



**REPORT
of the Expert Panel
on the
RE-ACCREDITATION OF
Zagreb Police College**

**Date of the site visit:
19th-20th May 2014**

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INTRODUCTION

This report on the re-accreditation of Zagreb Police College was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

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

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

The report contains:

- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the Expert Panel were:

- Prof Eleanor Gordon, University of Leicester, United Kingdom (chair of the Expert panel)
- Prof Christian de Valkeneer, Catholic University of Leuven, Belgium
- Prof Zlata Đurđević, Faculty of Law, University of Zagreb, Croatia
- Branka Obradović, Faculty of Law, University of Zagreb, Croatia, student member

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

- Marina Matešić, Agency for Science and Higher Education, Croatia
- Iva Žabarović, Agency for Science and Higher Education, Croatia
- Mina Đorđević, Agency for Science and Higher Education, Croatia
- Gordana Cukar, Agency for Science and Higher Education, Croatia, interpreter

- Lida Lamza, Agency for Science and Higher Education, Croatia, report translator

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

- The Management
- The Working Group that compiled the Self-Evaluation
- The students, i.e., a self-selected set of students present at the interview
- The Assistant Dean for Study Programmes
- The teachers and Heads of departments
- The Assistant Dean for Research, Development and University Studies and the Head of the Police Research Centre.

The Expert Panel also had a tour of the facilities, library, practicum rooms and crime investigation labs, student register desk, and the classrooms where they held a brief question and answer session with the students who were present.

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

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

1. **issue a confirmation** to the higher education institution, which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,
2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or
3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution the letter of recommendation may include the suspension of student enrolment for the defined period.

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

Short Description of the Evaluated Institution

NAME OF HIGHER EDUCATION INSTITUTION: Zagreb Police College

ADDRESS: Avenija Gojka Šuška 1, 10000 Zagreb

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Joško Vukosav, Ph.D.

ORGANISATIONAL STRUCTURE: The Police College, and the entire Police Academy of which the College is a part, is an organisational unit of the Ministry of the Interior, within the Police Directorate as its directly superior organisational form. The Supervisory Board with five members plays a supervisory and managerial role on behalf of the Ministry as the founder. The Teachers' Council of the Police College, comprising of teaching staff and student representatives, also take part in decision making on professional issues. The Teachers' Council of the Police College has 30 members and two student representatives.

LIST OF STUDY PROGRAMME

- professional undergraduate graduate study programmes in Criminal Investigation
- professional graduate study programmes in Criminal Investigation

NUMBER OF STUDENTS

- part-time: 857
- full-time: 119
- final-year: 421

NUMBER OF TEACHERS

- full-time: 27

NUMBER OF SCIENTISTS

- doctors of science: 12
- elected into scientific grades: 4

TOTAL BUDGET (in kuna): (unknown)

MSES FUNDING (percentage): 0

OWN FUNDING (percentage): Ministry of the Interior 100%

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The Police College has been operating as an organisational unit of the Ministry of the Interior ever since its foundation. Organising and implementing higher education, primarily for the needs of the police, has been its first goal. The beginning of higher education of the police force dates back to 1971, when the Ministry of the Interior founded the College for Interior Affairs and enrolled its first students.

In 1990, when all the preconditions for the College operation were met, the College for Interior Affairs was renamed the Faculty of Criminal Sciences, which had two levels of degree programmes: Interior Affairs Degree Programme and Interior Affairs Diploma programme (university level diploma degree based on a contract between the University of Zagreb and the Ministry of the Interior). University-level programme in Crime Investigation was offered from 1999 to 2003. The Faculty of Criminal Sciences was soon renamed the Police College, and in 2005 with the introduction of Bologna reform, the Police College started offering present study programmes: professional undergraduate course in Criminal Investigation in duration of three years, awarding 180 ECTS upon completion, and the professional graduate course in Criminal Investigation in duration of two years, awarding 120 ECTS points upon completion.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. **A Unique and Important Institution.** The Police College is a unique and important educational institution that delivers undergraduate and graduate degree courses in criminal investigation for serving police officers within the Republic of Croatia, and thus provides a valuable service to society.
2. **Quality Teachers.** There is a good teacher-student ratio within the Police College (1:17 in 2012/13) and an impressively high proportion of teachers who have excellent academic credentials in the form of PhDs. The quality of (full-time) teachers and (part-time) guest lecturers is also good.
3. **Good Facilities.** The Police College has good facilities: the campus is spacious and has a large number of classrooms fit for different purposes. There are also good living accommodation facilities as well as dining and recreational facilities. These facilities combine to create conditions conducive for study and relaxation, although more resources need to be allocated to the library and laboratories.
4. **Discipline and Ethics.** The Police College has taken robust steps in response to allegations of plagiarism, including disciplinary action and introducing new mechanisms and processes to limit the likelihood of plagiarism being conducted and evading detection.
5. **Research potential.** The number of teachers who possess expertise, practical experience as well as academic credentials is impressive. There is significant potential for a significant volume and quality of research should teachers be provided with the encouragement and support to do so (not least by reducing norm hours and recognising achievements of those engaged in research projects).

DISADVANTAGES OF THE INSTITUTION

1. **Scientific Output.** There is insufficient scientific output in the form of engagement in research and publication of papers in prestigious scientific journals, and inadequate encouragement, support and provision for staff to

engage in scientific research. While there have been commendable recent efforts to establish a Research Centre and develop a research strategy, these plans need to be expeditiously implemented and require the full support of the College and Ministry. The research vision also needs refining in accordance with any change in the mission of the Police College and is recommended to be adjusted to reflect a more focused and scientific engagement with the role of police in society. It is recognised that the limited scientific output is, in large part, due to the unique status of the College as part of the Ministry of Interior and its requirement to respond to the needs of the Ministry. If the College is to maintain a scientific character, it is imperative that it engages in activities beyond responding to the educational needs of police officers, namely that it comprehensively engages in research and other scientific endeavours. In order to do so it, the Institution requires the support of the Ministry and relative autonomy in so far as its scientific endeavours are concerned. The Ministry and the College need to encourage and enable staff to engage in research, including reducing the teaching workload where necessary and commending good performance.

