



**REPORT
of the Expert Panel
on the
RE-ACCREDITATION OF
University Department of Health Studies
University of Split**

**Date of the site visit:
7th April 2016**

May, 2016

CONTENTS

INTRODUCTION	3
SHORT DESCRIPTION OF THE EVALUATED INSTITUTION	5
CONCLUSIONS OF THE EXPERT PANEL	9
ADVANTAGES OF THE INSTITUTION.....	9
DISADVANTAGES OF THE INSTITUTION	9
FEATURES OF GOOD PRACTICE.....	9
RECOMMENDATIONS FOR IMPROVEMENT.....	9
1. Management of the Higher Education Institution and Quality Assurance.....	9
2. Study Programmes	10
3. Students.....	10
4. Teachers.....	10
5. Scientific and Professional Activity	11
6. International Cooperation and Mobility.....	11
7. Resources: Administration, Space, Equipment and Finances.....	11
DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION	13
1. Management of the Higher Education Institution and Quality Assurance	13
2. Study Programmes.....	14
3. Students.....	15
4. Teachers	16
5. Scientific and Professional Activity.....	17
6. International Cooperation and Mobility	18
7. Resources: Administration, Space, Equipment and Finances	19

INTRODUCTION

This report on the re-accreditation of the University Department of Health Studies, University of Split was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

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

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

The report contains:

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

The members of the expert panel were:

- Univ.-Prof. Mag. Dr. Hanna Mayer, University of Vienna, Republic of Austria, panel chair
- Teja Škodič Zakšek, dipl. inž. rad., dipl. bab., MSc, Faculty of Health Sciences, Republic of Slovenia
- Dr. sc. Tatjana Kehler, dr. med., Faculty of Health Studies University of Rijeka, Republic of Croatia
- Krunoslav Marinčević, bacc. rad. tehn., Clinical Hospital Merkur, Republic of Croatia
- Mario Gazić, student, Faculty of Medicine University of Zagreb, Republic of Croatia, student

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

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

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

- Management of the University of Split;
- Management of the University Department of Health Studies;
- Working Group that compiled the Self-Evaluation report;
- chairs of departments and heads of chairs;
- students;
- full-time teachers.

The Expert Panel also had a tour of the library, IT rooms, student register desk, the classrooms and teaching facilities for practical classes – University Hospital Centre Split (Firule)

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

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

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

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

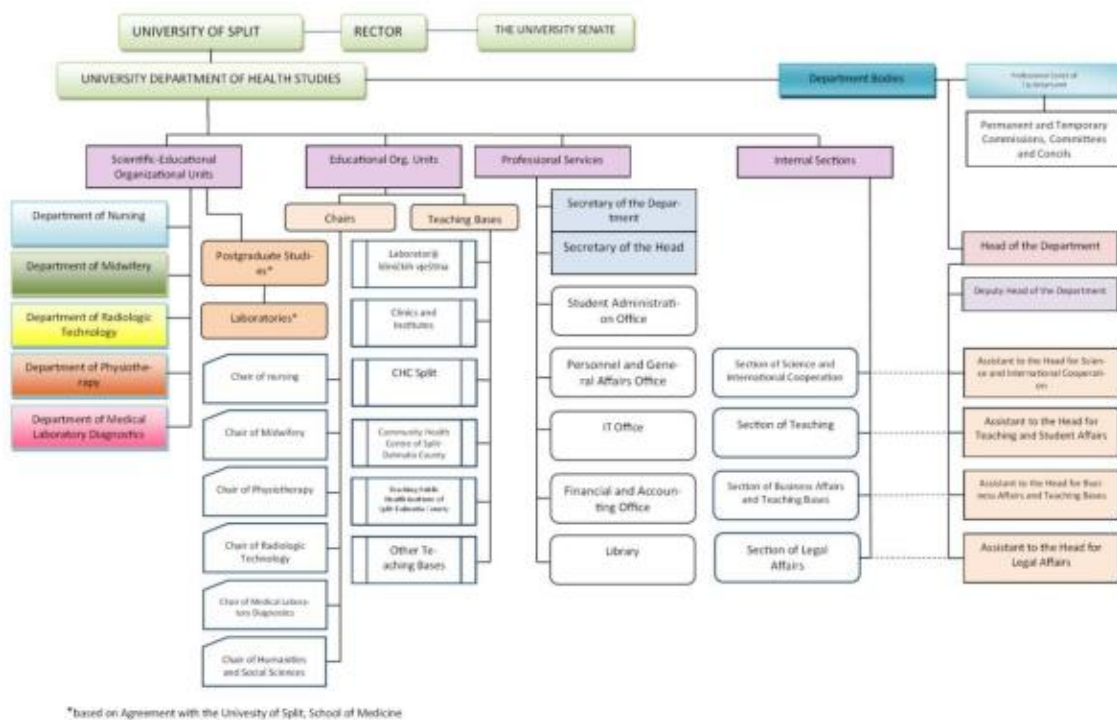
SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: University Department of Health Studies, University of Split

