



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Križevci College of Agriculture**

**Date of site visit:
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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 the Križevci College of Agriculture.

Members of the Expert Panel:

- Prof. Charlotte Poschenrieder Wiens, Ph.D., Facultad Biociencias Universidad Autónoma de Barcelona, Kingdom of Spain, Panel chair,
- Dr. ing. Sylwia Lewandowska, Ph.D., Wrocław University of Environmental and Life Sciences, Republic of Poland,
- Prof. Ivica Kisić, Ph.D., Faculty of Agriculture, University of Zagreb, Republic of Croatia,
- Jasna Čačić, Ph.D., Croatian Association of Drink Producers (GIUPPH), Republic of Croatia,
- Antonija Liška, univ. bacc. ing. agr., student, Faculty of Agriculture, University of Zagreb, Republic of Croatia, student.

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

- Management,
- Self-evaluation Report committee,
- Head of Department for bachelor study programme and the head of Department for specialist graduate study programmes,
- Teachers,
- Students,
- Meeting with external stakeholders – representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations,

- Alumni,
- Meeting with external lecturers.

The Expert Panel members had a tour of the College (library, student services, laboratories, work facilities, classrooms).

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 Križevci College of Agriculture on the basis of Križevci College of Agriculture Self-evaluation Report, other relevant documents and the 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 Križevci College of Agriculture and writing of the Report, the Expert Panel was supported by:

- Ivana Borošić, coordinator, ASHE,
- Iva Žabarović, assistant coordinator, ASHE,
- Ivana Rončević, interpreter at the site visit and 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 the 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: Križevci College of Agriculture

ADDRESS: Milislava Demerca 1, Križevci

DEAN: Ph. D. Marijana Ivanek – Martinčić, dean

ORGANISATIONAL STRUCTURE: Self-evaluation, page 4 and 5

The College is structured as a unique legal person divided into several structural units:

Department for bachelor study programme,

Department for specialist graduate study programmes,

Dean's office,

Secretariat.

These structural units are not independent legal persons and they function within the College.

Department for bachelor study programme administrates the teaching activity related to bachelor study programme and educational programmes based on the principles of life-long learning. Within groups of related subjects there are three departments: Department for Plant Production, Department for Zootechnics and Department for Management in Agriculture. Within department for bachelor studies there is a Practicum for professional training and agricultural production.

Department for specialist graduate study programmes administrates teaching activities related to specialist graduate professional study programmes. Within this department there is an Agrochemical laboratory and Laboratory for testing the quality of agricultural reproduction material.

Scientific and professional work is an integral part of both departments.

Bodies of the College are the Administrative Council, Dean, Professional Council and other professional and consulting bodies whose foundation, structure and authority are governed by the Statutes or other general acts of the College.

The College is governed by the Administrative Council in line with the Law on Institutions, Law on Scientific Activity and Higher Education, Decree about Foundation and the Statutes of the College. The Dean represents the College and organizes and manages work and activities of the College. Within its scope of work Professional Council decides on issues regarding teaching activity and professional and scientific activity of the College.

STUDY PROGRAMMES:

- Professional study programme Agriculture, with specific fields of study Plant Production, Zootechnics and Farm Management,
- Specialist graduate professional study programme Agriculture, with one specific field study Sustainable and Organic Agriculture,
- Specialist graduate professional study programme Management in Agriculture.

NUMBER OF STUDENTS: Analytical self-evaluation, page 18, table 3.1.
304 full time students and 176 part time students

NUMBER OF TEACHERS: Analytical self-evaluation, page 23, table 4.1.b
30 full time

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Self-evaluation, page 1, 2 and 3

Križevci College of Agriculture (KCA/College) was founded in 1998 by the Decree of the Government of the Republic of Croatia (OG. 40/98, 76/05, 57/07 and 119/13) as an independent public college. The foundation of the College builds on tradition of the oldest college of forestry and agriculture in this part of Europe that started its work on November 19, 1860 as the Royal College of Forestry and Agriculture.

Present activity of the College comprises as follows:

- Elaboration and administration of bachelor professional study programmes and specialist graduate professional study programmes from the field of biotechnical and social sciences, in line with the Law and the statutes,
- Highly professional work from the field of life sciences,
- Scientific work from the field of life sciences according to specially regulated conditions,
- Elaboration and administration of programmes for education of adults,

- Elaboration and administration of educational programmes based on principles of life-long learning,
- Organisation and implementation of publishing, library and ICT activities for purposes of education, professional and scientific work,
- Technical consulting.

The College is listed in the Register of Scientific Institutions of the Ministry of Science and Education based on the Decree of the Ministry of Science and Technology of the Republic of Croatia of 11 June, 1999.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Practice-based learning (exercises and practical training accounting for 60% of the entire study).
2. Student house for students with funding difficulties.
3. Field experimental facilities.
4. Quality assurance implementation.
5. Good management structure.
6. Good working atmosphere and student-teacher relationship.