2. **International Projects.** There is insufficient engagement of staff in international projects, and lack of support, encouragement and recognition for staff to do so. As mentioned above, the unique status of the College has tended to focus activities on the educational needs of its student police officers, at the expense of engagement in international projects and other endeavours. The College needs to prioritise engagement in international projects, and provide encouragement and recognition for staff who engage in such projects. In order to do so, the College requires the full support of the Ministry of Interior.
3. **International Mobility.** There is currently no provision of courses in the English language and courses that would appeal to a more global audience, which would encourage teachers and students from abroad. Likewise, other than study visits, there is currently no opportunity for students to undertake part of their studies abroad. Plans to introduce courses delivered in the English language are commendable, and the Police College is encouraged to introduce these courses as soon as possible, not least in order to meet criteria for Erasmus membership. The Police College should also take steps to introduce courses with a more global appeal (also see point 5 below) and opportunities for students to fulfil part of their studies abroad.
4. **Regulation of teaching posts and promotion.** Due to the unique status of the teaching staff as employees of the Ministry of the Interior, the employment status of staff does not appear to recognise academic credentials. There also appear to be few opportunities for promotion. Combined with lack of encouragement,

support and recognition for staff to engage in research and other scientific work, these factors appear to undermine staff morale. Steps need to be taken in order to ensure the academic credentials of teaching staff are recognised and that their engagement in scientific work – and continuing to provide excellent tuition to students – is encouraged and rewarded.

5. **Narrowly Focussed Study Programmes.** While the focus on criminal investigation should equip students with a deep understanding of techniques and processes in this field, it will not equip students with the broad range of skills required of middle and senior management within the police service. The content of study programmes should be revisited and refined in order to reflect the skills required of police officers possessing specialist degrees, to include management, strategic planning, and policy development skills. With this in mind, current efforts of the College to revise study programmes on the basis of the requirements of police officers in lights of student surveys are to be commended. Study programmes should also incorporate more courses which analyse the role of the police in society, from a social science perspective, in order to broaden the academic content of the study programmes and develop students' analytical and critical thinking skills. These developments would also benefit future students who come from the civilian sector or outside of Croatia. These developments would also resonate with a more developed research profile. In order to ensure that future study programmes are able to be effectively delivered, it is also important that the College has and utilises an enhanced budget for library resources and laboratory equipment; indeed, current students and staff would also benefit from better library resources and laboratory equipment.

FEATURES OF GOOD PRACTICE

1. The management of the Police College has undertaken considerable work of late to determine how best to restructure and develop the study programmes in order to best meet the needs of the students. This work has manifested itself in a large number of decisions concerning restructuring and developing new programmes, notably decisions to: establish three Chairs and a Research Centre; develop a research profile; enhance the quality of the study programmes provided in order to equip students with the skills required of police officers; engage in more activities that would facilitate the international mobility of students and staff, principally the provision of courses provided in the English language. These decisions require expeditious implementation and, thus, support from the Ministry of Interior.

2. The Police College utilises the expertise of a large number of guest lecturers who have extensive and specialist experience in core areas addressed by the study programmes. The College's efforts to ensure the needs of the students are met and the teaching is of the utmost quality are to be commended.
3. Likewise, the quality of the full-time teaching staff is excellent, not least in terms of their academic credentials and as garnered from the site visit and student surveys.
4. Similarly, delivery of different types of teaching (lectures, laboratory work, practical exercises and so on) is commendable.
5. Despite limited independence and an environment that does not appear to encourage or recognise research scientific endeavour, the large number of papers published by teachers in the College (primarily in applied, rather than scientific, journals) is impressive.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- The strategic goals and operational plan contained within the 2013-2015 Strategic Plan require further refinement, specificity and detail.
- There need to be formal monitoring mechanisms established to ensure implementation of the strategic plan is regularly reviewed and action taken to expedite implementation where necessary.
- Some autonomy needs to be granted to the College, not least in order to enable it to fully develop its character as a scientific institution.
- The College requires support from the Ministry, or sufficient autonomy from it, in order to implement recent decisions to restructure, enhance the quality of the courses provided, and engage in research and other scientific endeavours domestically and internationally.
- Recent decisions to appoint three Chairs, establish a Research Centre and develop the research profile of the College are in need of expeditious implementation and support by the Ministry of Interior.
- Care should be taken to ensure the appointment and responsibilities of the Chairs are in accordance with strategic plan and the character of the College as a scientific institution.

- Processes need to be in place which would enable staff to engage in research activities and commend good performance (reducing teaching workload, for instance).
- Processes need to be in place to better motivate staff, ensuring recognition of academic credentials and (teaching and research) performance and enabling career progression (promotion).
- The study programmes need to be developed in order to better meet the skills and knowledge required of police officers who attend the College (to include courses in management, strategic planning, and policy development, for instance) and to provide students with an understanding of the role of the police in society developed through engagement in academic debates, which would also most likely appeal to civilian and attract overseas students and teachers.
- Quality assurance processes are good, but consideration should be given to how data outside student surveys (such as staff self-evaluations and management appraisals) could be utilised.
- Decisions of the Committee for Advancement and Quality Assurance in Education need to be supported and implemented without further delay.
- The Committee for Advancement and Quality Assurance in Education should meet regularly and receive the support it needs to function and ensure its recommendations are addressed.
- Staff needs to be supported and encouraged to engage in research. Also, mechanisms need to be in place in order to monitor research activities and identify ways in which output can be enhanced.