ADDRESS: Ruđera Boškovića 35, 21000 Split

DEAN: prof. dr. sc. Stipan Janković

ORGANISATIONAL STRUCTURE: According to the document Self-evaluation (page 11)



UDHS Figure 1.1 Diagram of the internal organisational structure of the UDHS

STUDY PROGRAMMES:

- Undergraduate university study programme *Nursing*
- Undergraduate university study programme *Midwifery*
- Undergraduate university study programme *Physiotherapy*
- Undergraduate university study programme *Radiologic technology*
- Undergraduate university study programme *Medical laboratory diagnostics*
- Graduate university study programme *Nursing*

- Graduate university study programme *Physiotherapy*
- Graduate university study programme *Radiologic technology*

NUMBER OF STUDENTS: According to the document Self-evaluation (page 122)

Table 3.1 Student structure

Study programme	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
Undergraduate university studies			
Nursing	124	0	15
Midwifery	43	0	4
Physiotherapy	44	0	6
Radiologic Technology	46	0	4
Med. Lab. Diagnostics	40	0	6
Graduate university studies			
Nursing	0	49	20
Physiotherapy	0	19	0
Radiologic Technology	0	8	0
Total	297	76	55

*Absolvents = students who enrolled so-called 4th year of study, that is the ECTS credits they have not earned in previous three years

NUMBER OF TEACHERS: According to the document Self-evaluation (page 11)

Figure 1.1 Number of full-time employees of the UDHS

ON DAY: 30. 09. 2014.	M*	F**
teaching assistant		2
senior assistants		1
lecturers	1	3
senior lecturers	2	1
assistant professors	2	1
tenured full professors	1	
administrative/technical staff	1	5
TOTAL	7	13
ALTOGETHER	20	

*Male

** Female

TOTAL BUDGET: 4.299.209 HRK

MSES FUNDS: 3.122.292 HRK

OWN FUNDS: 1.176.917 HRK

SHORT DESCRIPTION OF THE HIGHER EDUCATION INSTITUTION: According to the document Self-evaluation (page 4-10)

University Department of Health Studies is a new constituent of the University of Split. It is a higher education institution which organizes and carries out (undergraduate, graduate and postgraduate university study programmes professional as well, if labour market needs it), it performs professional and scientific activities in the field of Biomedicine and Health, and has established and implemented the publishing and library activities for teaching purposes, professional and scientific activities.

On 16 February 2011, at its 54th session, the Senate of the University of Split reached Decision on the establishment of the University Department of Health Studies as a constituent of the University of Split.