DISADVANTAGES OF THE INSTITUTION

1. Low number of teachers and high teaching workload.
2. Average age of teaching staff.
3. Lack of propaedeutic courses to reduce student drop-out during the first year.
4. Poor incentives for teachers to do research.
5. Low impact of KCA activities on the international level and, in consequence, low number of incoming foreign exchange students.
6. Lack of plagiarism programme.
7. Lack of teacher peer review programme.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Student house for students with funding difficulties.
2. Financial support from the HEI to the teachers to do Ph.D. studies and to participate in conferences.
3. Allocation of resources to acquire new scientific equipment.
4. Good cooperation with alumni and stakeholders.
5. Rational use of financial resources.
6. Opportunity for students to evaluate teachers' performance at the end of the course.
7. Students' visits to sites of interest for professional development.
8. Adaptation of lecture and exam schedules to working part-time students.

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 higher education institution has a fully established and functional internal quality assurance system in accordance with the ESG requirements. The recommendations for quality assurance from previous evaluations have been implemented. The HEI effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination, and procedures are defined in the rulebooks on disciplinary procedure and professional study programmes. A new Code of Ethics is being compiled. Activities of KCA are transparent, public and subjected to external evaluation and assessment. However, not all information is available on the English version of the website. The HEI is fully aware of its important social role and develops it in all professional and scientific projects. A priority objective of KCA is the contribution to the development of the local community and capacity of agricultural production in the region.

Recommendations for improvement: Launching a fully functional, updated, attractive website containing all information also in the English language is recommended. This will improve not only the availability and transparency of all activities and relevant information, but also boost the visibility of KCA at the national and international level. Detection of plagiarism should be improved by the acquisition of plagiarism detection software.

Quality grade: High level of quality

II. Study programmes

Analysis: In general, the objectives of study programmes are aligned with the mission and strategic goals of the HEI. In view of the fact that agricultural biotechnology is an important mission of the HEI, the basic principles of modern genetics concepts are poorly represented in the study programmes. The study programmes provide language classes (English and German) of different levels. Nonetheless, many students seem to have little practice in applying the knowledge in conversation. Most students were fearful to engage in the discussion in the English language, which in the long run will limit their taking part in the Erasmus programmes and visiting foreign scientific institutions. Lack of statistics as a subject might cause difficulties to elaborate by students any research results and statistical calculations necessary in bachelor or master theses. Evidence of the achievement of learning outcomes is assessed through an adequate evaluation system. The revision of the study programmes is done considering students' and stakeholders' feedbacks. No new programme has been approved during the last 10 years. The ECTS allocation in general is adequate, but

considerable differences among modules occur. Profession-oriented student practice is excellent, with well equipped laboratories and, especially, field facilities. The KCA has 11 lifelong learning programmes.

Recommendations for improvement: Inclusion of Statistics and basic modern genetics concepts and methods in the study programmes. Enhancement of English conversation skills of students by progressive introduction of the English language in seminars and students' presentations, including especially English for agricultural profession, which will be helpful in the future to get a job in any foreign company in the country or abroad. Good language skills of the alumni from the KCA will be a testimony of a well-conducted education process. Enhanced offer of short lifelong learning programmes for local farmers, especially during the winter (winter school), to facilitate attendance of farmers, and extracurricular courses for students with the option of indicating it in the diploma supplement. The development of new programmes of life-long learning through the organization of winter schools is recommended.

Quality grade: Satisfactory level of quality

III. Teaching process and student support

Analysis: The admission criteria are well defined and consistently applied. Considerable differences in the level of previous knowledge among students may occur. The HEI has developed tools for gathering and analysing information on students' progress. However, there is a relatively high rate of student drop-outs during the first year. The HEI ensures student-centred learning. This is especially the case for working part-time students. Student support is provided by a mentoring system and functional procedures of students' career guidance. The HEI gives support to students from vulnerable groups. Housing facilities for students from low income families have been established and exams are adapted. No specific monitoring programme for vulnerable and underrepresented groups has been established. Gain of international expertise is favoured by a fully established Erasmus exchange programme and multiple interinstitutional agreements. The KCA offers excellent infrastructure for external practice of foreign students. However, only a single incoming student was registered at the institution. Poor information in English on the KCA facilities for foreign students on the website, difficulties in housing for foreign students, and language barriers seem to be the most important reasons for this. The HEI provides clear, published criteria and tools used for evaluation and assessment of students. The description of diploma supplements concerning the granted title is not clear and it is difficult to compare their nomenclature to international standards. Employment rate is stable but could be further improved, especially regarding employments outside the region.

Recommendations for improvement: Establish open days a few months before the *state matura*. Implementation of propaedeutic courses in specific subjects for first-year students with low level of knowledge. Entitle a person specifically assigned as contact for handicapped students and put its contact details on the website. Improve language competences of students and encourage Erasmus stays abroad for local students by specific seminars to present advantages of these stays (including students and alumni with Erasmus experience). Promote KCA for foreign Erasmus students through the website in the English language including information on courses, practical facilities, housing facilities in the town and attractive points and leisure in the region. A method for the evaluation of the grading system should be implemented. The diploma supplement document must contain all information according to international nomenclature rules. Workshops for effective employment search should be organized by the HEI to further improving employment rates, especially outside the region.