2. Study Programmes

- In the next five years, the study programmes must be redesigned to a more modern approach of the police function. Today, the programme is too focussed upon criminal investigation, which is only one part of the police activity. Furthermore, the Police College prepares future police superintendents, while investigation is mostly conducted by police officers or sergeants. Today, in occidental society, a superintendent must be able to manage a group of police officers and to develop comprehensive and integrated security and prevention programmes in the large sense of the word – social and urban environment, police strategies, social actions - and prosecution.
- More courses on police sociology (analyses of the different types of strategies and evaluations of the efficacy of them), criminology and prevention of criminality should be integrated in the programmes.

- It is also important to give better training in social science methodology to better prepare students to adopt a more scientific approach to questions concerning security.
- The management of the police organisation should also occupy a bigger place in the study programmes to prepare students to be able to fulfil and understand all functions and roles within the police.
- The students should also be trained in working in professional networks with other professions. This ability is increasingly important today in the field of security where people from different sectors must collaborate.
- The study programmes should be renamed to reflect this changing approach towards the content and objectives of the programmes (possibly undergraduate and graduate in internal security).
- The library must be developed to offer more resources (more books and journals on police sociology and criminology) to the students and to better translate the changing content and aim of the programmes, as recommended above. The access to databases must be improved.
- E-learning should be developed. It is very appropriate, given the student demographic of adult students, particularly those employed within the police as well as many having families: it would better enable combined study and professional activities. It enables students to better manage their training. It is also an opportunity to develop another kind of pedagogy based more upon the individual work of the students. E-learning should be combined with a better access to online information.
- The study programmes should integrate training periods outside the police (in sectors such as justice, social service, prison, rehabilitation or others organisations concerned with security in the large sense of the word). This kind of training improves the ability of students to entertain contact with other professionals, to better understand their own approach and to be able to cooperate more effectively with them.
- The dissertations of the students should be more oriented to a scientific approach of the questions of security as a whole. The students must be encouraged to develop empirical and evaluative research.

3. Students

- Objective criteria on which the superior officers give permission should be put in place, or at least admission criteria should be stricter to ensure that only the best candidates get accepted.
- Serious analysis of the drop-out rate should be conducted and additional support given to the part-time students.

- Office for psychological counselling needs to be established that would provide guidance for students.
- The Institution needs to implement their plan on collecting data from former students and founding the alumni club.
- Quality of provided information and more frequent update the website of the Institution are needed.
- Feedback on the student survey results and improvement measures needs to be ensured.

4. Teachers

- The Police College should valorise research activities and other activities that would enhance the quality of the teaching. In the total workload of the teachers, besides the teaching, a part of the time should be reserved for these kinds of activities. The research activity must be taken in account for the evaluation of the teachers.
- The Police College should establish Departments in the next five years in order to promote teachers' specialisation and to encourage scientific research in the different areas taught.
- Two likely developments over the coming five years require attention: the increase of the amount of students and the number of teachers who will probably retire from the Police College. If the growth of students continues, it will be necessary to conduct a recruitment campaign, but recruitment will be difficult given the specialisation required. However, an opportunity could arise if the Police College reoriented training to the broader field of security.
- The Police College must develop more co-operation with universities in Croatia and abroad in order to facilitate exchange of teachers and competences.

5. Scientific, Research and Professional Activity

- In order to keep its status as a registered scientific institution in the Republic of Croatia, the institution should produce by the end of this year a substantive and detailed strategic research agenda.
- The research agenda should include the main scientific subjects to be researched, the respective scientific projects and their objectives, the persons responsible for the specific scientific projects or tasks, the period of research, the results of research that should contribute to knowledge and development of police education and work in practice.
- The mechanism for monitoring, evaluation and review through defined performance indicators should be set up and implemented.

- The institution has to identify strategic research collaborations, key partners and stakeholders.
- International staff mobility needs to be encouraged and obstacles in this field removed.
- The Institution has to increase the number of researchers with official scientific grade to at least 5.
- The profile of the researchers should be accommodated to the future profile of research agenda.
- An analysis should be undertaken of the scientific potential of the Institution, its position in the scientific and professional environment, and qualifications needed for the development in the specific scientific fields.
- Teaching loads should be reduced for members of staff that are doing research work.
- The Institution has to put effective mechanisms in place for recognising and encouraging excellence of its employees.
- The Institution should encourage and provide incentives and reward (financial, less teaching workload, more time for research, public acknowledgments) for doing scientific research, publishing scientific papers and working on scientific projects.
- The Institution should establish administrative support for application for and implementation of research projects.
- The position and advancement of employees within the Institution should be related to excellence and scientific productivity, not related to the political decision or personal relationship with the decision-makers.
- The criteria for certain position and advancement should be prescribed in advance, clear and announced publicly.
- The Institution has to set up necessary institutional preconditions to support, instigate and enable transfer of knowledge to the public and private sector and application of knowledge in its research and teaching activity.

6. International Cooperation and Mobility

- The College should broaden the focus of its study programmes to address issues beyond criminal investigation to include skills required of police officers in management roles (management, strategic planning, policy development, and so on) and to include more academic courses which address the role of the police in society. This would help to attract students from the civilian sector and overseas, as well as overseas teachers. It would also help ensure time spent abroad by students complements the programmes.

- The College needs to investigate opportunities with CEPOL (through the EXPRO exchange programme) and other ways in which students can complete part of their study programme abroad in recognition of the value this can have.
- The College needs to provide students with the information and skills (including language skills) to enable them to complete part of their study programme abroad.
- The College should investigate all opportunities of international cooperation and share that information with the staff.
- Teachers need to be encouraged and supported to intensify their international cooperation and mobility efforts. Such support should ensure teachers are equipped with the knowledge and skills in order to compete for international projects and appointments, cooperate with international partners, and teach/research abroad for part of their tenure. This could, thus, include the provision of information of international opportunities, language training and reduced teaching hours.
- The management should ensure that international cooperation and mobility efforts are coordinated, monitored and analysed, and in line with a strategic plan aimed at enhancing and capitalising upon these efforts.
- The College should have sufficient autonomy from the Ministry of Interior, and support where required, to enable it to intensify and continue efforts aimed at international cooperation and mobility.
- The College needs to expeditiously reapply to become a member of Erasmus, ensuring it meets membership criteria (i.e. the provision of courses in the English language).
- The planned courses to be delivered in the English language need to be introduced in the short term, the subject matter of which should also, ideally, appeal to a global audience.
- Key documents and policy that visiting and prospective students and teachers should be familiar with should be translated into English (and other languages, where appropriate).
- Consideration should be given to establishing a focal point responsible for international matters, whose portfolio could include co-ordinating activities aimed at attracting and receiving visiting students and teachers, as well as coordinating international cooperation and mobility efforts.
- The College needs to significantly increase its efforts to cooperate with other institutions within Europe and internationally.

