



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Edward Bernays University College**

**Date of site visit:
3-4 March 2020**

CONTENTS

INTRODUCTION	3
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION	6
BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES	8
ADVANTAGES OF THE INSTITUTION	8
DISADVANTAGES OF THE INSTITUTION	8
LIST OF INSTITUTIONAL GOOD PRACTICES	9
EXAMPLES OF GOOD PRACTICE	9
ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA	10
I. Internal quality assurance and the social role of the higher education institution	10
II. Study programmes	11
III. Teaching process and student support	13
IV. Teaching and institutional capacities	14
V. Professional and/or scientific activity	16
DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD	18
I. Internal quality assurance and the social role of the higher education institution	18
II. Study programmes	22
III. Teaching process and student support	30
IV. Teaching and institutional capacities	37
V. Professional and/or scientific activity	43
APPENDICES	47
SUMMARY	54

INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Edward Bernays University College.

Members of the Expert Panel:

1. Dr. sc. Monika Metykova, School of Media, Film and Music, University of Sussex, Brighton, United Kingdom of Great Britain and Northern Ireland,
2. Mr.sc. Stjepan Lacković, senior lecturer, Baltazar Zaprešić University of Applied Sciences, Republic of Croatia,
3. Prof. dr. sc. Sandra Janković, Faculty of Tourism and Hospitality Management University of Rijeka, Republic of Croatia,
4. Asst. prof. dr. sc. Aleksandra Brezovec, Faculty of Tourism Studies – TURISTICA, Portorož University, Republic of Slovenia,
5. Karla Zdunić, student, VERN' University of Applied Sciences, Zagreb, Republic of Croatia.

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

- Management,
- Students,
- Representatives of the QA,
- Full-time teaching staff,

- External lecturers,
- Heads of the Departments of Communication and Tourism,
- Representatives of the business sector, potential employers.

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

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

The Expert Panel drafted this Report on the re-accreditation of Edward Bernays University College on the basis of Edward Bernays University College self-evaluation report, other relevant documents and site visit.

The Report contains the following elements:

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

In the analysis of the documentation, site visit to the Edward Bernays University College and writing of the Report, the Expert Panel was supported by:

- Vlatka Šušnjak Kuljiš, coordinator, ASHE,
- Ivana Rončević, interpreter at the site visit and translator of the Report, ASHE.

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

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities

3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

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

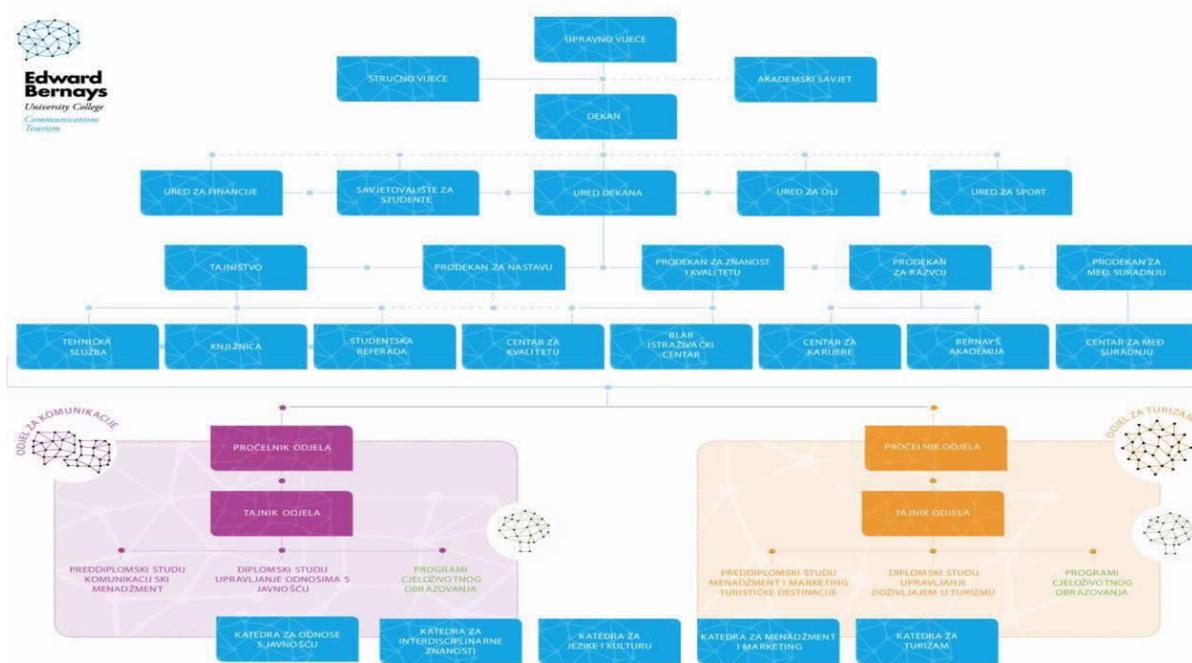
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Edward Bernays University College

ADDRESS: Ratkajev prolaz 8, Zagreb

DEAN: Assistant professor Damir Jugo Ph.D.

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

- Undergraduate professional study programme Communication Management,
- Undergraduate professional study programme Tourism Destination Management and Marketing,
- Specialist graduate professional study programme Public Relations Management,
- Specialist graduate professional study programme Experience Management in Tourism (will start with first generation of student in academic year 2020/21, because of that there is no data in MOZVAG data base).

NUMBER OF STUDENTS:

According to Self-evaluation report

- Full time students: 229,
- Part time students: 143.

NUMBER OF TEACHERS:

According to Self-evaluation report

- College professors with tenure: 1,
- Senior lectures: 2,
- Lectures: 7,
- Associate professors: 1,
- Assistant professors: 2.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

On 8 May 2013, Edward Bernays University College (hereinafter Bernays) received Approval for conducting higher education activities. The approval was issued by the Ministry of Science, Education and Sports. Since then, six generations of students have passed through Bernays in three study programmes: Communication Management undergraduate professional study programme, Tourist Destination Management and Marketing undergraduate professional study programme, and Public Relations Management specialist graduate professional study programme. Bernays will begin conducting the Experience Management in Tourism specialist graduate professional study programme, for which it was granted a Licence on 4 July 2017, in the 2020/2021 academic year.

From its very beginnings, Bernays has striven to achieve high standards in its quality assurance system. In addition to constantly monitoring the quality of the teaching process, the professional and academic advancement of full-time teachers and external associates, Bernays is particularly proud of its grading system based exclusively on learning outcomes, introduced in 2015. In doing so, Bernays has become one of the few higher education institutions to fully implement the European guidelines for grading student performance based on learning outcomes, which is, first and foremost, useful to employers as feedback on what students are qualified for after graduation. As a higher education institution, Bernays has an extremely large number of placement sites, 89, where students gain hands-on experience throughout their studies.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Edward Bernays University College (further Bernays) has developed partnerships with a large number of industry players with whom students do extensive work placements.
2. Bernays has a financial reward structure that enables a financial bonus for excellent performance based on three criteria (including teaching excellence and publications).
3. The institution provides financial support for professional development.
4. An extensive work placement element forms an obligatory part of all of Bernays' study programmes.
5. Bernays recognizes the importance of and supports the scientific activity of its staff although its current status does not require it.
6. There are high levels of job satisfaction among staff and high levels of satisfaction with teaching among students.