Quality grade: Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis: The current teaching capacities of the HEI are satisfactory for the delivery of the study programmes. However, the current workload of the teaching staff does not allow the implementation of further learning facilities which are highly recommended for improving students' competences, such as preparatory courses for levelling up first-year students, introducing fundamental concepts in modern genetics and introducing more English conversation seminars. Moreover, the average age of the teaching staff is considerably high, which makes it urgent to include new, young persons both at the assistant and professor level for, at least, maintaining the teaching capacity in the near future. The KCA employs external associates with a variable level of quality. Teacher recruitment procedure is established and transparent. The Expert Panel considers that objectives for teacher advancement are not clearly defined and there is a poor award system for teachers with higher dedication to research projects and with good publication record. Teachers are supported in their professional development: for example, there is an annual allowance of € 1000 for attending conferences. The entire teaching and research infrastructure is adequate to ensure the learning outcomes. The library has an adequate number of books; space is somewhat reduced. The recommendation in the former evaluation to extend the attendance hours of the library has been fulfilled. The HEI manages the financial resources reasonably well, as can be seen in the provided budget documentation.

Recommendations for improvement: The HEI should do an analysis of its teaching capacities for the next five years, taking into account the age of the teaching staff and the future teaching necessities (propaedeutic courses, principles of modern Genetics and its technologies, Statistics, English conversation, life-long learning, etc.). Elaborate a strategic plan to present to the Ministry. Within the present teaching capacities, try

to implement the English language in students' seminars and principles and technics of modern genetics in the current students' programme. The HEI should provide encouragement for external associates to get additional education abroad and to publish more scientific papers in the national and international scientific journals. Selected external associates must be known in science and profession.

Quality grade: Satisfactory level of quality

V. Professional and/or scientific activity

Analysis: Besides students' education, the KCA is committed to achieving high quality and quantity of professional and scientific research. While the HEI actively participates in commercial and professional projects, its scientific productivity and its international impact is scarce. The HEI makes an effort to support participation of teachers in conferences, but there is no rulebook for awarding the scientific activity of teachers. The role of the KCA as a reference point in the region for competence in agriculture and agrobiotechnology is not well reflected in the number of studies elaborated at the institution. Recognition of professional and scientific achievements is rather low and limited to the region. Low participation in professional organizations and forums, especially at an international level. Students' participation in projects is supported by the HEI. Students elaborate practical scientific graduate and master theses and a significant number of students participate in conferences and as co-authors of papers. However, the improving of teaching through professional and scientific activities is hampered by the low level of overall scientific activity of the HEI and the irregular distribution of scientific research activities among the staff members.

Recommendations for improvement: Higher scientific and professional research activity should be encouraged by an award system, which should be defined in an approved rulebook. An action plan should be made to boost teachers' participation in industrial cooperations and with professional and scientific organisations and forums not only on a regional scale. The transfer of knowledge should be enhanced by organizing specific workshops and courses on innovative technologies, advertising in the media and improving the website.

Quality grade: Minimum 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 higher education institution has a fully established and functional internal quality assurance system in accordance with the ESG requirements. The HEI adopted a quality assurance policy which is a part of its strategic management for the period from 2017 to 2022, and it is based on objective and comprehensive SWOT analysis. Internal quality assurance system involves all stakeholders of the HEI. Data on processes, resources and results have been systematically collected and analysed by the HEI in order to effectively manage and improve its activities. Activities of KCA are transparent, public and subjected to external evaluation and assessment. Evidence is provided through the rulebook and the manual available on the corresponding websites. Feedback from students and stakeholders is used for system improvement. As an example, students were unsatisfied with the students' office work. This deficiency was recognized and improvement was made by hiring a trainee for assistance. Improvement of the study programme was achieved by introducing new elective subjects. Educational programmes for teaching staff regarding foreign language and use of Merlin and Dabar system were performed.

Recommendations for improvement: Further development and continuous improvement of the Quality Assurance system is recommended.

Quality grade: High level of quality

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

Analysis: In line with the opinion issued in the previous reaccreditation procedure, which also involves recommendations for improvement, the HEI developed an Action plan for the implementation of activities according to the recommendations for quality improvement.

According to the evidence gathered during the site visit (action plans, reports) it could be concluded that the recommendations for quality assurance from previous evaluations have been implemented. As an example, the HEI finally achieved to employ a full-time librarian as recommended. The new website is set up but still not launched, awaiting insertion of all relevant data.

Recommendations for improvement: Launch website as soon as possible including all documents also in English.

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 effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination. The procedures are defined in relevant legal acts, especially in the Rulebook on disciplinary procedure at KCA and the Rulebook on administration of professional study programmes. Following the proposal of the Quality Assurance unit, the elaboration of a new Ethical Code with active student participation is under way. No established system for detecting plagiarism is available.

The HEI effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination and procedures are defined in the rulebooks on disciplinary procedure and professional study programmes.

Recommendations for improvement: Present legal acts related to the ethics (new Ethical Code is in preparation) should be implemented and harmonised with legal requirements.

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: Activities of KCA are transparent, public and subjected to external evaluation and assessment. Evidence is provided on the official KCA website. At present, only information about Erasmus is available in English. Results from assessment procedures and surveys are published.