7. Resources, Administration, Space, Equipment and Finance

- The Institution should establish administrative support for application for and implementation of research projects.
- Equipment and technology used in teaching support for students should be improved and renewed.
- The equipment, technology and technical support for research activities should be developed.
- The technology for library e-resources should be further improved.
- The library should be updated with recent scientific books from the field.

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

Institutional management and quality assurance

1.1 The management of the Police College has developed a strategic plan (2013-2015, adopted on 19 December 2013) with the participation of teaching staff and students. The strategic plan contains strategic goals and an operational plan but they require further refinement, specificity and detail. There also need to be formal monitoring mechanisms established to ensure implementation of the strategic plan is regularly reviewed and action taken to expedite implementation where necessary. It is recognised that the strategic plan of the College needs to be in harmony with the strategic plan of the Ministry of Interior. Nonetheless, in order to fulfil its potential and retain the character of a scientific institution, it is imperative that some autonomy is granted to the College, not least in order that it is able to restructure, enhance the quality of the courses provided and, moreover, engage in research and other scientific endeavours domestically and internationally. Currently, the College's limited autonomy is preventing it from fully developing its character as a scientific institution.

1.2 The Police College has an organisational structure and processes, which are formalised in its legal documents and which are effective for delivering quality teaching to students. However, the organisational structure is not effective in enabling the College to fulfil its role as a higher education institution. In this regard, recent decisions to appoint three Chairs, establish a Research Centre and develop the research profile of the College are commendable. These decisions need expeditious implementation and support by the Ministry of Interior. Care should be taken to ensure the appointment and responsibilities of the Chairs are in accordance with strategic plan and the character of the College as a scientific institution. Processes also need to be in place which would enable staff to engage in research activities and commend good performance (reducing teaching workload, for instance). Processes also need to be in place to better motivate staff, ensuring recognition of academic credentials and (teaching and research) performance and enabling career progression (promotion).

1.3 All study programmes of the Police College are in line with the aim of responding to the needs of the Ministry of Interior with respect to the skills and knowledge required of the police officers who attend the College. However, the study programmes are not in line with the entire mission of the College as articulated in the strategic plan. The study programmes need to be developed in order to better meet the skills and knowledge required of police officers who attend the College (to include courses in management, strategic planning, and policy development, for instance) and to provide students with

an understanding of the role of the police in society developed through engagement in academic debates. Such developments would also appeal to civilian students and students from abroad, as well as potentially attract teachers from abroad – and thus potentially enhance international mobility.

1.4 The Police College has quality assurance policies and processes in place, which include collection and analysis of relevant data to ensure the quality of study programmes and teaching. This data primarily includes that obtained from detailed student surveys which, while impressive, could be complemented by more data formally and regularly obtained from other sources (such as staff self-evaluations and management appraisals). The Committee for Advancement and Quality Assurance has made a number of commendable recommendations recently which need to be implemented without further delay. Efforts also need to be made to ensure the Committee meets regularly and receives the support it needs to function and ensure its recommendations are addressed.

1.5 The Police College has mechanisms in place for monitoring and improving teaching quality. As noted above, these mechanisms primarily involve the regular use of comprehensive student surveys, which is commendable, but could be complemented by other means (such as staff self-evaluations and management appraisals).

1.6 The Police College does not have mechanisms in place for monitoring and improving research quality. Having recently defined a research strategy and concept, staff needs to be supported and encouraged to engage in research and mechanisms need to be in place in order to monitor research activities and identify ways in which output can be enhanced.

1.7 The Police College has a Code of Ethics of which all the students and staff are aware. A recent high profile case of plagiarism has enabled the College to demonstrate that it takes effective investigative and disciplinary action when such cases arise. Moreover, the College has now put in place a number of processes to ensure similar cases are less likely to arise and, should they arise, most likely to be detected. These processes include demanding final theses are submitted in electronic format, establishing a three-member panel to review theses at three separate stages of the drafting stage, and annually changing the scope of subjects upon which students can write their theses.

Study programmes

2.1 The Police College has developed different procedures to monitor and improve the quality of study programmes, especially:

- The Committee for Advancement and Quality Assurance in Education;
- The Teachers' Council of the Police College.

The Police College also takes account of the opinions of students and staff. The students regularly evaluate the teachers and the courses.

All the students are police officers with experience of the field. Part of them work part-time in the police during their studies in the Police College. They are also able to bring their own professional experience and knowledge to courses, thus enriching the study programmes.

Due to the specificity of the programme, there is no evaluation from the private sector. The feedback from the police and other public organisations does not seem developed.

However, in spite of these processes to monitor and improve the programmes, some books used by the students to support teaching are old (statistics 1994, criminalistics 1995). Furthermore, some students have expressed that the teachers were not very receptive to their remarks on the programmes.

2.2 and 2.3 The enrolment quotas are adjusted to the needs of the police and are fully in line with the institutional resources for quality teaching and pass rate analysis. The pedagogy is founded on relatively little groups of students (more or less 50 students) and guarantees a high pass rate. Furthermore, the Police College functions like a boarding-school and offers a very good standard of boarding to the students. An increase in the number of students could result in a decrease in the average grade and pass rates, and could negatively impact the good conditions of the living accommodation.