Teaching at the UDHS began in the academic year 2011/2012 because all prerequisites were completed: Decision of the School of Medicine on transferring Professional studies to the newly established University Department of Health Studies, University of Split (until students enrolled in professional study programmes complete their studies), decision of the Senate of the University of Split, a partnership with the School of Medicine regulated by decision of the

Rector, Dean of the School of Medicine and the Head of the UDHS , established cooperation with another 8 University of Split constituents (decision of the Senate), staff, written curricula, peer reviewed curricula, accreditation for performing five undergraduate university study programmes issued by the Senate of the University of Split, decision on premises for administrative work, laboratories, etc. Consultations and agreements on the employment of administrative - technical staff and transition of scientific-educational staff from the School of Medicine and other constituents of the University of Split to the University Department of Health Studies.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. Team spirit and enthusiastic teachers
2. Engaged management
3. Very well developed undergraduate programmes
4. Good and modern facilities
5. Excellent cooperation with the practice sites

DISADVANTAGES OF THE INSTITUTION

1. Teachers' workload
2. Underdeveloped specific professional research (nursing, midwifery, physiotherapist, radiology)
3. Lack of strategy on how to develop research step-by-step in specific professional fields;
4. Lack of planning regarding research topics that should be the focus in the future, in order to develop appropriate research profile; lack of funding strategy, lack of publication strategy (to develop specific professional scientific publications)
5. Lack of full professors in the specific scientific fields of the HEI (nursing, midwifery, etc.)

FEATURES OF GOOD PRACTICE

1. Plans for step-by-step development of knowledge (from theory to practice) e.g. in undergraduate nursing programme
2. Learning facilities for students (library)
3. Narrow theory/practice gap, due to good collaboration between teachers and clinical site mentors
4. Good collaboration with the students, who are involved in decision making

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- Set your goals for a period of 10 years. Define where HEI should be positioned within the University of Split, on national and on international level.
- Try to be visionary but also realistic, and think about the scientific development as well as on the professional and societal impact HEI should provide. Consider the differences between professional fields.
- Develop a strategy on how to achieve the goals, first on a common level, and then develop specific strategies for each professional field and for each topic (e.g. research,

teaching, mobility and internationality, etc.). Develop a concrete, step-by-step operational plans – a period of 5 years would be optimal.

2. Study Programmes

- ECTS should have the same workload within one study programme (according to international standards). Different workload between the courses should be shown with the number of ECTS credits, and not with different definitions of student workload within one ECTS.
- Master programmes should be more focused (on management or teaching or research or special clinical skills)
- HEI should consider whether it is necessary to have a separate master's programme for each professional field (i.e. is it possible to have a one master programme, with regard to management, teaching and research, with different modules or specializations). Having a separate master programme for a profession is reasonable if it is clinically oriented.
- There should be more teachers with qualifications in the field they are teaching in.

3. Students

- During the site-visit, the expert panel talked with student representatives (mostly undergraduates), who expressed their satisfaction with the administration of the department, but also a need for more mentors. The University Department provides facilities and opportunities for easier studying, but the panel noticed that they are insufficiently informed about the professional journals and scientific work. It is the opinion of this panel that the students of Master studies need to engage more in research, and that the University Department should motivate students in this direction. It is also recommended that in the near future the Master studies are offered as full-time study programmes, and not just on a part-time basis.
- Students of master's programmes should be prepared for future scientific work, through reading evidence-based research material and international collaboration, which is not currently represented in the study programmes.
- University Department should encourage students to use the Erasmus programme, in order to ensure their professional and personal development.

4. Teachers

- University Department of Health Studies /University of Split should employ more full-time teaching staff with relevant qualifications.
- Department is understaffed and teachers are overburdened with pedagogical work. Decrease of teaching workload would improve their professional development.

- More international involvement of teachers is needed, in order to bring international perspectives into the programme, and to focus search for research partners.
- Teachers of specific profession should be more involved in projects. Projects need to be carefully selected in order to promote specific discipline.

5. Scientific and Professional Activity

- Develop 2-3 research areas in every professional research field, which meet the interest and expertise of the researchers, as well as the focus of the teaching programmes and the needs of health care systems/public health needs; choose a mixture of some areas that can be used for cooperation with other national or international institutions, and some that will give you a specific research profile.
- Set a strategy on how to develop research expertise in these fields, a plan for developing research projects (including a mixture of different funds), and a strategic plan of publication (ratio of scientific and professional publications; national and international publications, etc.)
- Try to appoint professors from the specific professional fields, who will be able to develop scientific competencies in your institutions.
- Make it possible for younger colleagues to complete their PhD studies at other institutions and abroad, so they are supported by professors who can enable them to develop research competencies and scientific profiles in their specific research fields.
- Foster cooperation with international institutions, which can help you get into research projects into the fields you choose and help you in develop your profile.