Recommendations for improvement: The availability of information should be facilitated by a more functional website. Especially important is that all information, including linked documents, should also be available in English on the website. Open-doors activities should be enhanced and the visibility of the KCA in the social media could be improved by using Facebook, Instagram and/or related social platforms.

Quality grade: Satisfactory level of quality

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

Analysis: The HEI is fully aware of its important social role and develops it in all its professional and scientific projects. A priority objective of KCA is the contribution to the development of the local community and capacity of agricultural production in the region. Evidence of research-related activities are the research projects developing

joint methodology of student mobility in the Hungary-Croatia cross-border area (Project step), a project on the development of sustainable tourism (Invest Pro) with special reference to local counties (Invest-Pro) and in the cross-board area (ECTOP). Contribution to the development of the local community is also evidenced by the projects “Elaboration of interactive map of soil fertility in Krizevci region”, the project “Revitalization of the grapevine cultivar Klescec” and the development of a laboratory for the analysis of organic fertilizers to provide a service to the community. The HEI contributes to the development of civil society and local community through diverse programmes and activities such as visits of kindergarten and school children to the premises of the HEI, therapeutic riding, individual invited lectures of the teachers and students for the community. Moreover, students and employees were involved in volunteering actions in order to help students with lower income and vulnerable groups of students.

Recommendations for improvement: The social role could be further improved by increasing the number of life-long learning programme programmes (see standard 2.7).

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: In general, the objectives of the study programmes are aligned with the mission and strategic goals of the HEI. In our interviews, students, teachers and employers agreed in that the study programmes provide education suitable for the demands of the local labour market. It is evidenced by the TEMPUS project. Justification of study programmes is provided. In view of the fact that agricultural biotechnology is an important mission of the HEI, it is surprising that the study programmes do not specifically include education in the basic principles of modern genetic concepts and methodology.

Recommendations for improvement: Inclusion in study programmes of basic principles and methods of modern genetics and related methodologies. More field studies would be carried out on family farms.

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: The learning outcomes for the bachelor study programme at level 6 and for the specialist graduate professional study at level 7 of CroQF are well defined in the tables, study programmes and syllabi provided by the HEI. Diploma supplements are provided, but are not clearly understandable at an international level. The study programmes provide language classes (English and German) of different levels. Nonetheless, most students seem to have little practice in applying the knowledge in conversation, which hampers the recognition of professional standards at an international level.

Recommendations for improvement: Revise the form of Diploma supplements by including the title (bachelor or master degree) in English, so as to achieve international standards and to make it more understandable for future employers. Provide opportunities for English conversation to students by progressively introducing English into classes and seminars, besides the scheduled language lectures.

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 outcomes of the study programmes are assessed by written and oral examinations as well as the evaluation of the final thesis. Evidence of exams and theses was provided. Active participation of students is encouraged and learning by doing is continuously integrated in the learning process. Feedback from students, alumni and external stakeholders obtained during the visit by interviews with the implied parties was positive.

Recommendations for improvement: Improve communication competences of students in the English language by progressively introducing students' seminars in English.

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: The HEI improves study programmes mainly based on student feedback (student satisfaction inquiries) and data for this are provided as evidence. Less well documented is the feedback from external stakeholders, although the Expert Panel obtained satisfactory information during the interviews during the site-visit. Updates of programmes are recorded and published on the website. The HEI has not had any newly approved study programmes during the last 10 years.

Recommendations for improvement: Participation of professional associations and external stakeholders in the revision of study programmes should be encouraged and better documented. As 10 years have passed without new study programmes, a strategic plan for analysing requirements of innovation in existing study plans could help to improve students' competences for the future challenges.

Quality grade: Satisfactory level of quality

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

Analysis: The HEI carried out an analysis of the ECTS workload allocation by a survey of activities in the different modules. This revealed inconsistencies among different modules. Feedback from students is asked in the form of a diary reporting of all students' activities, but poor student participation hampers efficient analysis. No changes in the allocated ECTS were made. Examples of ECTS credits gained by practical work are documented in the final theses. Rulebooks for practical training specify the workloads in the practical works.

Recommendation: The HEI should define a more efficient system that allows achieving better consistency between workload and the corresponding ECTS allocated to each module. Better student participation should be encouraged.

Quality grade: Satisfactory level of quality

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

Analysis: The HEI provides an excellent level of student practice with well equipped laboratories, and especially field facilities. Evidence was gained through visiting laboratories, stables and experimental field sites.

Quality grade: High 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: As a professionally oriented higher education system a fundamental mission of the KCA is to provide an attractive and efficient life-long learning programme, especially tailored for the rural community. Currently there are 11 courses offered. Documentation about interest and attendance to these courses is scarce. No strategic plan for improving life-long learning is provided.

Recommendations for improvement: Elaborate strategic plan and enhance the offer of short, life-long learning courses for local farmers, especially during the winter (winter school) to facilitate attendance of farmers. Better publicity of the LLPs in the media should be provided. Organization of extracurricular activities for students and farmers (for example: mushroom, flowering, permaculture school, identification and breeding of aromatic herbs, IT education, etc.). For students such extracurricular activities should be included in the diploma supplement.