2.4 The Police College uses different instrument (web page, bulletin board) to disseminate information about the course programmes, notifications of activity, organisation of the Police College, and so on. For each course, there is a description of the content and learning outcomes or objectives. Further information on the course content and learning outcomes could be shared with students.

2.5 The full range of learning is assessed within the Police College. The Police College use different types of assessments: writing or oral examination, sometime both.

Progress tests are used for the foreign language courses. The special physical training courses require performing practical evaluations of competences and skills in each year. The assessment of the qualification level is appropriate with defined learning outcomes.

2.6 The allocation of ECTS conforms to the standards of other universities in Europe and reflects the workload of the students for social science courses.

2.7 According to the self-evaluation:

- the competences acquired by completion of the undergraduate professional study of criminal investigation are knowledge and skills which qualify for autonomous performance of tasks related to security, revealing, solving of crimes, prevention planning and crime combating, as well as specific knowledge and skills according to the orientation in the last year of study;
- the competences to be acquired upon completion of the specialist graduate studies of criminal investigation are knowledge and skills needed for doing one's job in the specialised narrower professional area, ability to independently identify problems and elaborate professional issues.

In other words, the aim of the programmes – undergraduate and graduate - is to train specialists in urban security to be able to develop a multidisciplinary approach to fighting criminality and the fear of crime. However, an analysis of the undergraduate and graduate study programmes shows that they are mostly based on criminal investigation, including essentially law matters and criminalistics. Criminal investigation is, however, only a part of the activities of the police. The police spend more and more time on prevention and the development of security programmes, including more than just law enforcement aspects. The content of the undergraduate and graduate programmes contains few courses in sociology, criminology and prevention. These two matters are very important in order to be able to develop a broad approach to urban security. The question of the evaluation of the police strategies do not seem to be examined in the currently available courses. Furthermore, final student theses are very practical and use very few scientific sources.

In the future, the programmes must evolve to be able to deliver broad training, not only based upon the criminal investigation but including other aspects of objective and subjective security. In this way, the programme must include training periods in different fields outside the police, such as justice administration, social services, probation, urban planning and so on.

2.8 The learning system is very classical like in a lot of countries in continental Europe - the most courses are delivered as lectures, and there is no system of e-learning

available. Nevertheless, for each course, the students receive a list of readings that are either required or recommended and a list of useful publications. Some teachers have written books used by students as course material.

2.9 The library is relatively poor and contains few books on police sociology or criminology. Few books are in English, while a great part of the scientific literature in this field is in English. There is no access to specialised search engines. The reviews are generally not complete; most of them stop after some years. The library includes few international reviews.

2.10 All the students are serving police officers. Some of them continue to work in the police or other institutions during their studies at the Police College. Consequently, they have the possibility to apply their learning to practice. A learning process with students coming from the practice is certainly an advantage and adds richness because it obliges the teachers to be more reactive and to adapt their courses to the reality of the field. It is unfortunate that the programmes do not include periods of external training in institutions outside the police (such as justice, probation, social service).

Students

3.1 Admission criteria and quotas are in order with demands and expectations for the applicant's future careers. It is not only the consequence of the quota prescribed by the Ministry of the Interior, which is the future employer of the graduates, but also evaluations that are carried out before the applicant is enrolled. They evaluate candidate's competences, taking into account that all of the applicants are already employed in the Ministry of the interior and also taking into consideration their previous academic success. One of the conditions is that the applicant has at least three years' experience in police duties, which contributes to quality of the applicants, but also limits access to civilians.

It should be taken into consideration that applicants need to get permission from their superior officers to enrol in the Institution, and that there are no prescribed objective criteria which the superior officer has to respect when giving such permission. Since there are no prescribed conditions, there is no way to establish that the best candidates were given the chance to enrol. To ensure the quality of the applicants, objective criteria on which the superior officers give permission should be put in place, or at least admission criteria should be stricter to ensure that only the best candidates get accepted.

The ratio of the full-time students and part-time students that finish within the time period of three years is disproportionate, due to the simultaneous engagement of part-time students at study and work. More effort should be put into attracting candidates to become full-time students, in co-operation with the Ministry of the Interior. It should be mentioned that not only do part-time students have a lower success rate than full-time students, but also that 30% of part-time students never finish the study programmes. There is no detailed analysis, or any procedures to determine the causes for such statistics. Serious analysis of the drop-out rate should be conducted and additional support given to part-time students.

3.2 Students have a wide choice of sports facilities on the Institution campus at their disposal. Some teachers also organise additional classes or extra-curricular activities to assist with learning or with the adoption of certain skills (martial arts, foreign languages, social skills). Also, there are student associations that they can join. Yet, students are not well informed about where the student associations meet, or that there are any. More effort could be put into informing students about the possibilities of joining student associations, for example via web page, bulletin board, or an organised presentation of all the student associations.

3.3 The Institution has appointed student supervisors per academic years to assist full-time and part-time students in both study programmes. Also, individual tutoring exists for the production of the final undergraduate and graduate theses. There is no established office for psychological counselling that would provide guidance for students. Since full-time students are living on the campus, away from their homes and families, and part-time students are simultaneously engaged at study and work that kind of counselling could be useful for both student categories. The Panel found that students also felt discouraged in asking for that kind of help.

3.4 Knowledge assessment is carried out through progress tests, tutorials and special activities during class, and especially through exams at the end of the semester which are oral and / or in writing. Except for teachers' office hours and e-mail correspondence, both of which have the potential of enabling students to resolve doubts and difficulties that they encounter during the mastering of teaching material, there is no teachers' feedback to students that aims at improving their learning. Students do have access to the written exam score and have the right to appeal against the decision concerning their assessment. The latter right has never been used, and that is partly a consequence of students' opinion that using that right would not be beneficial for them.

Having a feedback system in place would give students a better understanding of criteria that they are required to fulfil to pass the courses, but also give them confidence if they wished to exercise their right to appeal against their assessment.