DISADVANTAGES OF THE INSTITUTION

1. Bernays is an institution of a small size and as such is characterized by a familial atmosphere, close and informal co-operation and open communication channels. With the existing ways of conducting its business, oversight may become problematic when the institution grows as planned. The institutional growth will need to be accompanied with formalized ways of sharing institutional know-how, memory and processes.
2. For a higher education institution that provides vocation-oriented training, practice-based learning, skills and competencies are crucial, however, these are not taught at the institution but by industry partners during work placement.
3. Bernays does not provide any facilities and equipment for practice-based activities, students do not have an opportunity to develop and refresh their practical skills to the necessary extent at Bernays. The availability of facilities and equipment can also play an important role in the expansion to lifelong learning provision.
4. Information and communication technologies, digital tools, software and platforms are under-used in the teaching process, a greater variety of these is needed to keep the institution up-to-date with latest industry and pedagogic trends.
5. Although the institution has various mechanisms for teaching quality control, at the moment there is no peer review process for teaching.
6. Although Bernays has access to a large network of external stakeholders, it is not utilizing them sufficiently for curriculum and teaching innovation.

7. Work placement seems to be disconnected from final theses. Since work placement effectively provides the only sustained opportunity for practice-based learning, there is a limitation as to what practice-based final work can be undertaken. Extending the provision of practice-based elements in the curriculum could resolve this issue.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Bernays has a transparent performance reward mechanism that is based on clear criteria.
2. Bernays provides extensive training and support for new teaching staff and for industry professionals who are key for the success of the study programmes but are likely to lack pedagogic training and teaching experience.
3. The Office for Student Counselling at Bernays provides various forms of psychological assistance and support to students.
4. Bernays has very strong high quality engagement with local industry professionals in the provision of work placements for its students.
5. Bernays provides resources for the fulfilment of key administrative roles, staff in such positions have reduced teaching hours.

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

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

Analysis

Bernays is committed to establishing a fully functional and transparent internal quality assurance system that covers all aspects of its activities. A quality assurance system has been established and it includes representatives of external stakeholders as well as of students, annual quality assurance measures and activities have been established and the responsibility and deadlines for their implementation have been clearly designated. Bernays collects a range of data related to quality assurance and the collection methods are varied. Work performance monitoring and a financial reward system are in place, continuous professional development is supported on an ad hoc basis. A key strategic objective is Bernays' transformation into an applied sciences university. However, both strategy documents - 2020 - 2025 Development Strategy and Quality Assurance Strategy - are rather general and broad. Thus far Bernays underwent only one evaluation event organized by the Agency for Science and Higher Education (ASHE) and the recommendations from the evaluation were implemented. Bernays has established guidelines (e.g. Code of Ethics, Regulations on Authentication and Verification of Final Papers and Diploma Theses) and processes in relation to safeguarding academic integrity and freedom as well as professionalism. A system is in place for the verification and authentication of final papers and diploma theses (Unicheck). Information on study programmes and on a range of other activities carried out by Bernays is available and easily accessible on the institution's website and that both in Croatian and English. Admissions criteria, learning outcomes and other key information about study programmes are provided on the website and information is also disseminated via social media and printed materials. Bernays has an organizational unit - Office for Public Relations - devoted to communication and promotional activities. Bernays co-operates with secondary schools in promoting the subject areas that the institution covers and providing advice on further study to secondary school students. Bernays contributes to the development of the economy, its mission is to "provide students with a quality education that will enable all conditions necessary for students to be competent for today's labour market immediately after completion of studies." Bernays provides a range of teaching and research-related activities such as public lectures, masterclasses, round tables, training programme and similar. Projects particularly in the field of tourism are geared towards the local area and its development. Volunteering by students and staff is encouraged and formalized, the Bernays Student Council has its Charity Committee. At the moment Bernays does not

engage with vulnerable or disadvantaged groups in a systematic manner. Lifelong learning forms an important part of Bernays' growth strategy, however, at the moment the institution only conducts non-formal lifelong-learning programmes, the most significant of these is Psychotherapy Propedeutics.

Recommendations for improvement

The development of a tighter strategic framework will make the identification and achievement of strategic goals easier. The evaluation and data collection could benefit from including forms of peer review, for example in the case of teaching evaluation. At the moment it is not clear whether data/feedback from external stakeholders is collected, analyzed and implemented in relation to strategic plans in a formal manner, that would certainly be recommended as opposed to a more informal process. Financial support for professional development and for rewarding staff for exceptional performance is in place, however, as the institution grows, it will be desirable to introduce a more formal process for awarding financial assistance for staff development. In the light of plans for growth and the acquisition of the status of an applied science university, the expert panel recommends strengthening ethics procedures focused on staff research and staff professional activities. The area in which Bernays can make its role and activities more visible is the social role in terms of public actions and practices that are not related to promotion and recruitment a priori. Public engagement and voluntary activities that relate to PR and strategic communication could be further developed. Since lifelong learning programmes form a part of Bernays' growth strategy, it is important to establish clear and realistic goals coupled with analyses and measures in this area. Life-long learning programmes should also have ECTS credits associated with them.

Quality grade

SATISFACTORY

II. Study programmes

Analysis

The general goals of all study programmes are essentially in line with the mission and strategic goals, although the strategic goals and generally the development strategy is not well defined. Innovation as a key word from the vision is limited in relation to the curriculum, teaching methods and assessment modes. Bernays does not collate and provide formal data/evidence or feedback from graduates (who can be members of the Alumni Club) as formal evidence on the viability of its study programmes. Bernays clearly defines learning outcomes for all its study programmes and since the academic year 2015/2016 performs the assessment of learning outcomes at course level.

Learning outcomes are adjusted according to the Croatian Qualifications Framework (and comply with the requirements for Level 6 and Level 7 respectively) and they reflect progression from undergraduate to graduate levels and also progression between different levels of graduate studies. Bernays (Centre for Quality Management) continuously conducts training seminars for teachers, assistants and external teachers in creating and assessing learning outcomes. The achievement of learning outcomes is checked via written and oral examinations, seminar papers, case studies, projects and presentations. When cross-checking the assessment methods, grading schemes and learning outcomes the expert panel became aware of some gaps. There is a lack of provision of practical skills and knowledge bases at each level of graduate study programmes in particular. Bernays carried out a revision of its study programmes at the technical and strategic levels. Student feedback is collated and addressed in a systematic manner, however, more systematic and formal engagement with external stakeholders is desirable. Bernays assigns ECTS credits to individual courses based on the total number of working hours needed for successfully meeting the learning outcomes. To assess the alignment of the actual student workload with the defined ECTS credits, it carries out two student surveys in each academic year. Students' work placement is allocated a high number of ECTS credits and this is good in principle but Bernays needs to make absolutely sure that very strong measures for control and quality assurance are in place as the work placement is delivered by external partners. At the time of the re-accreditation Bernays cooperated with 89 industry – partner institutions.