Quality grade: Minimum 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 programmes, clear, published and consistently applied.

Analysis: The admission criteria are well defined and consistently applied. Most, but not all students come from State Matura level. Considerable differences in the level of previous knowledge among students can be observed.

Recommendations for improvement: Open days should be conducted by the institution a few months before the state matura. This would be helpful to making an informed decision on future education.

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: The HEI has developed tools for gathering and analysing information on students' progress. However, there is a relatively high rate of student drop-outs during the first year. In part this seems due to students that only enrol to obtain student card and other benefits. However, a low level of prior education of some students also seems to play a role in this. Considerable differences in the level of previous knowledge among first-year students can be observed.

Recommendations for improvement: Information provided in tables 3.4 and 3.5 of the Analytical self-evaluation report should be updated. Expert panel recommends implementation of propaedeutic courses in specific subjects for first-year students with a low level in these areas of knowledge to reduce drop-out rate.

Quality grade: Satisfactory level of quality

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

Analysis: The HEI ensures student centred learning. This is especially the case for working part-time students. The HEI adapts class and exam schedules to be performed outside the students' work time. Through practical examples and seminars teachers encourage students and train them in practical research and team work. Entering classes it was noticed that the HEI is using a smart board which is a good example of modern teaching. Also, the teaching methods are adapted to individual students' needs. As an example examination terms have been adapted for pregnant students.

Recommendations for improvement: Student centered learning could be further improved through specific seminars on teaching abilities for teachers.

Quality grade: Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis: The HEI ensures student-centred learning. This is especially the case for working part-time students. The HEI adapts class and exam schedules to be performed outside the student's work time. Student support is provided by the mentoring system provided by teachers and functional procedures of student's career guidance. No specific courses for incoming students with lower level of knowledge are provided. The HEI provides scholarships for high grade students. Availability of library and administration staff has been improved.

Recommendations for improvement: According to students' suggestions a "senior" student mentoring programme should be introduced. Mentors should be awarded to students by the institution, for example, by including his/her name in the diploma supplement. Implementation of propaedeutic courses in specific subjects for the first-year students with low level in specific areas of knowledge to reduce the drop-out rate (see also recommendation in 3.2.).

Quality grade: Satisfactory level of quality

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

Analysis: The HEI gives support to students from vulnerable groups. Housing facilities for students from low-income families have been established and exams are adapted in case of illness or pregnancy. No specific monitoring programme for vulnerable and underrepresented groups has been established.

Recommendations for improvement: Choose a person specifically assigned as a contact for vulnerable and underrepresented groups of students and put the contact details on the website. Develop a short document for attendance of vulnerable and underrepresented students.

Quality grade: Satisfactory level of quality

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

Analysis: Gain of international expertise is documented by a fully established Erasmus exchange programme and multiple interinstitutional agreements. Student satisfaction with Erasmus facilities is high. Further increase in the number of outgoing students is hampered, in part, by the time limitations of working part-time students, but probably also by a certain lack of student's confidence to go abroad, in some cases.

Recommendations for improvement: Improve language competences of students and encourage Erasmus stays abroad for local students by increasing the number of specific seminars to present advantages of these stays (including students and alumni with Erasmus experience).

Quality grade: Satisfactory level of quality

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

Analysis: The KCA offers good infrastructure for external practice of foreign students. However, only a single incoming student was registered at the institution. Poor information in English on the KCA facilities for foreign students on the website in English, difficulties in housing for foreign students and language barriers, and a lack of modules regularly taught in English seem to be the most important reasons for this.

Recommendations for improvement: Promote KCA for foreign Erasmus students through the website in English including information not only on courses and practical facilities, but also housing facilities in the town and attractive sights and leisure facilities in the region. Increase the use of English in all institutional affairs. Establishing social network sites such as Facebook, Instagram with attractive information for foreign students. Introduce more cross-border projects (for example with Slovenia and Hungary).

Quality grade: Minimum level of quality

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

Analysis: The HEI provides clear, published criteria and tools used for the evaluation and assessment of the students. The Expert Panel had access to different exams of students with different grades and evaluations shown are consistent with the criteria. Support for teachers is being supplied by a workshop on evaluation methods. Evaluation of grading is not implemented.

Recommendations for improvement: A method for the evaluation of the grading system should be implemented.

Quality grade: Satisfactory level of quality

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

Analysis: After checking the diploma supplements, the members of the Expert Panel recognized that the description of diploma supplements concerning the granted title was not clear and easily comparable to international standards.

Recommendations for improvement: Revise diploma supplements according to international nomenclature. It will be helpful to get international recognition and job opportunities abroad.

Quality grade: Minimum level of quality

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

Analysis: The HEI provides data on employment of students in table 3.7. Employment rate is stable but could be further improved, especially regarding employments outside the region on the national and international level.

Recommendations for improvement: High-quality workshop providing tools (CV writing, motivation letters, recommendation letters, preparation for employment interviews and tests) for active and effective employment search should be organized by the HEI to further improve chances for employment, especially outside the region.