3.5 The Institution has no alumni club and no system in place to maintain contact and collect any statistical data from former students. There is a detailed plan to collect data from former students, including students which dropped-out, in the coming years, but it is not implemented yet. This plan needs to be implemented fully so that the data collected could be used to improve study programmes and analyse statistics on the employment and professional achievements of former students.

3.6 The Institution informs prospective students about the content of the professional studies and specialist graduate study, admission requirements, study opportunities through their web page and bulletin board. Some part of the web site should be devoted to job opportunities if the Institution is to open up to civilian students. Also improvements of the quality of provided information and more frequent updating of the website of the Institution are needed. Students can also obtain information in person by addressing the staff of the Student Administration Office by e-mail, phone or in person.

3.7 Students have elected student representatives that participate in the Teachers' Council decision making. One of the student representatives is a member of the Ethics Committee and there is also one student representative in the Committee for Advancement and Quality Assurance in Education. In all of the mentioned College bodies, students have the possibility to give suggestions for improvement; they can also influence the decision-making and problem-solving processes on issues that concern them. Beside student representation, students can suggest improvements of various aspects of studying to the Committee for Advancement and Quality Assurance and also report on their problems to the newly elected student ombudsman. The student ombudsman was elected for the first time this year, so there is not enough information on efficiency as yet.

3.8 Students receive feedback on decisions made on the basis of their suggestions for improvement that they submitted to the Committee for Advancement and Quality Assurance. All other feedback on the decisions concerning their rights is given by student representatives through e-mail and student groups. There is no formal channel for student representatives to inform the whole student body on the decisions that concern them. Unfortunately, there is absolutely no feedback on student survey results. The Dean has special meetings with teachers that have received lower scores in student surveys, but no information is given to students on the survey results or the measures undertaken on the basis of those results. Students often find that after the surveys are undertaken nothing much happens, even if a certain teacher is graded relatively low.

A feedback system about the student survey results needs to be put in place and students need to be informed about the improvement measures undertaken. Also some

official channel of communication between student representatives and the student body needs to be provided by the Institution (e.g. special segment of the web page dedicated to students that is moderated by student representatives). These measures will contribute to the willingness of students to participate in student survey. Also, students will have more confidence in existing structures and feel more inclined to address them with their problems and ideas for improvement.

Teachers

4.1 The number of teachers is sufficient compared with the number of students: 31 full-time teachers and 29 external teachers for 951 students in undergraduate and graduate programmes. The College includes a large proportion of external teachers (half of the teachers). This large proportion is understandable given the specificity of the training and the need to integrate a practical dimension in the teaching. If the ratio between students and teachers is appropriate, two observations must be made. First, the student population has registered a big increase with 730 students in 2008 to 951 students in 2012 (30% increase). At the same time, the number of full-time teachers is static. If the increase will continue, it could produce an imbalance between full-time teachers and students. Another problem is the age of the teachers. The average age is relatively old and part of them are expected to retire from the College in the next few years. The College staff must be careful to replace the leaving teachers to prevent a poor teacher/student ratio. Care must also be taken to ensure these departures do not create a deficit of knowledge in the College in the next five years.

4.2 Teachers have the possibility to participate in different forms of training such as seminars, courses or conferences in different European institutions like de CEPOL (European Police College) or the Max Planck Institute in Freiburg. They can publish in the Journal of Police and Security, produced by the Police Academy.

Nevertheless, there is no system to formally encourage the growth of knowledge among the teachers. It is the same for the publication of papers in scientific journals or the development of own teaching material. Everyone is freely able to engage in training programmes or develop a scientific activity. However, there is no encouragement or rewards for this kind of commitment.

4.3 See answer at question 4.1.

4.4 Officially, the Police College encourages the professional development of the teachers, but has not really set up an organised system to promote such a process of

improving the qualification of the teachers. The lack of Departments with specialisation in the different fields being taught at the Police College results in a lack of stimulation for scientific research and development of competencies in these fields.

4.5 The assignment of teachers' workload does not include sufficient research activities. Research and others activities designed to promote the professional development of the teachers are insufficiently taken in account in the global evaluation of the workload. The Police College place too much emphasis on teaching activities. It is important to develop in the Police College a dynamic where research and teaching activities are strongly connected. In this regard, it is important to stress that more than the half of the teachers have written books used by students as course material.

4.6 Except some cases, the great majority of the full-time teachers have very few external commitments. As such it is considered that the work of the teachers at the Collage is not adversely affected by their external commitments.

Scientific and professional activity

5.1 The Institution has no strategic research agenda for past or future five years, although it has the Center for Police Research and scientific – research activities of the Police College.

The College has just adopted the decision that it will develop a strategic research agenda this year in the document called *The strategic program of scientific research of the Police College for the period of five years*. In this document, it is stated that one of the aims is to create the strategic document of scientific activity of the Institution for next five years. The presented strategic programme has detected five scientific themes that will be the focus of the future scientific research programme. These themes should be revised from the point of expanding the main subject of the research from criminal investigation to security and defence science. Also, it should not include only the title of scientific themes but a detailed programme of implementation, work-plan and special aims for every theme. Therefore, the content of the presented strategic programme confirms that the Institution has not yet developed a strategic research agenda but only has adopted a decision that it will produce a detailed and substantive programme of research for the next five years.

The recommendation is that the Institution should produce a substantive and detailed strategic research agenda by the end of the year, in order to keep its status as the registered scientific institution in the Republic of Croatia. The research agenda should

include the main scientific subjects to be researched, the respective scientific projects and their objectives, the persons responsible for the specific scientific projects or tasks, the period of research, the results of research that should contribute to knowledge and development of police education and work in practice. Also the mechanism for monitoring, evaluation and review through defined performance indicators should be set up and implemented.

5.2 The Institution has co-operation with other scientific and professional organisations in Croatia and abroad, mainly for education purposes and at the professional level. There is a scientific co-operation with other scientific organisations from Croatia and abroad, however these are particular endeavours of particular persons employed at the Police College (particularly one professor, Antoliš) in their personal activity and not on behalf of the Institution. The Institution is planning to work on a project in co-operation with other scientific organisations and it envisages that it will make agreements on co-operation with at least three similar high education institutions from EU states that will also include international scientific co-operation.