6. International Cooperation and Mobility

- There is a lack of international cooperation and mobility within departments, due to large workload of the staff. Students are aware of possibilities for mobility but there is also the financial aspect. We do, however, recommend more specific bilateral agreements with other EU institutions.
- As mentioned, international collaboration should be based on research interest and focus specific to professions.

7. Resources: Administration, Space, Equipment and Finances

- According to data collected, employed staff is not enough to maintain the given high standards, especially with regard to the number of teachers and students. However, despite of large workload, enthusiasm and hard work of teachers and other staff is unquestionable and laudable. Unfortunately, the lack of staff is evident through most levels of HEI, and it is very important that the Ministry considers specific situation of the University of Split, and allows new employment. Laboratory equipment is already installed in the new building, and X-ray equipment is still not placed.

However, the clinical sites (Firule) does not use the most modern digital x-ray machines (general X ray), but in the future Clinical Hospital is in a good way to get some modern technology, with help of Ministry of Health. In Self-evaluation (page 165, item c) HEI expresses that with solving of spatial problems, enrolment quota could be increased and additional study programmes delivered.

- Management should seek ways for employing additional staff, in order to decrease teachers' workload.
- Management should ensure the support with the applications for relevant project.

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

1. Management of the Higher Education Institution and Quality Assurance

1.1. HEI has a strategic plan, but the goals are very general, and they are not operationalized. Strategic goals have been defined for the institution (common goals), but there are no goals for specific fields and departments. This seems to be necessary, since not all scientific fields are similarly developed (on an international, national and local levels), and ways of developing them vary. Also, the strategic plans for education could not be the same for e.g. nursing and radiotherapy (they are different specific fields and the needs for graduate education in nursing are higher).

1.2. All the necessary documents are in place.

1.3. Not applicable for university departments.

1.4. All undergraduate programmes are very well-developed and cover the institutional mission. The graduate programmes are not so clear in their focus and there are some contradictions between the goals (e.g. in nursing: qualifying in teaching, management and research), and the programmes (e.g. not enough ECTS for learning research in a way that students will be able to fulfil the goals; 13 ECTS for an empiric master thesis is not a realistic number).

1.5. HEI is very well-developed in the field of teaching, but not so in research (in the relevant scientific areas)

1.6. The mechanisms for monitoring and improving teaching quality are manifold and well-implemented. They cover a broad view on teaching quality and different groups are involved, especially students.

1.7. The focus is currently on research in the field of medicine. However, in other fields there are often other criteria for good research (e.g. for qualitative research), for ethical discussions (not only for clinical trials, etc.) and for publication quality. These different criteria and mechanisms should be developed in the future (if the professional research is developed).

1.8. There are good mechanisms for ensuring ethical behaviour in teaching and research (e.g. anti-plagiarism software and tools for identifying what research was done at HEI, on every level).

2. Study Programmes

2.1. Higher education institution has effective procedures for monitoring and improving the quality of study programmes. According to analyses, it seems that student survey is the only modality of improving the programmes. We have not come to know any other types of evidence.

2.2. Taking into account the needs of society, proposed enrolment quotas are justified and implemented. The analyses of social needs exist and involve four near-by counties.

2.3. The enrolment quotas are small (about 15 students), trying to be in line with the institutional resources for quality teaching and pass rate analysis, but according to MOZVAG statistics for each study programme, there are not enough teachers.

2.4. Learning outcomes are clearly described, with the knowledge and skills students obtain upon the completion of study programme. But there are still not enough graduate and master theses, projects etc. to see if they are in line with the learning outcomes.