Quality grade: Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis: The current teaching capacities of the HEI are satisfactory for the delivery of the current study programmes. However, the present number of teachers and their workload does not allow the implementation of further learning facilities which are highly recommended for improving students' competences, such as introducing preparatory courses for levelling up first-year students, introducing fundamental concepts in modern genetics, and increasing the number of English conversation seminars. Moreover, the average age of the teaching staff is considerably high, which makes it urgent to include new, young persons both at the assistant and professor level for, at least, maintaining the teaching capacity in the near future.

Recommendations for improvement: Establish an analysis of the teaching capacities and requirements for the next five years considering the age of the teaching staff and the future teaching necessities (propaedeutic courses, principles of Genetics, Statistics, English conversation). Elaborate a strategic plan to present to the Ministry. Within the present teaching capacities try to implement English in seminars and introduce principles and technics of modern genetics within the current study programmes.

Quality grade: Satisfactory level of quality

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

Analysis: The KCA employs external associates with satisfactory, but diverse level of quality in terms of professional and scientific experience. Educational level and scientific production (publications, projects) of external teachers is variable. Teacher recruitment procedure is established and transparent.

Recommendations for improvement: It is recommended that external associates get opportunities and encouragement for Erasmus stays for receiving additional education and development abroad. The HEI should provide encouragement for external associates to publish more scientific papers in national and international scientific journals. Selected external associates must be known in science and profession.

Quality grade: Minimum level of quality

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

Analysis: Teacher recruitment procedure is established and transparent. Evidence is provided in the rulebook on organisation of work and working positions at the KCA authorized by the Ministry. Vacancies are published locally and abroad. Selection criteria follow legal rules. For assistant selection, additional criteria established by the professional council have been elaborated.

Quality grade: High level of quality

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

Analysis: The re-appointment procedure is based on objective and transparent procedures. Consulted teaching staff was satisfied. However, the Expert Panel considers that objectives for teacher advancement are not clearly defined and that there is a poor awards system for teachers with higher dedication to research projects and with good publication records. The number of papers in the last five years that are considered for the appointment to grade (Table 4.4) largely differs among teachers (from 0 to 29). In addition to the observation gained during the Expert Panel's visit that not all teachers have provided their information to the database used to compile table 4.4, the fact is that there are some teachers without or with a very low scientific activity.

Recommendations for improvement: Excellence indicators must be further clarified, and the institution should draw up a rulebook on the progress of scientists. An award system for teachers with excellent projects and publications should be defined to encourage the teachers' scientific activities. Appointment of a responsible person for checking that all teachers are uploading their scientific CV (publications, projects, etc.) to the database is recommended.

Quality grade: Satisfactory level of quality

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

Analysis: The HEI supports teachers in their professional development settling the costs for their doctoral studies and providing financial support for research not fully covered by scientific and professional projects. A further example for support of teachers in their professional development is an annual allowance of € 1000 for attending conferences provided by the HEI.

Quality grade: High level of quality

4.6. 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: The entire teaching and research infrastructure is adequate to ensure the learning outcomes. Available resources have been allocated to acquire research equipment, and the laboratory and field facilities are very good. The IT service is adequate.

Recommendations for improvement: The responsible Ministry should supply stable funding for continuous access to scientific databases (Thomson Rheuter's Web of Knowledge and/or Scopus).

Quality grade: High level of quality

4.7. 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 HEI library has an adequate number of books, but the library space could be improved. The recommendation in the former evaluation to extend the opening hours has been fulfilled.

Recommendations: The responsible Ministry should supply stable funding for continuous access to scientific databases (Thomson Rheuter's Web of Knowledge and/or Scopus).

Quality grade: Satisfactory level of quality

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

Analysis: The Expert Panel received full information on the management of financial resources. The provided budget documentation demonstrates that the HEI manages its financial resources reasonably well. Own resources are invested both to improve teachers' competences (e.g. the payment of Ph.D. tuition fees; attendance to conferences) and HEI's materials and infrastructure for research and learning (research equipment, reading materials, IT equipment).

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: The KCA is a professionally-oriented HEI. As such, professional education of students is its major objective and task. Nonetheless, all teachers should also be highly committed to achieving high quality and quantity of professional and scientific research. As can be seen in the information provided in the Analytical self-analysis booklet (Tables 5.1 to 5.5) the participation in professional or commercial projects is good. Two ECOTOP projects, the Hungarian-Croatian crossborder projects, and the project of agrorural tourism, among others, (Table 5.3.b) deserve special mention. However, the scientific productivity at the KCA is scarce in terms of scientific publications. On a five-year basis the number of publications per teacher is only 0.37 and 0.45 for publications in the highest category and other publications, respectively. Slightly better is the ratio for peer-reviewed publications related to conferences (ratio 0.46); this better index seems to be a consequence of the good practice of the HEI to provide € 1000 per teacher to attend conferences. Overall, the scientific impact of the HEI is too low. There were only 63 citations of publications of the HEI in WoS and the h-index is really low (h= 5).