Recommendations for improvement

The expert panel strongly recommends that Bernays prepares a development strategy that addresses the gaps identified in the analysis and ensures that it is aligned with the goals set for individual study programmes. Bernays needs to address the discrepancy between the learning outcomes and their “translation” into actual pedagogic practice, particularly when it comes to teaching methods and assessment modes, it is crucial that learning outcomes are supported with a range of teaching methods and assessment modes. The expert panel commends Bernays on its investment in the training of its staff on learning outcomes and grading and we encourage Bernays to continue with the practices developed so far and importantly recommend to extend the training to cover teaching methods and assessment modes. The expert panel is also of the view that Bernays can improve measures that ensure the continued relevance of its study programmes for the appropriate industries. We strongly recommend more work on the internationalization of the study programmes, incoming and outgoing mobility is crucial in this respect. The expert panel is of the strong view that urgent work is required on the continuous provision of practice-based skills and knowledge bases, these should be graded according to the level of study. The work placement as such -

no matter how high its quality is - cannot as a rule replace such continuous learning and acquisition of skills and competencies. The expert panel recommends that Bernays continuously evaluates and revises the assessment modes for learning outcomes. The expert panel recommends that Bernays builds systematic and formal channels and procedures for feedback from the whole range of stakeholders. Bernays should continue with the student surveys on teaching processes and working hours needed to successfully master the learning outcomes. A large number of ECTS credits is allocated for work placement, Bernays must ensure that there are very strong quality control measures in place as work placements are delivered by external partners. The expert panel commends Bernays on its provision of work placements and the establishment of an extensive network of industry partners. We encourage the institution to continue with the practices already in place.

Quality grade
SATISFACTORY

III. Teaching process and student support

Analysis

Bernays has clear admission criteria and criteria for the continuation of studies published on their web page, these are applied consistently. A condition for enrolment on a graduate study programme is a completed professional or university undergraduate study programme or university of applied sciences/college qualifications equivalent to the “bachelor” professional title. The HEI also has measures in place that recognize prior learning. All the information on student progress is collected annually. The expert panel was not provided with any documents or evidence that would clarify the necessary actions taken to address the issues identified in the data analysis. In terms of teaching methods almost every syllabus contains only lectures and exercises although exercises are of various types. There is a lack of research-based learning aside from BLab which is the only example where research is directly involved. Although Bernays provides training for their teachers regarding teaching methods, it is not clear whether and how they assess the appropriateness of these and how they adapt these for example in relation to the institution’s diverse student population. There is a bare minimum of practical skills taught at Bernays as part of courses, the acquisition of practical skills is left to periods of work placement. The expert panel evaluates the ways of collecting student feedback and the response to it very positively. Bernays teachers and external associates are highly dedicated and engaged. The expert panel recognizes student support as a particular strength of Bernays’. Bernays analyzes feedback from students on a regular basis, various ways of collecting feedback are utilized. Bernays’ formal institutional structure includes the Student Council of Edward

Bernays University College, the elected student body that represents the students and protects their interests. Bernays has a modest library with a limited amount of books and not enough study space. Bernays has Erasmus programme contracts with 13 international institutions and all of them are a very good match for Bernays. The students have sufficient support from Bernays in the whole process. The institution has an appeals procedure. The expert panel was presented with the issued Diplomas and Diploma Supplements and found that they complied with the relevant regulations. Bernays has an Alumni Club for former students and the relationship between the Club members and the institution is strong though it appears to be rather informal.

Recommendations for improvement

The expert panel recommends that Bernays develops a formal mechanism not just for monitoring progress but also for identifying and implementing measures that can help students. The expert panel strongly encourages Bernays to increase the variety of teaching methods, materials and modes of delivery, there is a lot of space for catching up with current trends. The expert panel recommends an increase in the use of digital platforms, methods and tools in the teaching process, many of these form a standard part of the work of professions that Bernays students join upon graduation. Greater emphasis can also be placed on e-learning as such. We also strongly advise Bernays to incorporate the teaching of practical skills into the syllabi of courses taught at Bernays. The expert panel encourages Bernays to continue its exemplary work on student support. In relation to the library, the move to new premises should be an improvement. Although Bernays is a small institution with an impressive number of international partners for its size, it would be worthwhile to make a concerted effort to increase the participation of students in the Erasmus programme. The expert panel strongly encourages Bernays to introduce some courses in English for all Bernays students. The expert panel encourages Bernays to use a wider range of assessments and to consider the learning outcomes carefully when deciding on these. We also recommend to carry out more work on ensuring the internal validity and reliability of grading and its consistency throughout a study programme.

Quality grade

SATISFACTORY

IV. Teaching and institutional capacities

Analysis

Overall, teaching capacities - the number and qualification of teachers, the student-staff ratio - are in line with requirements for an institution of Bernays' size and statute. The expert panel commends Bernays for the effort that it makes in recognising the weight

and importance of the administrative roles at the institution, the adjustment of teaching hours for staff with substantial administrative duties is in line with best practice in the sector. Bernays' growth plans and their potential impact on teaching capacities have not been addressed sufficiently. At the moment Bernays over-relies on the delivery of practical skill sets and knowledge bases by external partners. The work placement opportunities and the co-operation with partners involved in these is highly efficient and beneficial for Bernays' students. In April 2019 Bernays introduced new Regulations on the Internal Organisation and Systematisation of Positions which provide details of the structure of the institution, its key components and key roles. The document provides a clear definition of the duties and responsibilities for each key role. It is, however, not clear from the document how performance evaluation is conducted or with what frequency. Long-term goals for the recruitment and appointment of teachers that support the strategic priorities of growth and change of statute to a university of applied sciences are missing. There are clearly defined criteria for financial rewards for teachers. Internal criteria for the promotion of teachers into higher grades were not clear to the panel as Regulations on Appointment to Teaching and Associate Grades were not provided with the report. Bernays' efforts in supporting the professional development of its employees are commendable. Plans are already in place to open at new premises as early as September 2020 and the expert panel agrees that it is a very welcome and timely move. The expert panel is also hopeful that the move to new premises will result in the availability of better facilities for practice-based work. Bernays clearly makes an effort to have the library open at times that are suitable for its students, taking into account the late afternoon teaching sessions in particular. However, there are gaps in particular in the availability of the most recent literature related to Bernays' study programmes, access to internationally significant literature/databases overall for the use of students as well as staff. In addition, the library comprises a room with 15 work stations for students, the expert panel was made aware of plans related to expanding this space and the uses of the work stations. Bernays is a relatively young institution and as such its financial arrangements are evolving. The expert panel was satisfied that Bernays manages its financial resources transparently, efficiently and appropriately. It is clear that additional - private investment - funding is used for the expansion and development of Bernays.

Recommendations for improvement

The expert panel encourages Bernays to plan carefully in terms of resources for its growth plan and the plan to acquire the status of a university of applied sciences. The expert panel urges Bernays to shift some of the teaching of practical skills and knowledge to the institution itself. The expert panel urges Bernays to introduce strategic long-term recruitment planning that is in line with the institution's key strategic goals. It also strongly recommends that Bernays considers and implements the

use of more varied recruitment strategies and methods. The clarity of internal criteria for promotion and advancement for teachers and the formalization of this process will also become even more important in the future. With the planned growth of the institution it will be desirable to formalize the support for professional development. Bernays is acutely aware of the limitation of its currently available spaces and is addressing the issue as a priority, the expert panel recommends paying special attention to developing facilities for practicing skills and testing practical knowledge. The acquisition of most up-to-date literature that relates to study programme learning outcomes is essential. The current space for individual and group work that forms part of the library needs to be enlarged and its purpose needs to be carefully considered as it can also provide access to a range of electronic tools for teaching, professional and research activities. The expert panel recommends the development of detailed strategic plans related to the long-term financial sustainability of the institution.