2.5. Teachers at the study programmes (for instance, in the undergraduate programmes) are highly engaged to ensure that the assessment of student learnings is in line with the defined learning outcomes, that the full range of learning is being assessed, and that the assessment is appropriate to the qualification level. We suggest more activity on master programmes, more proper ideas about research and the focus on Master thesis within the scientific strategy and the research foci at the department.

2.6. Allocation of ECTS reflects in most cases the realistic estimate of student workload. Some doubts are on the number on ECTS and the demand on a thesis, especially the Master Thesis. Norms could be more clearly defined and should not change within a programme (as well as it is possible by the law), since this is a fact that weakens transparency and international compatibility.

2.7. The content and quality of the undergraduate study programmes is conform to internationally recognized standards and is based on the current state of knowledge, masters are compared with international standards, but should be more focused (on management or teaching or research or on specials clinical skills).

2.8. Teachers use teaching methods that are appropriate for subject matter and different ways of learning, and encourage independent student learning.

2.9. Appropriate supplemental resources, including electronic journal databases, scientific literature and other sources that aid in acquisition of knowledge, are made available by the

teachers, but as mentioned, students are not acquainted with relevant professional journals, or how to use them.

2.10. In line with learning outcomes, undergraduate students have opportunities to reinforce and apply their knowledge in the context of their prospective practice, such as through internships, business partnerships, community service or similar arrangements. It is not really clear if and how master students are provided with opportunities for acquiring practical knowledge in their specific fields of qualification (e.g. management or teaching).

3. Students

3.1. University Department of Health Studies has transparently set out the conditions of entry and informs all candidates accordingly. Table 2.2 of the Self-evaluation report shows steady growth of students' quality, with regard to results of the State Matura. Conditions of entry are aligned with the learning outcomes, but the Master Programme does not have a strong scientific component in the outcomes, which is necessary for future scientific work.

3.2. Department supports the students' extracurricular activities and provides the conditions in accordance with their financial capabilities. Students expressed satisfaction with the ability to use all content that has University of Split. They are extremely active in charity and volunteer work in community.

3.3. As self-evaluation indicates, the department provides a sufficient number of mentors (100) for the students. Teachers and mentors are tasked with supporting the students in their learning and all study processes. However, although the teachers are very enthusiastic and put in much effort, there are too few of them to adequately meet all the students' needs.

Increasing the number of teachers would improve the quality of mentoring. Erasmus scheme is established, but as we mentioned, it is not fully utilized by the students.

Department should encourage students to use the Erasmus programme, in order to ensure their professional and personal development.

3.4. The Department has strategies and tools to monitor students' work at every course and to evaluate their knowledge and skills. Information on these processes, as well as on methods of establishing the final grade, is transparent.

There is an appeal procedure in place, and students are familiar with it.

Department analyses all data in order to improve the methods for checking knowledge and skills.

3.5. According to Self-analysis, in 2014/15 there were plans to establish an Alumni club of the Department of Health Studies in cooperation with the graduates students, in order to monitor

the future professional development of graduated students (employability, as well as other information that would be used for the improvement of study programmes). This kind of work is to be commended, but the activities and the establishment of alumni organisation are not yet fully implemented, and there is also no analysis of employment and professional achievements of former students.

In the future HEI should continue with these activities aimed at monitoring career paths of former students.

3.6. Prospective students get in contact with HEI in their final years of high school (gymnasiums or secondary vocational schools) in the Split-Dalmatia County. HEI provides them with appropriate information packages (brochures, flyers, etc.). Furthermore, the Department has an information booth with different information packets at the University Fair (in Zagreb), usually in December of each year. In addition, every year thematic discussions, lectures and demonstrations of simple diagnostic procedures take place. All information on study programmes and studying are also available on the Department's website.

3.7. There is transparent and well-organized communication between students, staff and management (as outlined in the Self-report and mentioned during the discussion with the students). Student representatives are included in all decision-making bodies.

The Student Union has a student ombudsman, who is taking care of the quality of students' life, and in particular of the quality of study process, student standard, students' rights and other issues important to students.