The institution has to identify strategic research collaborations, key partners and stakeholders. International staff mobility needs to be encouraged and obstacles in this field removed.

5.3 The Institution has 13 employees with PhD and 7 employees with a Master of Science degree. Among the full-time staff, the institution has no full-time professors, one associate professor and three assistant professors. Therefore, although there are employees who have the basic condition for attaining a scientific title, there are only a few of them that have received such a title. Also, there are employees that have proven their scientific potential by writing and publishing scientific papers and participating in scientific research of other domestic and international institutions as experts.

It can be concluded that according to Ordinance (Article 7/5) the Institution does not have the required number of 5 scientists because only 4 researchers have an official scientific grade, and only 3 of them in the social sciences. However, as the Institution has 13 employees with a PhD, it has the potential to fulfil that condition. Also, taking into account the number of researchers, the Institution has an adequate number of researchers for the implementation of its strategic research agenda. The Institution should also accommodate the profile of the researchers to the future profile of research agenda. The Institution has not made the analysis of the scientific potential of the scientific organisation and its position in scientific and professional environment. Therefore, there is no detailed analysis of qualifications needed for the development of the Institution in the specific scientific fields.

Teaching loads should be reduced for members of staff that are doing research work.

5.4 The Institution has presented 13 papers that researchers from the Institution have published in prestigious scientific journals or by prestigious publishers. However, not all of these papers are from the educational and scientific field of the Institution and some of them are conference proceedings and cannot be considered as scientific papers. Concerning the number of researchers and the period of evaluation of five years it can be concluded that the number of relevant six high-quality scientific papers can be considered as starting phase of contribution to scientific knowledge at the international level.

The Institution should encourage and provide incentives and reward (financial, less teaching workload, more time for research, public acknowledgments) in order to encourage its researchers to submit articles to prestigious high-ranking international scientific journals.

5.5 This criterion is not implemented and it is one of the major weaknesses of the Institution. The Institution is not recognising and does not encourage excellence in its employees. It has no reward system, no stimulation or advancement based on excellence and scientific productivity. The position of the employees within the Institution is not related to excellence or scientific productivity. Also, there are no sanctioning and threshold policies regarding these factors. This is due to the fact that the College is part of the Ministry of Interior and all its employees are officials of the Ministry of Interior. Despite this fact, the Police College is an educational and scientific institution that can fulfil its social and professional function in an adequate and effective manner only if it has teachers and researchers that are seeking excellence and permanent specialisation. Therefore, it is crucial that the Institution passes the Ordinance on additional minimal conditions for election in educational titles that will include the scientific productivity and participation in the scientific projects, as is envisaged in the presented strategic program. The position and the advancement of the employees should be decided upon in advance prescribed, clear and public criteria of excellence, activity and scientific productivity and not related to the political decision or personal relationship with the decision-makers.

5.6 The Institution has presented a high number of publish papers (278). However, most of them are not peer-reviewed scientific papers but professional papers or papers that have not passed peer review. The number of scientific papers is 36. However, it should be recognised that the Institution has its own journal with a high number of professional papers published in it from staff at the College. Therefore, the average number of papers per teacher is 3.3, which is very high number compared to other

educational institutions in Croatia. However, most of these papers are not scientific. This is also the consequence of neglecting and not promoting scientific research.

5.7 The Institution has 20 domestic and international projects. Only one of them is a domestic scientific project that is led by the researcher from the Institution. Four researchers are participating in the domestic scientific projects lead by the other institutions. The Institution has one professional EU project and is planning to apply for two projects from EU funds. One of their researchers is participating as an expert in foreign scientific projects. Also some researchers with scientific titles have run individual projects approved by the Ministry of Interior.

The low number of scientific projects is a consequence of neglecting, not promoting or encouraging scientific research or productivity within the institution.

5.8 As the Institution is not promoting any scientific research, has no research agenda, and is not taking care of its research potential, there is no technology transfer or transfer of knowledge to the public sector. Even on the level of education of the police officers in the Institution, there is a need to improve the transfer of contemporary and modern methodology and knowledge.

The Institution has to set up necessary institutional preconditions to support, instigate and enable transfer of knowledge to the public and private sector and application of knowledge in its research and teaching activity.

5.9 The institution does not pay attention to making additional earnings through its professional activities, services and counselling. Individual members of staff are teaching on other educational and scientific institutions, but this is not affecting their teaching obligations at the Institution. The Institution is not promoting research expertise that can result in giving the professional services and counselling to targeted stakeholders.

International cooperation and mobility

6.1 The College has recently decided to enable civilians to attend the study programmes it delivers. This is positive and the decision needs to be acted upon. Nonetheless, while the learning outcomes and course content remain wholly focussed upon the needs of the Ministry of Interior for its police officers, external students are less likely to apply for enrolment in study programmes without a strong indication of employment as a police officer upon graduation. This could be addressed by developing the research profile and complementary character of its study programmes to address

issues beyond criminal investigation to include skills required of police officers in management roles (management, strategic planning, policy development, and so on) and to include more academic courses which address the role of the police in society.

6.2 Currently students do not have the ability to complete part of their study programme abroad, although there is an increased opportunity since the College has become a member of CEPOL with the EXPRO exchange programme. The College needs to investigate these opportunities and other ways in which students can complete part of their study programme abroad in recognition of the value this can have. The College also needs to provide students with the information and skills (including language skills) to enable them to complete part of their study programme abroad. The College should also broaden the focus of the study programmes (as noted above – see 6.1, for instance) to ensure time spent abroad complements the programmes.