Quality grade
SATISFACTORY

V. Professional and/or scientific activity

Analysis

Bernays as an institution is committed to supporting the quality and quantity of professional and scientific activities by providing financial resources in a variety of forms. It is commendable that Bernays is keen on encouraging scientific activities as the institution is currently not obliged to pursue these. The importance of these activities is reflected in the Action Plan for the Advancement of Scientific and Professional Activities of Bernays particularly in the light of the plan for applying for the status of a university of applied sciences and the introduction of new study programmes. While Bernays employees produce scientific and professional outputs in a sufficient number, the expert panel is concerned about the quality of the outputs and the prevalence of their presentation and dissemination in Bernays-led events and publications. The scientific and professional activities also tend to have a very narrow geographical focus which can be a disadvantage particularly in relation to the aim of expanding international co-operation. While it is clear that support is available for employees who aim to pursue doctoral studies, it is highly desirable that for doctoral studies institutions are selected with high quality programmes. Bernays has developed close ties with a large number of industry partners - who are primarily involved in providing practical elements of the curriculum - but who also participate in masterclasses and other knowledge exchange events. Co-operation with professional associations and public bodies has also been ongoing. Bernays-organized conferences as well as the Communication Management Review journal published by the institution contribute to diffusing knowledge more

widely. Bernays is also involved in not-for-profit co-operations with schools in particular. Bernays has already achieved recognition particularly at the national level. It is, however, essential that Bernays accelerates its efforts at developing a reputation in a broader - more international - context. The institution also needs to pay attention to the ways in which it can develop its reputation in the areas that are to be newly established. Bernays is committed to supporting the professional and scientific activities of its employees and their transfer into teaching activities and the development of study programmes. We also acknowledge that the institution has recently made an effort to increase the participation of students in research projects (launching the research laboratory BLab in 2019). The expert panel is concerned that the vocational - or practice-based - elements of teaching that are crucial for the delivery of the learning outcomes of study programmes at Bernays are not covered in house but during periods of internship and work placement.

Recommendations for improvement

Bernays' overall strategic plan should be more ambitious and also more detailed. It is of key importance to ensure that scientific/professional activities are of high quality and that they reach beyond Croatia and the region. Apart from the - crucial - financial and material resources that Bernays invests in the promotion of professional and scientific activities, it would be desirable to build up the professional/scientific activities of teachers who are external associates and those who joined Bernays from the various relevant industries. It would be desirable for Bernays to increase knowledge transfer from Bernays to the relevant industries and public/social bodies in more general. The successful co-operations in the area of tourism could be replicated in strategic communication/PR. It is essential - particularly in the light of the institution's strategic plan - that Bernays devises ways in which the professional/scientific activities of its staff and external associates can reach a level that is recognized internationally. The expert panel encourages Bernays to continue with activities that involve students in research (such as BLab) and also with the support for staff to continue research/professional development (including PhD study) that relates to their areas of teaching. The area in which Bernays can make most improvements is to utilize the professional expertise and experience of its employees to incorporate the teaching of practical vocational elements in regular teaching across all years and all study programmes.

Quality grade

MINIMUM

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

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

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

Analysis

The documents submitted prior to the site visit and the site visit itself provided the expert panel with a wealth of evidence testifying to Edward Bernays University College's (further referred to as Bernays) commitment to establishing a fully functional and transparent internal quality assurance system that covers all aspects of its activities. Much focused effort has already been devoted to this goal, a quality assurance system has been established and it includes representatives of external stakeholders as well as of students, annual quality assurance measures and activities have been established and responsibility for their implementation and deadlines have been clearly designated (as evidenced in Annual Action Plans for 2018 - 19 and 2019 - 20, appendix 1.1i of the self-evaluation report). Some of the tools and documents have been introduced recently and this is a positive move particularly in relation to the planned growth of the institution, these include The Quality Assurance Strategy (1.1g) and The Quality Policy Edward Bernays University College (appendix 1.1f) both introduced in 2018 and the Quality Manual (appendix 1.1h), introduced in 2019, the last one provides an exhaustive overview of the quality assurance system, including the responsibility and frequency of actions. Bernays collects a range of data related to quality assurance and the collection methods are varied. Work performance monitoring and a rewarding system are in place, continuous professional development is supported on an ad hoc basis. The overall quality assurance efforts also link to Bernays' 2020 - 2025 Development Strategy (Appendix E of the self-evaluation report). A key strategic objective is Bernays' transformation into an applied sciences university. However, both strategy documents - 2020 - 2025 Development Strategy and Quality Assurance Strategy - are rather general and broad. In particular they lack concrete data and analyses on which the strategies are based (such as market analyses for the proposed programmes), more detailed implementable goals (such as timelines for growth of student numbers on the new study programmes etc.) and key planned measures, including financial analyses, resource allocation (such as staffing, management etc.).

Strategic documents refer to the needs of the labour market but it is not entirely clear how these are monitored and data gathered and analysed.

Recommendations for improvement

While significant progress has been made with the development of an all-encompassing, fully functional and transparent quality assurance system, some improvements can be made. A tighter strategic framework will make the identification and achievement of strategic goals easier. The evaluation and data collection could benefit from including forms of peer review, for example in the case of teaching evaluation. Currently it appears that the range of external stakeholders focuses mainly on those with whom Bernays has an agreement for internships, broadening the range would be beneficial for an understanding of the needs of the labour market, the Croatian Employers' Association and the Croatian Tourism Association are obvious examples in this respect. At the moment it is not clear whether data/feedback from external stakeholders is collected, analyzed and implemented in relation to strategic plans in a formal manner, that would certainly be recommended as opposed to a more informal process. Financial support for professional development and for rewarding staff for exceptional performance is in place and this is very significant, however, as the institution grows, it will be desirable to introduce a more formal process for awarding financial assistance for staff development.

Quality grade

SATISFACTORY

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

Analysis

Thus far Bernays underwent only one such event organized by the Agency for Science and Higher Education (ASHE) and the recommendations from the evaluation were implemented. Apart from the ASHE evaluation, Bernays also conducted external audits and it should be acknowledged that such audits are voluntary and further testify the HEI's commitment to quality.

Recommendations for improvement

N/A

Quality grade

HIGH

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

Analysis

Bernays has established guidelines (e.g. Code of Ethics, Regulations on Authentication and Verification of Final Papers and Diploma Theses) and processes in relation to safeguarding academic integrity and freedom as well as professionalism - an important aspect in terms of the HEI's current status and statute. Some examples of processes include the incorporation of ethics-related causes in annual learning agreements and a clear process for raising concerns about (un)ethical conduct. Institution-level bodies (such as the Ethics Committee, the Centre for Quality Management) as well as individuals (especially the Vice Dean for Scientific Affairs and Quality Management) have been appointed with a clear mandate, the Ethics Committee includes representatives of the student body. A system is in place for the verification and authentication of final papers and diploma theses (Unicheck) and the self-evaluation report provides examples of similarity reports and actions taken in cases when the similarity rate was high.

Recommendations for improvement

There are no areas of concern considering this standard, however, in the light of plans for growth and the acquisition of the status of an applied science university, the expert panel recommends strengthening ethics procedures focused on staff research and staff professional activities.

