study programs, to the results of knowledge and skills

test, etc. In this way, the evaluation process would be more objective, and the framework would reflect priorities and strategic goals of Faculty and/or department.

Quality grade

Satisfactory level of quality

4.3. Teacher advancement and re-appointment is based on objective and transparent procedures

Analysis

As stated in self-evaluation document (Chapter 4.3), procedure of appointment to scientific-teaching positions and corresponding job positions are carried out by the Faculty in accordance with the provisions of the Law and of the University and Faculty Statute.

Recommendations for improvement

There should be a defined framework for the evaluation process carried out by the committees of experts in charge of decisions. Such framework should be set at the Faculty level or at level of departments.

For example, a uniform criterion could be set for the range of points that can be allocated to the interview with the candidate, to scientific results, to the participation to various projects (scientific, industrial, etc.), to indicators of teaching and mentoring quality, mobility activities, etc. This way, the evaluation process could be more objective and uniform.

The criteria should reflect priorities and strategic goals of the Faculty and/or the Department.

Quality grade

Satisfactory level of quality

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

Analysis

As stated in self-evaluation document (Chapter 4.4) and confirmed at the meetings during the visit, the higher education institution enables professional development if there is an initiative from teachers themselves. However, there is no clear motivation mechanism and/or initiatives from the management towards the teachers, i.e. professional development is mostly voluntarily.

Recommendations for improvement

The higher education institution should define motivation mechanism and/or initiatives towards the teachers to use the opportunities towards professional development.

Quality grade

Satisfactory level of quality

4.5. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity

Analysis

According to the self-evaluation document (Chapter 4.5) and as confirmed during the visit, space, equipment and the entire infrastructure are at a high level, enabling the achievement of the intended learning outcomes and the implementation of scientific activity. A high level of availability of laboratories and diversity of equipment (combining various technologies) enable students to gain practical knowledge and skills during laboratory exercises and project assignments. Further, student creativity is encouraged by extracurricular activities (e.g. projects Formula student and Moto student).

Recommendations for improvement

No recommendations

Quality grade

High level of quality

4.6. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.

Analysis

As stated in selfevaluation document (Chapter 4.6) and confirmed at the meetings during the visit, the library (including electronic resources and e-learning portal) offers a high number of textbooks and scientific journals/papers. In the report on the student evaluation of the quality of administrative services and other aspects of

student life for the academic year 2016/17, the library and studying space were rated with grade 3.8.

Recommendations for improvement

The Faculty should continuously monitor the needs of teachers and students and react if the Faculty library or University library does not offer needed literature, which is indicated by student evaluation of the quality of administrative services and other aspects of student life for the academic years 2014/2015, 2015/16 and 2016/17 (grade 3,6/5 for library corpus).

Quality grade

Satisfactory level of quality

4.7. The higher education institution rationally manages its financial resources

Analysis

The tables 4.11 and 4.12 show that the higher education institution rationally manages its financial resources.

Recommendations for improvement

Faculty should contact the industry outside of the region and abroad in order to increase the number of partner companies, i.e. improve the chances for cooperation with the industry and income through this activity.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

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

Analysis

The Faculty publishes an adequate number of scientific publications according to the CROSB database. The Faculty has a systematic procedure to track the quality and impact of scientific publishing of the research groups, as confirmed during the site visit. The evaluation of scientific work is reflected to some extent in the faculty funding awarded to the research groups, as highlighted in the meetings with the Vice Dean of research and with the research groups. Scientific publishing is a requirement for the acceptance of PhD theses and advancement of research staff.

Recommendations for improvement

To promote high quality and quantity of scientific research, the faculty should continue the efforts to allocate research funding based on scientific performance.

Quality grade

Satisfactory level of quality

5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge

Analysis

As listed in the self-evaluation report and as emerged in the meetings with the various faculty components, the faculty has a number of research projects with the industry, encourages professors to apply for industry projects, and has established long-term research cooperation agreements with a number of local and national companies and institutions. Research has resulted in several patents as listed in the self-evaluation report. The faculty has also generated start-up companies and encourages knowledge transfer by arranging events to bring together young researchers and the industry. As pointed out in the self-evaluation report, faculty professors are members in international and national scientific and professional organizations.

Recommendations for improvement

Faculty should increase industry projects through a systematic support system to connect researchers and the industry.