All suggestions and problems are transparently resolved, to the satisfaction of students.

3.8. Students receive feedback through their representatives on their proposals and suggestions for improvement of the quality of studies. The results of the survey are transparent. Department of Health Studies carries out measures in accordance with their financial capabilities, but the effort of the administration to provide the students with best conditions possible is evident.

4. Teachers

4.1. University Department does not fulfil the requirements pertaining to this criterion, which is evident from Table 4.2. of the Self-evaluation report, and from MOZVAG. University Department of Health Studies/University of Split should employ more teaching staff of relevant profile on permanent, regular full-time basis. The Ministry should consider specific situation of the University of Split, and allow new employment.

4.2. Based on the Table 4.1. from the Self-evaluation, Department has only eleven teachers employed on regular basis, and only 1 full professor, no associated professors, 2 assistant professors and 2 assistants and 6 teachers appointed to teaching grades. Number of external

associates is more than 5 times higher. Head of departments are medical doctors with subheads coming from the required health professions. They are overburdened and as such cannot lead the profession towards its full potential. There seems to be good support by the leading staff for additional education (PhDs), but not in terms of decreasing their pedagogical burden. Department should also consider recruiting teachers from the relevant disciplines from abroad, who would help produce most competent professionals from a specific discipline. This is particularly important for the master level education.

4.3. Data from Self-evaluation shows that the number of full-time teachers is not optimal. With regard to requirements of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions, (Article 6, Subsection 3), data from MOZVAG shows that fully employed teaching staff is significantly outnumbered and that teachers' workloads are too heavy. New employments would improve the ratio of students and full-time teachers.

4.4. Employment selection seems to be well considered. Teachers of core professional subjects come from relevant disciplines, and they possess necessary knowledge from the course they teach. HEI started implementing the reward system, but has to put additional efforts into appropriately interpreting the results these tools are providing. The policies for scientific-teaching staff need to be developed.

4.5. With its database (EDUPLAN), HEI has a good overview of regular teaching workload. Teachers are also subcontracted and payed for additional teaching hours on top of their regular workload. This however makes their professional and scientific progress difficult. Workload is not equally distributed. Teachers do fulfil their mentoring duties; students also confirmed this. They seem to have a great relationship, and are covering each other's duties and obligations in case of absence. The head of Department is very encouraging to his staff regarding further education, and this support also extends to administrative/technical staff.

4.6. External commitments of teachers are monitored and do not interfere with their regular work at the HEI.

5. Scientific and Professional Activity

5.1. There is no strategic plan or a concrete research agenda to develop the four professional scientific fields.

5.2. There is some cooperation, especially in nursing, and some plans to further expand it. HEI should expand these efforts to other fields as well, and foster cooperation with institutions

working in similar research areas, especially national and international cooperation for the sake of joint PhD programmes.

5.3. HEI has no concrete research agenda. HEI has profiled and advanced researchers in the field of medicine, but there are no researchers on an advanced level in the specific scientific areas HEI is focused on. There are no full-professors in these fields.

5.4. In the Self- evaluation report HEI showed a respectable number of publications in high impact journals, however all of them are in the scientific field of medicine. There are no publications in other scientific fields of interest (nursing, midwifery, etc.).

5.5. HEI is starting to implement a reward system for scientific productivity.

5.6. ref. 5.4.; There is an impressive list of publications in the field of medicine, but none in the core scientific areas of interest.

5.7. There are some projects (professional or on educational topics), but it does not seem that there is a strategy for specific (research) interests behind these projects. The central scientific projects are only in very specific medical fields (according to the expertise of the physicians from the Medical Faculty, or scientists at the HEI). There is a lack of scientific work which would provide scientific knowledge that will give a basis for research-based teaching (an important goal of the university education).