Quality grade

HIGH

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

Analysis

Information on study programmes and on a range of other activities carried out by Bernays is available and easily accessible on the institution's website and that both in Croatian and English. Admissions criteria, learning outcomes and other key information about study programmes are provided on the website and information is also disseminated via social media and printed materials. Bernays promotes its activities via a range of channels and networks, the institution has an organizational unit - Office for Public Relations - devoted to communication and promotional activities. Bernays co-operates with secondary schools in promoting the subject areas that the institution

covers and providing advice on further study to secondary school students. The promotion and recruitment activities include free lectures and workshops directly relevant to the study programmes within the framework of “Praznici na Bernaysu” project, prize contests as well as a range of professional events. The wealth of examples provided in the self-evaluation report attest to Bernays’ communication efforts mainly in promoting its activities as part of a recruitment drive, while this is completely understandable and justified, it could highlight its social role - other than preparing students for a job market - more.

Recommendations for improvement

The area in which Bernays can make its role and activities more visible is the social role in terms of public actions and practices that are not related to promotion and recruitment a priori.

Quality grade

SATISFACTORY

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

Analysis

Bernays contributes to the development of the economy, its mission is to “provide students with a quality education that will enable all conditions necessary for students to be competent for today’s labour market immediately after completion of studies.” In terms of the institution’s contribution to the development of civil society and local community, there is a range of teaching and research-related activities (albeit it should be noted that the institution is not obliged to carry out research activities) such as public lectures, masterclasses, round tables, training programme and similar. Projects particularly in the field of tourism are geared towards the local area and its development. Volunteering by students and staff is encouraged and formalized, the Bernays Student Council has its Charity Committee. At the moment - possibly due to its small size - Bernays does not engage with vulnerable or disadvantaged groups in a systematic manner and developing this area would also highlight the institution’s commitment to its social role. During the on-site visit the expert panel learnt about a plan to offer a scholarship to a student of Roma origin and this would be a highly meaningful contribution to a disadvantaged group in the local community.

Recommendations for improvement

While Bernays has developed activities that highlight its social - rather than economic - engagement, more activity at the level of the local community seems to be occurring in

tourism. Teaching and voluntary activities that relate to PR and strategic communication could also be further developed at the local level and directly benefit the local community. More targeted engagement with vulnerable and disadvantaged groups in the local community would also be beneficial.

Quality grade
SATISFACTORY

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

Analysis

Lifelong learning forms an important part of Bernays' growth strategy, however, at the moment the institution only conducts non-formal lifelong-learning programmes, the most significant of these is Psychotherapy Propedeutics. As mentioned in 1.1 a tightening of the strategic plan overall would be useful and this also applies to lifelong learning programmes, more detailed data, analysis and measures would be desirable.

Recommendations for improvement

Since lifelong learning programmes form a part of Bernays' growth strategy, it is important to establish clear and realistic goals coupled with analyses and measures in this area. Life-long learning programmes should also have ECTS credits associated with them, Bernays can make significant developments in this respect in the future.

Quality grade
SATISFACTORY

II. Study programmes

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

Analysis

The general goals of all study programmes are essentially in line with the mission and strategic goals, although the strategic goals and generally the development strategy is not well defined. Namely, the strategy is too general, the competitors are not clearly defined and objectives should be more clearly identifiable and realistically measurable. In the strategic plan the projection for student numbers on degrees is missing.

Innovation as a key word from the vision is limited in relation to curriculum (particularly the study programmes in the Communications Department) and teaching methods, generally in all study programmes (this is more pronounced in relation to the field of communications than to tourism though). Bernays' vision, mission and strategic development are not connected, the strategic documents (such as 2015 - 2020 Development Strategy and 2020-2025 Development Strategy of Edward Bernays University College) and the action plan do not provide sufficient details in terms of the desired outcomes and how to achieve the identified strategic goals and how to position the institution in the higher education environment, particular in relation to competitors (there is no indication of these in the provided documents). The overall objective of all study programmes includes the acquisition of competences in economics, entrepreneurship and management, in creating projects in public relations and tourism. At the moment Bernays conducts 2 undergraduate and 1 graduate study programmes:

1. Undergraduate programme Communication Management,
2. Undergraduate programme Tourist Destination Management and Marketing,
3. Graduate programme Public Relations Management.

The justification for delivering study programmes is provided and some recommendations from professional organisations i.e. stakeholders, such as private and public companies, are also provided. However, when assessing the impact and viability of the study programmes, Bernays does not collate and provide formal data/evidence on graduate students and does not collect feedback from graduates (who can be members of the Alumni Club) as formal evidence. It is crucial to perform labour market and social needs analyses, especially regarding the planned new study programmes in the field of psychology. Bernays is planning the accreditation of a new study programme in psychology and it is fundamentally important that the institution sets clear objectives in terms of recruitment and staffing over the period that the strategic plan discusses i.e. 2020 – 25. The monitoring of the labour market needs is based on data and recommendations from the Croatian Employment Service, as stated in the self-evaluation report. However, a formal system of graduate employment analysis and indicators, insinuated in the Strategy, needs to be set up and monitored continuously to assure the alignment of study programmes with the needs of the society and the labour market. A system of formal inclusion of all external stakeholders in the improvement of study programmes and the development of new ones (psychology) is recommended. The international competitiveness of graduates should also be improved, in this respect an increase in outgoing student mobility is required.

Recommendations for improvement:

The expert panel strongly recommends that Bernays prepares a development strategy that addresses the gaps identified in the analysis and ensures that it is aligned with the

goals set for individual study programmes. We encourage the institution to introduce more courses taught in the English language at undergraduate (i.e. subject specific elective courses rather than courses focused on language skills) and graduate levels in order to attract more incoming students and to encourage greater outgoing mobility as well. The expert panel considers it crucial that Bernays develops formal measures for gathering data and evidence on the employability of its graduates.

Quality grade
SATISFACTORY

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

Analysis

Bernays clearly defines learning outcomes for its 3 study programmes and since the academic year 2015/2016 performs the assessment of learning outcomes at course level. Learning outcomes are adjusted according to the Croatian Qualifications Framework (and comply with the requirements for Level 6 and Level 7 respectively) and they reflect progression from undergraduate to graduate levels and also progression between different levels of graduate studies, for example, learning outcomes in the first year refer to less developed skills and competencies (explain, recognize, ...) than those in the third year (analyse, create, critically consider, ...). The learning outcomes and Course Instructions are prepared and provided as part of an information package for each course. Bernays also prepares a levelling matrix that ensures that programme and course-level learning outcomes are aligned. When adjusting the defined learning outcomes, the feedback of students and teaching staff is taken into account, however, it appears that alumni and representatives of the relevant industries are not consulted. In order to prepare teachers for grading that is based on the learning outcomes, Bernays (Centre for Quality Management) continuously conducts training seminars for teachers, assistants and external teachers in creating and assessing learning outcomes. Seminars are usually conducted by staff from the Faculty of Education of the University of Zagreb. A similar seminar about learning outcomes is also organized for first-year students each year. At the end of the semester, the Quality Assurance Committee and the Vice Dean for Scientific Affairs analyze the achievement of learning outcomes for the study programmes. While collaboration with various relevant industries is a crucial goal in the institution's strategy (and arguably a unique selling point), it is crucial to collate and analyze feedback on student's competencies during work placements and assure that these are aligned with course-level learning outcomes.