Quality grade

Satisfactory level of quality

5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context

Analysis

Several research groups at the Faculty have significant international visibility through publishing and international collaboration. The self-evaluation report contains multiple examples of university and national awards received by the teachers and staff. The faculty runs a few international projects, listed in the self-evaluation report. However, according to the discussions with the professors, the faculty lacks systematic means to encourage international collaboration and applying for major project funding from international sources.

Recommendations for improvement

Systematic ways to encourage teachers to apply for projects should be developed.

Quality grade

Satisfactory level of quality

5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental

Analysis

A strategic research agenda has been published, establishing 24 research topics ("Development strategy of the Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture for the period 2017-2021"). As indicated in the discussions with the leadership, the Faculty has established methods to measure the quality of research. However, performance is not used as a criterion for directing research. According to the discussions with the project leaders, the faculty uses its own funds and resources to support research projects. However, the faculty lacks an institutional support system for applying major research projects.

The faculty funding to research groups is based on the research achievements. As emerged during the site visit, obtaining up-to date research equipment largely depends on external project funding. Discussions with the professors and project leaders indicated that overloading of the staff with teaching poses a risk for the sustainability of research.

Recommendations for improvement

Performance should be used as far as possible as criterion for strategic planning of research and for career advancements, in order to promote active development of research efforts

Systematic institutional support should be provided to teachers for preparing the applications for research projects (and later to manage them).

The teaching and research workload should be more balanced to enforce sustainability of high-quality research.

Quality grade

Satisfactory level of quality

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process

Analysis

As indicated in the Self-evaluation report and confirmed during the site visit, graduate and post-graduate students participate in research through final/doctoral theses, which are also related to the research projects. Doctoral students are required to publish papers for acceptance of the PhD degree, and supervision of final/diploma theses and publication of at least one co-authored paper together with a student are a requirement for professional advancement. The self-evaluation report lists examples of student-authored papers. The teachers have opportunities to teach topics related to their research in elective graduate-level courses.

Recommendations for improvement

Involve and familiarise students with the research activities of the faculty earlier in their studies.

Quality grade

Satisfactory level of quality

APPENDICES

I. Quality assessment summary

The Panel has visited the Faculty in three intense days, full of meetings with the various components of the staff, with students and with external stakeholders. Extensive documentation has been provided before and during the visit covering the quality assurance procedures in place at the Faculty, the learning process as designed and implemented, the ongoing research activities and the strategic vision for the future development of institutional activities.

The general picture that was derived by the Panel includes stronger and weaker points, as indicated synthetically at the beginning of the report by assessment areas and later analyzed in more details with reference to each standard.

No major fault was detected and correction actions can be implemented by the management: they regard mainly;

- a stronger attention to the feedback from students about the learning process and from stakeholders as regards the needs of the society
- a more active policy in motivating the staff towards scientific productivity, research, mobility and internationalization since the earlier phases of the career and in controlling the teaching and organizational workload.

These aspects are main subjects in most international Higher Education Institutions.

What above justifies a positive outcome of the assessment, with some remarks (as detailed in the text).

II. Site visit protocol

Ponedjeljak, 15. siječnja 2018./ Monday, 15th January 2018

Hotel in Split

12:15 – 13:45 Meeting with the panel members

14:00 – 15:00 Radni ručak Stručnog povjerenstva/Working lunch

15:00 – 15:30 Edukacija članova stručnog povjerenstva – kratko predstavljanje Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj/ Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia

15:30 – 16:00 Edukacija članova stručnog povjerenstva – upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete, pisanjem završnog izvješća/ Training for the expert panel members – introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report

16:00 – 16:15 Pauza/Break

16:15 – 19:15 Priprema povjerenstva za posjet Fakultetu elektrotehnike, strojarstva i brodogradnje Sveučilišta u Splitu (rad na Samoanalizi)/Preparation of the expert panel members for the site visit (working on the Self-evaluation)

Utorak, 16. siječnja 2018./

Tuesday, 16th January 2018

*Fakultet elektrotehnike, strojarstva i brodogradnje Sveučilišta u Splitu/ Faculty of electrical Engineering, Mechanical Engineering and Naval Architecture University of Split
Adresa/Address: Ruđera Boškovića 32, Split*

9:00 – 10:00 Sastanak s dekanom, prodekanima i tajnikom (*bez prezentacija*)/Meeting with the dean, vice deans and secretary (*no presentations*)

10:00 – 10:30 Sastanak s radnom grupom koja je priredila Samoanalizu /Meeting with the working group that compiled the Self-Evaluation