6.3 While steps have begun to be taken by the College to encourage international cooperation and mobility of its teachers, teachers need to be encouraged and supported to intensify their international cooperation and mobility efforts. Such support should include teachers are equipped with the knowledge and skills in order to compete for international projects and appointments, cooperate with international partners, and teach/research abroad for part of their tenure. This could, thus, include the provision of information of international opportunities, language training and reduced teaching hours. Moreover, the management should ensure that international cooperation and mobility efforts are coordinated and in line with a strategic plan aimed at enhancing and capitalising upon these efforts. The College also needs to ensure that international cooperation and mobility activities are monitored and analysed. The College should have sufficient autonomy from the Ministry of Interior, and support where required, to enable it to intensify and continue efforts aimed at international cooperation and mobility.

6.4 The Police College is a member of the European Police College/College Européen de Police (CEPOL) since the signing of the framework partnership agreement on 17 August 2013. This is to be commended as is the application to become a member of Erasmus in May 2013, which, unfortunately, was not successful (due to the lack of provision of courses in the English language). It is important that the College reapplies to become a member of Erasmus, ensuring it meets membership criteria (i.e. the provision of courses in the English language). The College should be commended for its efforts to introduce courses in the English language. The College should ensure these courses are able to be delivered shortly. Efforts should also be taken to ensure that these courses would also appeal to a more global audience, rather than solely specifically focussed upon the needs of Croatian police officers as articulated by the Ministry of Interior. Introducing courses which critically engage with academic debates concerning the role of the police in society and broadening the scope of courses to address the skills

required of police officers in management positions would address this. The College should also endeavour to ensure that it actively contributes to the joint goals of the international associations of which it is a member.

6.5 The College has good facilities, high quality teaching staff and an effective organisational structure to enable to provision of teaching. These factors are an excellent basis upon which to attract students from abroad. While there have been a small number of study visits by students from abroad, the College needs to quickly introduce the courses delivered in the English language that it has planned. As noted above (see 6.4), efforts should also be taken to ensure that these courses would also appeal to a more global audience. In addition, key documents and policy that students should be familiar with should be translated into English (and other languages, where appropriate). Consideration should be given to establishing a focal point responsible for international matters, whose portfolio could include co-ordinating activities aimed at attracting and receiving visiting students, as well as coordinating international cooperation and mobility efforts.

6.6 As mentioned above (6.5), the College has good facilities, high quality teaching staff and an effective organisational structure to enable to provision of teaching. These factors are an excellent basis upon which to encourage teachers from abroad. However, the College needs to quickly introduce the courses delivered in the English language that it has planned. As noted above (see 6.4), efforts should also be taken to ensure that these courses would also appeal to a more global audience. Moreover, the scope of study programmes should be broadened to enable teachers from abroad to provide courses in their own area of expertise, without an intimate knowledge of policing in Croatia, which would complement existing programmes. In addition, key documents and policy that staff should be familiar with should be translated into English (and other languages, where appropriate). Consideration should be given to establishing a focal point responsible for international matters, whose portfolio could include co-ordinating activities aimed at attracting and receiving visiting teachers.

6.7 There are a small but increasing number of examples of international cooperation. These efforts should be commended, but should be significantly built upon. The College needs to significantly increase its efforts to cooperate with other institutions within Europe and internationally. In the first instance, every effort should be made to ensure the College becomes a member of Erasmus in the immediate future and fulfils membership criteria (the provision of courses in the English language) without delay. The College should have sufficient autonomy from the Ministry of Interior to cooperate with international institutions and significantly increase its international profile as well as its engagement in international projects. It also requires the funds in order to be able to intensify these efforts. The College should investigate all opportunities of

international cooperation, as well as provide staff with the information and skills to engage with counterparts internationally, as mentioned before (6.6).

Resources: administration, space, equipment and finances

7.1 As concerns the space of the College, classrooms, and living accommodation for the students (kitchen, accommodation, and sport facilities), the conditions are on a very high level and satisfy all their needs. Also, the students have modern computer equipment at their disposal. However, the Institution has not yet installed WIFI, but is in the process of the applying for it through the Ministry of Interior.

The laboratory and equipment relevant for the modern criminal investigation and forensic sciences is outdated and obsolete. It is not possible to teach students with such equipment. Therefore, the College is sending students to the Center for forensic expertise. However, this collaboration is not intensive enough.

7.2 From 39 employees of the Police College, 32 are teachers and 7 are non-teaching staff (17.9%) including the secretary, librarian, three officials for student affairs, an administrative officer and a computer officer. However, as the Police College is part of the Police Academy, cleaning staff, kitchen staff and other support staff are employees of the Police Academy. Therefore, the ratio of the teaching and non-teaching staff is much better and fulfils the needs of the students and lecturers.

However, the Institution should establish administrative support for application for and implementation of the research projects.

7.3 Non-teaching staff have attended courses needed for learning about new computer software and informatics database for managing students – Information System of Higher Education Institutions - ISVU (Informacijski sustav visokih učilišta) organised at the university computer centre. The co-ordinator for ISVU has been established. Non-teaching staff may attend various training programs organised by the State School of Public Administration.

7.4 The laboratory and equipment relevant for the modern criminal investigation and forensic sciences is outdated and obsolete. It is not possible to teach students on such equipment. Therefore, the College is sending students to the Center for forensic expertise. However, this collaboration is not intensive enough.

The laboratory equipment does not meet the needs to enable effective study or high quality research.

7.5 The Institution has good equipment in classrooms (fixed projectors and computers, smart boards) and a computer room with an adequate number of computers and internet access. The students can use computers in classrooms and outside classes.

However, equipment and technology used in teaching support for students should be further improved.

Also, the equipment, technology and technical support for research activities should be developed.

7.6 As concerns library, it was noted that the library collection is outdated as regards foreign titles; the Croatian books are all available to students. However, textbooks from abroad are more than decade old. Also, the library is not subscribed to some relevant foreign journals. The library is ordering according to the request of their teaching staff. Therefore, the lack of the research is reflecting the book funds and therefore also overall knowledge of the teachers and students.

The technology for library e-resources should be further improved.