Recommendations for improvement:

While the expert panel fully appreciates the extensive work that has gone into the design and continuous improvement of learning outcomes and that at the level of individual courses and also of study programmes, we identified a discrepancy between the learning outcomes and their “translation” into actual pedagogic practice, particularly when it comes to teaching methods and assessment modes (in this respect please also see our recommendations for criterion 3.3). It is crucial that learning outcomes do not become disconnected from pedagogic practice, they need to be supported with a range of teaching methods and assessment modes. The expert panel commends Bernays on its investment in the training of its staff on learning outcomes and grading, this is a resource-intensive activity but a very valuable one. We encourage Bernays to continue with the practices developed so far and importantly recommend to extend the training - particularly that provided by experts from the University of Zagreb - to also cover teaching methods and assessment modes. We are convinced that this will increase the quality and the attractiveness of Bernays’ study programmes. The expert panel is also of the view that Bernays can improve measures that ensure the continued relevance of its study programmes for the appropriate industries by engaging its industry partners in improvements to learning programmes. The same also applies to employability, collecting data and monitoring the employability of its graduates can play an important role in improvements to study programmes. And finally, we strongly recommend more work on the internationalization of the study programmes, incoming and outgoing mobility is crucial in this respect.

Quality grade
SATISFACTORY

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

Analysis

The achievement of learning outcomes is checked via written and oral examinations, seminar papers, case studies, projects and presentations. Learning outcomes for individual courses are continuously tested and assessed. The expert panel was provided with examples of these for different courses and we analysed these during our site visit. The expert panel also had an opportunity to explore final theses for Communication Management and Public Relations Management study programmes. Every course has clear and established modes of assessment that cover learning outcomes and these are described in the syllabi. The learning outcomes are aligned with Bloom’s taxonomy and Dublin descriptors and the results for all learning outcomes for each course are evidenced in the BEduca IT platform. However, as already

mentioned under the above criterion 2.2 when cross-checking the assessment methods, grading schemes and learning outcomes the expert panel became aware of some gaps. The main reason why the expert panel graded Bernays' achievements on this criterion as satisfactory relates to the lack of provision of practical skills and knowledge bases at each level of graduate study programmes in particular. Practice-based learning and its assessment - and for a higher education institution involved in vocational training such learning is crucially important - is largely set aside for work placements which are of high quality but do not replace the continuous semester-by-semester development of practice-based skills and competencies. In order to achieve study programme learning outcomes, students should commence their work placements with an existing level of practice-based skills and knowledge and they should also be able to continuously develop these even after the completion of a work placement.

Recommendations for improvement

The expert panel is of the strong view that urgent work is required on the continuous provision of practice-based skills and knowledge bases, these should be graded according to the level of study. The work placement as such - no matter how high its quality is - cannot as a rule replace the continuous learning and acquisition of skills and competencies. It is also important to provide facilities - equipment and software, for example - for students to practise their skills. The expert panel recommends that Bernays continuously evaluates and revises the assessment modes for learning outcomes - as mentioned under criterion 2.2 already - and also further in the report under criterion 3.3. One way of designing more varied and more appropriate assessment modes is to group learning outcomes into categories, such as knowledge and understanding, applying knowledge and understanding, making judgements, communication and lifelong learning skills, and design a range of appropriate assessment modes for each category. As already mentioned Bernays can make much better use of insights and suggestions for improvements from its various industry partners and its graduates/alumni.

Quality grade
SATISFACTORY

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

Analysis

Bernays carried out a revision of its study programmes at the technical and strategic levels. While the technical level aims to optimise the student workload, the strategic

one aims to align Bernay's study programmes with contemporary labour market and social trends. The technical audit is usually performed at the end of each semester/academic year and generally implies changes to teaching staff or the allocation of ECTS credits. The strategic audit involves major changes to the curriculum. During the last 5 years (2015-2020) Bernays has undergone 4 audits, two technical ones (2016/17 and 2018/19) and two strategic ones (2017/18 and 2019/20). During the site visit the expert panel had the opportunity to cross check all the documentation regarding the implementation of the outcomes of the audits. The expert panel was provided with all the relevant evidence and was satisfied that all changes were accepted by the Study Programme Audit Committee and were made in syllabi and recorded for the current academic year. From 2015 to 2018 the volume of ECTS credits for work placements on the Communication Management study programme vertical was increased, this was a significant step in improving the study programme. The expert panel found ample evidence that confirms that student feedback is collated and addressed in a systematic manner, however, neither the self-evaluation report nor the meeting with external stakeholders provided clear evidence that employers' feedback played a role in the implementation of the above mentioned change. The expert panel found a lack of systematic and formal engagement with external stakeholders and therefore concludes that input from external stakeholders tends to be ad hoc and informal.

Recommendations for improvement:

The expert panel recommends that Bernays builds systematic and formal channels and procedures for feedback from the whole range of stakeholders. Clearly, the extent of feedback and its frequency will vary but it is crucial that all relevant stakeholders are involved in changes to study programmes, not only to improvements but also to the preparation of new ones.

Quality grade
SATISFACTORY

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

Analysis

Bernays assigns ECTS credits to individual courses based on the total number of working hours needed for successfully meeting the learning outcomes of the given study programme. The study programmes usually include courses with 6, 5, 4 and 2 ECTS credits. To assess the alignment of the actual student workload with the defined ECTS credits, Bernays carries out two student surveys (in both semesters) in each academic year. The expert panel was not provided with evidence of changes introduced

based on students' feedback and we were not made aware of whether students are provided with feedback on the results of the feedback analysis and the subsequently implemented changes. It appears that the decisions on the number of ECTS credits for individual courses were made mostly based on the experience of the teachers and that no adjustments were made later according to student feedback. However, the Centre for Quality Management analyses the distribution of ECTS credits on all courses in detail and in case of excessive or insufficient student workload, it alerts the relevant teachers. Particular attention is paid to the ratio of ECTS credits to the literature/study materials for each course. As explained in the previous section (2.4) some technical audits have been made during the last 5 years and changes in the volume of work placement ECTS credits were made. Students' work placement is allocated a high number of ECTS credits (at undergraduate level 11 ECTS credits, at graduate level 15) and this is good in principle but Bernays needs to make absolutely sure that very strong measures for control and quality assurance are in place as the work placement is delivered by external partners. As already mentioned, it is crucial that Bernays introduces more practical skills and competencies taught during regular sessions (especially during the exercises) as preparation for work experience to be able to achieve the intended learning outcomes.

Recommendations for improvement

Bernays should continue with the student surveys on teaching processes and working hours needed to successfully master the learning outcomes. This is an efficient way of detecting imbalances on some courses and subsequently changes can be implemented to adjust the ECTS credits to reflect the actual workload. The use of student feedback for adjustments to ECTS credits can be improved and students can be informed about such changes. A large number of ECTS credits is allocated for work placement, Bernays must ensure that there are very strong quality control measures in place as work placements are delivered by external partners. The expert panel also encourages Bernays to re-think its allocation of ECTS credits to practice-based learning and introduce the continuous inclusion of practice-based skills and knowledge bases in its study programmes with adequate ECTS credits.