10:30 – 11:15 Sastanak članova Stručnog povjerenstva (***Analiza dokumenata***)/Internal meeting of the panel members (***Document analysis***)

11:15 – 12:15 Sastanak sa studentima (otvoren sastanak za sve studente) / Meeting with the students (open meeting)

12:15 – 13:15 Sastanak s asistentima / Meeting with teaching assistants

13:15 – 14:45 Radni ručak Stručnog povjerenstva/Working lunch

14:45 – 15:30 Sastanak s Alumnima / Meeting with the Alumni

15:30 - 16:15 Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica/poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači/Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers

Hotel in Splitu

17:00 – 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

Srijeda, 17. siječnja 2018./
Wednesday, 17th January 2018

9:00 – 10:15 Sastanak s prodekanima za nastavu i za znanost / Meeting with the vice dean for teaching and the vice dean for research

10:15 – 11:15 Sastanak s voditeljima studijskih programa / Meeting with the heads of study programmes

11:15– 12:00 Sastanak članova Stručnog povjerenstva (Analiza dokumenata)/Internal meeting of the panel members (Document analysis)

12:00 – 13:30 Obilazak Fakulteta (knjižnica, uredi studentskih službi, ured međunarodne suradnje, informatička služba, učionice) i prisustvovanje nastavi/Tour of the Faculty (library, student services, international office, IT services, classrooms) and participation in teaching classes

13:30 – 15:00 Radni ručak članova Stručnog povjerenstva/Working lunch

15:00 – 16:00 Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećim mjestima / Meeting with full-time employed teachers (open meeting)

16:00 – 16:30 Organizacija dodatnog sastanka o mogućim otvorenim pitanjima prema potrebi / Organisation of additional meeting on potential open questions if it is needed

Hotel in Split

17:00 – 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 third day of the site visit*

Četvrtak, 18. siječnja 2018./
Thursday, 18th January 2018

9:00 – 9:45 Sastanak s voditeljima znanstvenih projekata / Meeting with the heads of research projects

9:45 – 11:00 Sastanak članova Stručnog povjerenstva (**Analiza dokumenata**)/Internal meeting of the panel members (**Document analysis**)

11:00–11:30 Organizacija dodatnog sastanka o mogućim otvorenim pitanjima prema potrebi / Organisation of additional meeting on potential open questions if it is needed

11:30 – 11:45 Završni sastanak s dekanom, prodekanima i tajnikom/Exit meeting with the dean, vice deans and secretary

Hotel in Split

12:15 – 13:30 Radni ručak članova Stručnog povjerenstva/Working lunch

13:30 - *Sastanak Stručnog povjerenstva – refleksija o viđenom i pisanje završnog izvješća/Joint meeting of the expert panel members – reflection on the day and drafting the Final report*

III. Quality grades by assessment area

<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>			+	
<i>II. Study programmes</i>			+	
<i>III. Teaching process and student support</i>			+	
<i>IV. Teaching and institutional capacities</i>			+	
<i>V. Scientific/artistic activity</i>			+	

IV. Quality grades by standards

<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.			+	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.			+	
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			+	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).				+
1.5. The higher education institution understands and encourages the development of its social role.				+

Quality grade by standard

<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 needs of the society.			+	
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.			+	
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			+	
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.		+		
2.5. The higher education institution ensures that ECTS allocation is adequate.			+	
2.6. Student practice is an integral part of study programmes (where applicable).		+		
2.7. 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.				+

Quality grade by standard

<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.			+	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.		+		
3.3. The higher education institution ensures student-centred learning.			+	
3.4. The higher education institution ensures adequate student support.			+	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				+
3.6. The higher education institution allows students to gain international experience.			+	
3.7. The higher education institution ensures adequate study conditions for foreign students.			+	
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.				+
3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information.				+
3.10. The higher education institution is responsible for the employability of graduates.			+	

Quality grade by standard

<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.			+	
4.2. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment.			+	
4.3. Teacher advancement and re-appointment is based on objective and transparent procedures.			+	
4.4. The higher education institution provides support to teachers in their professional development.			+	
4.5. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.				+
4.6. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.			+	
4.7. The higher education institution rationally manages its financial resources.			+	

Quality grade by standard

<i>V. Scientific/artistic 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 scientific research.			+	
5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.			+	
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.			+	
5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.			+	
5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.			+	