5.8. There are some good ideas, but in an early phase of implementation or an early planning stage.

5.9. HEI does not have any third party funded projects that are connected with the core activities.

5.10. Not applicable.

6. International Cooperation and Mobility

6.1. The institution is involved in mobility programmes and enables mobility of students. The problem of expenses is common to the whole country and it is not institution's fault. Institution has developed good strategy for admission of students from other institutions or programmes, enrolling them in the first year and recognising exams they have already passed.

6.2. Students have the opportunity to study and complete part of their programme abroad. They are, however, using it rarely due to the financial situation, Students could be encouraged more to seek for alternative sources of funding, such as the projects etc.

6.3. The teachers should also be encouraged more to go abroad, with support provided in reorganising their workload. Departments should seek for additional international cooperation, in addition to the links they have already established. Not all disciplines in the department have established their international contacts yet.

6.4. Some of the staff are members of international associations but are not using these positions to their full potential. HEI's website is not entirely in English (or some other foreign language). It would be good for the specific departments to develop first their research focus, and afterwards seek for international collaboration with appropriate partner institutions.

6.5. Institution has a good infrastructure with great library and teaching facilities, which are attractive for foreign students. However, their clinical sites sometimes do not use the most modern teaching machines (no digital x-rays machines for example, which is also an advantage). It is not entirely clear from the Self-evaluation, but apparently all 12 foreign students were from the field of nursing. There is a need to consider how the department would attract students from other disciplines.

6.6. Again also for teachers there are good infrastructure with great library and teaching facilities, which are attractive. However, the department need to think of a way to attract foreign teachers. One of the ways is to update their website so that teachers could see the facilities, to promote their beautiful site, and also by establishing interesting research or teaching opportunities and attract foreign teachers.

6.7. Institution has some important projects (more than two), but they are not specific to any discipline within the department. If the teachers would have less of a workload, they would be able to apply more for projects and establish more bilateral agreements specific to their field. Number of bilateral agreements should be enlarged within every field of the department. Teachers are not sufficiently involved in international reviews and evaluations.

7. Resources: Administration, Space, Equipment and Finances

7.1. The institution has good infrastructure with an impressive library and teaching facilities which are attractive to all students. However, their clinical sites have very different levels of modern infrastructure (e.g. no modern digital x-rays machines). For a high educational quality, it would be necessary for students to be able to work with new technologies.

7.2. For the present situation (regarding the quota of the enrolled students), there is an adequate ratio of teaching and non-teaching staff. It is evident from the Self-evaluation that the number of fully employed staff is insufficient; HEI should employ more teaching and non-teaching staff on permanent, full-time basis. The Ministry should consider the special condition of the University of Split and allow additional employment in order to maintain and ensure the quality of programmes.

7.3. The HEI has developed policies that ensure professional development of non-teaching staff, in line with the institutional mission. However, the Ministry of Health should provide support to the institution in employing additional number of new staff, in accordance with the present mission.

7.4. The laboratory equipment and relevant usage protocols should comply with international standards and internal regulations of the competent ministry (IAEA, SORNS, etc). HEI should try to maintain the quality of the equipment usage, by using and implementing appropriate, up-to-date protocols, especially with potentially harmful equipment such as x-ray machines.

7.5. The institution secures modern equipment, technology and technical support for teaching and research activities. HEI should consider developing own space for research activities. It is also very important to secure modern, up-to-date equipment and technology, in accordance with mission of HEI.

7.6. Institution has good infrastructure with impressive library and teaching facilities which are attractive for all students, foreign as well.

7.7. Financial sustainability is ensured in accordance with HEI's mission, and enables all students to successfully complete their study programmes, within present financial possibilities and enrolment quotas. Some significant savings are made due to agreement with the Medical Faculty, by using some common services. However, what is also important for this HEI is the understanding and recognition of competent ministry (IAEA, Državni zavod , as well as searching for new sources of financing and new projects, in order to keep the high standards of their work.

7.8. Institution's own funds are not enough to raise the quality of teaching and scientific activities, due to the limited budget. From table 7.11 in Self-evaluation, for 2013 it is clearly evident that funds are insufficient to ensure the raise of quality and expansion. Collected information indicates some difficulties in present and future work.