Quality grade
SATISFACTORY

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

Analysis

Bernays incorporates work placements as an obligatory part of its study programmes at undergraduate and graduate levels of study and these are regulated by the Regulations

on Work Placements and Field Classes. In the first and second years (summer term) students have 60 hours of a work placement (2 ECTS). On the Tourist Destination Management and Marketing programme of study in the first and second years field classes are conducted, and in the third year both study programmes have work placements of 210 hours worth 7 ECTS credits. At the graduate level students have 240 hours of work placement (8 ECTS credits) in the first year and 210 hours (7 ECTS credits) in the second. For professional studies programmes, this is a good ratio between theoretical and practical competencies. In general, practical student work experience is organised in a systematic manner as evidenced in the Self-evaluation report, on-site documentation and placement site visit (Media Tower). At the time of the re-accreditation Bernays cooperated with 89 industry – partner institutions. The Centre for Career Development and Market Cooperation maintains a record of all placement sites listing all students who have completed work placement with a specific employer, a description of tasks that students may do with that employer and all the positive and negative experiences of students and of employers are listed. In addition, Bernays also conducts two evaluations of the quality of content and work placement each year: one with students and one with employers. Students and employers assess their satisfaction and quality of the work placement system and Bernays uses the results to improve the quality of work placement. The reports on student satisfaction show that most students believe that they acquired new knowledge and skills during the placements. Bernays developed the Action plan for improving student work placements, which outlines new activities that will be undertaken in 2020 and 2021, these include the introduction of the White Paper (Bijela knjiga – a Rule book) for mentors and for students, co-operation with new partners in the field of tourism, workshop for students before a placement, research on labour market needs, focus groups, improving of learning outcomes, mentoring mentors.

Recommendations for improvement

The expert panel commends Bernays on its provision of work placements and the establishment of an extensive network of industry partners. We encourage the institution to continue with the practices already in place, such as the collection of positive and negative feedback from students and their mentors in all partner organizations. We also encourage Bernays to implement the new measures as outlined in the Action plan for improving student work placements.

Quality grade

HIGH

III. Teaching process and student support

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

Analysis

Bernays has admission criteria and criteria for the continuation of studies published on their web page. Both criteria are clearly defined and consistently applied. As stated in Bernays' enrolment information, enrolment into the first year of an undergraduate study programme takes place by applying according to the Call for Enrolment and all individuals who have completed four years of high school may apply. A condition for enrolment on a graduate study programme is a completed professional or university undergraduate study programme or university of applied sciences/college qualifications equivalent to the "bachelor" professional title (at least 180 ECTS). The HEI also has measures in place that recognize prior learning, during the site visit the expert panel heard testimonies from students who transferred from other HEIs.

Recommendations for improvement

N/A

Quality grade

HIGH

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

Analysis

All the information on student progress is collected annually. Sources for data analysis are stored in the BEduca IT platform. The annual Student Academic Results Report consists of data regarding enrolled students, graduation rates, progression rates from the first to the second year of study, quality of students enrolled in the first year of undergraduate studies and student population structure. While the report includes a variety of relevant detailed statistical data, excerpts from it used in the self-evaluation report do not provide information on what measures are being taken to reduce students' drop-out rates or to help students whose grades have deteriorated for various reasons. The expert panel was not provided with any other documents or evidence that would clarify the necessary actions taken to address the issues identified in the data analysis. For example, the report has the data on the number of students who did not qualify for full-year enrollment but the expert panel did not see evidence of how the

reasons behind the issue were identified and what steps Bernays took to help students to qualify or improve their grades.

Recommendations for improvement

The expert panel recommends that Bernays develops a formal mechanism not just for monitoring progress but also for identifying and implementing measures that can help students. Results of exams and other assessments can be checked continually to identify any potential issues that a student is facing that can lead to a student dropping out. One way of addressing drop-out rates can be to assign a person/mentor to each student cohort who will monitor students' progress, pass rates and completion rates and who can engage with students directly and regularly to find out what the reasons for dropping out are and consequently address these systematically.

Quality grade

SATISFACTORY

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

Analysis

The expert panel studied the provided syllabi in great detail and information for teaching methods was rather brief, almost every syllabus contains only lectures and exercises although the self-evaluation report specifies that exercises are of various types. The syllabi do not contain information about the inclusion of fieldwork or work placement on a course. There is a lack of research-based learning aside from BLab which is the only example where research is directly involved. Although Bernays provides training for their teachers regarding teaching methods, it is not clear whether and how they assess the appropriateness of various methods for their teaching and how they adapt these for example in relation to the institution's diverse student population. Bernays has the BEduca intranet platform which serves as a means of communication and as a virtual storage space where teaching materials (presentations and exercises) are located. Although the self-evaluation report states that BEduca enables "students who are absent from certain classes to follow them, and to fulfil their course obligations," it is not clear how this works in practice. It seems that BEduca serves more as an information board and repository for materials than as an e-learning system. There is a bare minimum of practical skills taught at Bernays as part of courses, the acquisition of practical skills is left to periods of work placement. While the work placement is very valuable and well developed - including measures for quality assurance - the expert panel considers it a major weakness that students do not gain adequate practical skills before embarking on work placement. The expert panel also concluded that university staff confuse practice with exercises in which students apply

what they learned in the theoretical part of the course. Knowledge application and practical work should be separated out and assessed as such. The expert panel evaluates the ways of collecting student feedback and the response to it very positively. In our meeting with students it was confirmed that students feel like their voices are being heard and therefore take the evaluation of courses and lecturers very seriously and this plays a key role in improvements to both. The expert panel found a wealth of evidence that confirms that Bernays teachers and external associates are highly dedicated and engaged, including in meetings with current students and alumni. Also, it came across clearly that all stakeholders are involved in creating a supportive learning environment. Current students also stressed their satisfaction with guest lectures held by successful entrepreneurs that are organized regularly by Bernays and that contribute to students' motivation and engagement. Students are also supported and motivated to participate in the organization of the Bernays' conference - the Communication Management Forum and the expert panel considers this exemplary for encouraging students' autonomy and responsibility.

Recommendations for improvement

The expert panel strongly encourages Bernays to increase the variety of teaching methods, materials and modes of delivery, there is a lot of space for catching up with current trends and for innovation in this respect. The expert panel recommends an increase in the use of digital platforms, methods and tools in the teaching process, many of these form a standard part of the work of professions that Bernays students join upon graduation. Greater emphasis can also be placed on e-learning as such. We also strongly advise Bernays to incorporate the teaching of practical skills into the syllabi of courses taught at Bernays. We acknowledge that such a change is not going to occur overnight but Bernays needs to develop the provision of practical skills and knowledge bases "in-house" and to provide facilities that enable students to practice and develop their skills further at Bernays rather than almost entirely during their work placement. This development will also enable the achievement of strategic plans related to life-long learning.