Recommendations for improvement: Higher scientific and professional research activity should be encouraged by an award system. At the HEI level this could be done immediately, but financial resources are not available for such purposes. In the longer term, both at the HEI and the Ministry level, a system allowing compensation between teaching and research tasks should be designed. Such a system would allow teachers with higher research activities to reduce lecture hours, while teachers with low research activities would have higher dedication to teaching tasks. The rulebook on rewarding KCA employees, that the HEI has started to elaborate, must be concluded and approved urgently.

Quality grade: Minimum 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 KCA should be the reference point in the region for the improvement of both agricultural production and professional know-how. Good initiatives are the Agroincubator and the organization of the “Grassland days”. However, the number of studies elaborated at the KCA is rather low. The participation in international projects is scarce and limited to the local environment (only two projects with foreign participation; Croatian-Hungarian cross-border). There were no patents in recent years. The involvement of KCA’s teachers in professional public and private advisory

boards is not well documented. Organisation of knowledge transfer is not clearly explained. The way of monitoring needs of society is not well developed.

Recommendations for improvement: The HEI should elaborate an action plan for improving participation of the KCA both in cooperation with the industry and with professional organisations and advisory boards. Knowledge transfer should also be enhanced through specific workshops presenting new knowledge and technologies to farmers and the agroindustry. Continuously inform the public about the operation of the HEI (open doors days; half an hour broadcast with the HEI on the local radio or TV station; Round table with local stakeholders or farmers).

Quality grade: Minimum 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: Evidence for regional and national achievement is the Ministry of Entrepreneurship and Crafts award to the business plans of students of the KCA now working on their own farms. No international awards were obtained. Only 11 teachers are enrolled in scientific and professional associations, mostly of national character. Participation in international associations or leading function within national associations is scarce. Teachers mostly attend national conferences.

Recommendations for improvement: Teachers should be encouraged to participate in international professional associations and international conferences to elevate their scientific standard and boost the international visibility of the HEI. One of the ways to achieve this could be by linking part of the financial support for attending conferences to the obligation to attend at least one international meeting every two or three years. English language competences of part of the teaching staff needs to be improved. On a regional level the know-how of the HEI and the transfer of knowledge to companies and farmers should be made more visible by printing brochures, improving the website (also in English) and participation in social media.

Quality grade: Minimum level of quality

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

Analysis: The KCA promotes participation of students in HEI projects and uses research equipment for training of students. A low number of students are actively participating in research projects. Examples are the project on taxonomy, ecology and use of carob and laurel, the project on revitalisation of an ancient vine cultivar, and the national bank of plant genes. Students at the HEI develop graduation and master theses; only a reduced number of these have been developed within the frame of research projects (see table 5.4.1. of the Self-Evaluation Report). A significant number

of students have participated in scientific meetings and/or have co-authored scientific papers. Several prizes have been won by KCA students due to their research participation in the HEI's projects.

Recommendations for improvement: Students' participation in research projects should be encouraged through better publicity of the research projects on the website and the social media. Increasing the number of research projects is recommended. To improve the impact of professional and scientific activities of the HEI's teaching quality the research activities of the teachers must be increased (see point 5.1).

Quality grade: Satisfactory level of quality.

APPENDICES

1. Quality assessment summary

2. Site visit protocol

<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

<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
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.		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, clear, 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 guarantees the issuance of Diploma Supplements and adequate qualification information.		X		
3.10. The higher education institution is responsible for 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. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment.				X
4.4. Teacher advancement and re-appointment is based on objective and transparent procedures.			X	
4.5. The higher education institution provides support to teachers in their professional development.				X
4.6. 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
4.7. 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	
4.8. 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	

Reakreditacija Visokog gospodarskog učilišta u Križevcima / Re-accreditation of Križevci College of Agriculture

PROTOKOL POSJETA / VISIT PROTOCOL

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

Agencija za znanost i visoko obrazovanje/Agency for Science and Higher Education
Adresa/Address: Donje Svetice 38/5, Zagreb

11:00 – 13:00 Edukacija članova stručnog povjerenstva – kratko predstavljanje Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj, upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete i pisanjem završnog izvješća / Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia, introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report

13:00 – 13:30 Ručak/Lunch

13:30 – 15:00 Priprema povjerenstva za posjet Visokom gospodarskom učilištu u Križevcima (rad na Samoanalizi)/Preparation of the expert panel members for the site visit (working on the Self-evaluation)

15:15 Polazak za Križevce, organizirano kombijem / Departure for Križevci, organized by van

Hotel u Križevcima / Hotel in Križevci

17:15 – 19:30 Nastavak priprema povjerenstva za posjet Visokom gospodarskom učilištu u Križevcima (rad na Samoanalizi)/ Continuation of preparation of the expert panel members for the site visit (working on the Self-evaluation)

Utorak, 16. siječnja 2018./
Tuesday, 16th January 2018

Visoko gospodarsko učilište u Križevcima / Križevci College of Agriculture
Adresa/Address: Milislava Demerca 1, Križevci

9:00 – 10:00 Sastanak s dekanicom, prodekanicom i tajnicom dekanice (*bez prezentacija*) / Meeting with the dean, vice dean 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 – 11:45 Sastanak članova Stručnog povjerenstva (***Analiza dokumenata***) / Internal meeting of the panel members (***Document analyses***)

11:45 – 12:30 Sastanak s pročelnicom Odjela za stručne studije i pročelnicom Odjela za specijalističke studije / Meeting with the head of Department for bachelor study programme and the head of Department for specialist graduate study programmes

12:30 – 13:30 Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećem položaju) / Meeting with full-time employed teachers (open meeting)

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

15:00 – 16:00 Sastanak sa studentima (otvoren sastanak za sve studente) / Meeting with students (open meeting)

16:00 – 17:00 Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica/poslodavci, stručnjaci iz prakse, organizacijama civilnog društva / Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations

17:00 – 18:00 Sastanak članova Stručnog povjerenstva (***Analiza dokumenata***) / Internal meeting of the panel members (***Document analyses***)

Hotel u Križevcima / Hotel in Križevci

18:45 – 20:30 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 – 9:45 Sastanak s alumnijima / Meeting with the alumni

9:45 – 10:30 Sastanak s vanjskim predavačima / Meeting with external lecturers

10:30 – 10:40 *Sastanak članova Stručnog povjerenstva / Internal meeting of the panel members*

10:40 – 12:10 Obilazak Visokog učilišta (knjižnica, uredi studentskih službi, laboratoriji, praktikum, radilišta i učionice) i prisustvovanje nastavi / Tour of the college (library, student services, laboratories, work facilities, classrooms) and participation in teaching classes

12:10 – 13:00 Sastanak s predstavnicima Visokog učilišta o mogućim otvorenim pitanjima (prema potrebi – dekanica, prodekanica, nastavnici visokog učilišta) / Meeting with the representatives of the College on potential open questions (per request - dean, vice dean, teachers)

13:00 – 13:15 *Sastanak članova Stručnog povjerenstva / Internal meeting of the panel members*

13:15 – 13:30 Završni sastanak s dekanicom i prodekanicom / Exit meeting with the dean and vice dean

13:45 – 15:00 Povratak za Zagreb (organizirano kombijem) / Return to Zagreb, organized by van

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

Hotel u Zagrebu / Hotel in Zagreb

9:00 – 12:30 Sastanak Stručnog povjerenstva - Izrada nacrtu 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

12:30 – 13:45 Ručak / Lunch

13:45 Nastavak rada na nacrtu završnog izvješća / Continuation of work on final draft report

SUMMARY

The higher education institution has a fully established internal quality assurance system in accordance with the ESG requirements. The HEI effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination. A new Ethical Code is under elaboration. Activities of KCA are transparent, public and subjected to external evaluation and assessment. In general, the objectives of the study programmes are aligned with the mission of the HEI. In view of the fact that agricultural biotechnology is an important mission of the HEI, the basic principles of modern genetic concepts are poorly represented in the study programmes. The study programmes provide language classes of different levels. Nonetheless, many students seem to have little practice in applying the knowledge in conversation. Evidence of the achievement of learning outcomes is assessed through adequate evaluation systems. The revision of the study programmes is done considering students' and stakeholders' feedback. The ECTS allocation in general is adequate, but considerable differences among modules occur. Profession-oriented students' practices are excellent with well-equipped laboratories and field facilities. The admission criteria are well defined and consistently applied. There are considerable differences in the levels of previous knowledge among students. This contributes to a relatively high rate of students' drop-outs during the first year. The HEI ensures student-centred learning, especially for working part-time students. The HEI gives support to students from vulnerable groups. The KCA offers excellent infrastructure for external practice of foreign students. However, the number of incoming students is low. Language barriers seem to be the most important reasons for this. The HEI provides clear, published criteria and tools used for evaluation and assessment of students. The description of diploma supplements is not clear and it is difficult to compare it with the nomenclature of international standards. Employment rate is stable but could be further improved, especially outside the region. Teaching capacities of the HEI, at present, are satisfactory for the delivery of the study programmes. However, the current workload of the teaching staff is too high to allow implementation of further learning facilities which are highly recommended for improving students' competences. Moreover, the average age of the teaching staff is high, which makes it urgent to include new, young staff. The entire teaching and research infrastructure is adequate to ensure the learning outcomes. The HEI manages the financial resources reasonably well. The HEI actively participates in commercial and professional projects. However, its scientific productivity and international impact are scarce. Recognition of professional and scientific achievements is rather low and limited to the region. There is a low participation in professional organizations and forums, especially at the international level. Students' participation in projects is supported by the HEI. Students elaborate practical scientific graduate and master theses and a significant number of students

participate in conferences and as co-authors of papers. However, the improving of teaching through professional and scientific activities is hampered by the low research activities of many staff members.

We can be very satisfied with qualification level of KCA teachers. Out of 34 full-time employed teachers and assistants, eighteen are doctors of science and six are masters of science. Thirteen teachers are elected as College professors, six in permanent vocations, and some are currently undergoing election procedure to that particular vocation. There are fifteen senior lecturers and only two lecturers.

KCA has a strategic programme of scientific research and all necessary resources for doing research. Therefore, KTC meets minimal conditions for being listed in the Register of Scientific Organisations in the biotechnical field.