Quality grade

MINIMUM

3.4. The higher education institution ensures adequate student support.

Analysis

The expert panel recognizes student support as a particular strength of Bernays'. Regarding the sharing of information, Bernays primarily relies on its website and the BEduca internal platform. The main document that provides students with basic

information about the organization of their study and about their obligations and rights is Regulations on Study Programmes which is available on Bernays' website, on the BEduca internal platform and on the bulletin board at Bernays' Dean's Office. Bernays also provides an information package that functions as the course catalogue with information on education profiles, courses, and the study system. Information packages are prepared in Croatian and English and are published on Bernays' website. The institution also provides the Student Guide as an additional information package for students, it includes the contact details of all Bernays employees. Furthermore, Bernays' Code of Ethics is also available on the website and on the BEduca internal platform. The institution has developed a series of support mechanisms and roles, including student advice, career advice and psychological counseling. The expert panel was provided with much evidence and many examples from current students and alumni about their experience of receiving support from teachers as well as administrative staff. However, one suggestion for a potential improvement was to introduce a student mentor in the first year of studies. The expert panel highlights the availability of psychological counselling (Office for Student Counselling) and career advice (Centre for Career Development and Market Cooperation) as examples of good practice. Bernays analyses feedback from students on a regular basis, various ways of collecting feedback, including anonymous feedback (there is a box for anonymous complaints and replies are publicly announced) are utilized. Bernays' formal institutional structure includes the Student Council of Edward Bernays University College, the elected student body that represents the students and protects their interests. Finally, although Bernays has a library, it is very modest at the moment, with a limited amount of books and not enough study space. Regarding support for students with special needs, the panel did not find any examples of such support. However, at the moment there are no students with physical disabilities and there is no access for wheelchair users (it was explained to the panel that such access is planned for the new premises).

Recommendations for improvement

The expert panel encourages Bernays to continue its exemplary work on student support. The expert panel encourages Bernays to introduce a student mentor, especially in the first year of studies. The issues with the library have been addressed in the self-evaluation report and the move to new premises should be an improvement. Finally, particularly in the light of plans for growth and the introduction of new study programmes, it is highly desirable to have more formal processes for ensuring support for students.

Quality grade
HIGH

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

Analysis

At the time of the re-accreditation process there were not enough students from vulnerable and under-represented groups to evaluate Bernays' work in this respect, therefore, the criterion is not applicable.

Recommendations for improvement

The expert panel recommends that Bernays attracts and involves students from vulnerable and under-represented groups. The expert panel was told about the possible introduction of a scholarship for a student of Roma background, this is a highly desirable move.

Quality grade

N/A

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

Analysis

Bernays has Erasmus programme contracts with 13 international institutions and all of them are a very good match for Bernays as they are in the field of applied science. The institutions are located in countries with official languages that are taught at Bernays which is very helpful for the students. The students have support from Bernays in the process of choosing the right institution for their Erasmus exchange, they also get support regarding the subjects that they choose to study so their credits can get transferred at the end of the semester. Bernays' Centre for International Cooperation, headed by the Vice Dean for International Cooperation, is responsible for providing institutional support for students who want to participate in the exchange program.

Recommendations for improvement

Although Bernays is a small institution with an impressive number of international partners for its size, it would be worthwhile to make a concerted effort to increase the participation of students in the Erasmus programme. Promotional activities could comprise seminars and workshops that include students that already participated in the programme.

Quality grade

HIGH

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

Analysis

Bernays provides an English-language Information Package on its website for incoming students with basic information about the application process, academic calendar, exam dates and courses as well as practical information regarding the visa system, compulsory documents, health insurance and accommodation. Bernays set up a Buddy System through which local students assist exchange students upon their arrival in Zagreb. Since internationalization is mentioned as a key part of Bernays' strategic plan, the expert panel encourages the institution to conduct further work in setting up teaching in the English language. In the course of the site visit the expert panel learnt that it was not possible for regular students to attend classes in English. The expert panel was impressed with the provision of mindfulness sessions in English, an illustration of Bernays' commitment to students' psychological wellbeing.

Recommendations for improvement

The expert panel strongly encourages Bernays to introduce some courses in English for all Bernays students. This would lead to the greater inclusion of Erasmus students in regular teaching and local students would also benefit from this practice as it would help them improve their English language skills. Such a move would also contribute to the institution's internalization strategy. The expert panel also suggests the introduction of a Croatian language course for Erasmus students, as this could help improve not only their academic experience but also their everyday life while staying in Croatia.

Quality grade

SATISFACTORY

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

Analysis

In order to prepare teachers for proper evaluation of students' achievements, at the beginning of each academic year Bernays (Centre for Quality Management) organizes training seminars on methods of evaluation of student achievements for teachers, assistants and external teachers. After the exam periods end, Bernays (the Centre for Quality Management) conducts an evaluation of student satisfaction with the exam periods. From the academic year 2018/2019, Bernays also conducts teachers' self-evaluations on courses. There is also a procedure that regulates the evaluation process for students with different types of disabilities. However, the expert panel did not find

evidence of procedures that would monitor and evaluate the internal consistency of the grading system of individual courses and of whole study programmes. More attention needs to be paid to the objectivity and reliability of grading. The institution has an appeals procedure and the expert panel was given an example of a concluded complaint. Student evaluation and grading methods are an integral part of each course syllabus and are explained in more detail in Course Instructions (Appendix 2.2b). The criteria and methods for evaluation and grading are aligned with the teaching methods used. Although the panel finds these criteria satisfactory overall, as we already mentioned, there is a lack of assessment and hence grading of practical skills on all the study programmes. The expert panel also considered the range and appropriateness of assessment modes on individual courses and arrived at the conclusion that improvements can be made in this respect, written exams are used very frequently. In the undergraduate study programme Communication Management, every course comprises a written exam and average weighting for written exams on the level of the whole programme is more than 75% overall. While it is appropriate and legitimate to use written exams as a mode of assessment, an extensive reliance on these can be inadequate particularly on courses that focus on practical skills and their development. Other modes of assessments could be applied easily, since the number of students on all study programmes is not excessively high.

Recommendations for improvement

The expert panel encourages Bernays to use a wider range of assessments and to consider the learning outcomes carefully when deciding on these. We also recommend to carry out more work on ensuring the internal validity and reliability of grading and its consistency throughout a study programme (conducting meta-analyses can be useful in this respect).

Quality grade

SATISFACTORY

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

Analysis

The expert panel was presented with the issued Diplomas and Diploma Supplements and found that they complied with the relevant regulations.

Recommendations for improvement

N/A

Quality grade

HIGH

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

Analysis

Bernays has partnership agreements with approximately 90 companies which provide opportunities for work placement for the institution's students. Considering that work placement is a very important part of the study programmes and since students are required to fulfil a large number of work placement hours, it can be concluded that this certainly contributes to students' employability. It is also evident that a proportion of students are offered work opportunities in the companies where they completed their work placement. Feedback on students' work placement is collected both from students and partner companies, however, the expert panel was not provided with data on the link between needs of the labour market and the study programmes offered at Bernays. Bernays has an Alumni Club for former students and the relationship between the Club members and the institution is strong though it appears to be rather informal, for example networking with alumni and employers is regular but not formalized. Bernays also has the Centre for Career Development and Market Cooperation that is formally responsible for providing various forms of help and advice etc. that relate to the development of students' careers.

Recommendations for improvement

The expert panel encourages Bernays to formalize feedback from employers and alumni in relation to labour market needs.

Quality grade

HIGH

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

As with all the other criteria, the expert panel is mindful of the small size of the institution and it acknowledges the important role of the impressive network of external associates. Overall, teaching capacities - the number and qualification of teachers, the student-staff ratio - are in line with requirements for an institution of Bernays' size and status. The expert panel commends Bernays for the effort that it makes in recognising the weight and importance of the administrative roles at the institution, the adjustment of teaching hours for staff with substantial administrative

duties is in line with best practice in the sector. The expert panel is, however, mindful of Bernays' growth plans and their potential impact on teaching capacities. These areas have not been addressed to the extent that we would welcome. Another major concern is the lack of provision of practice-based teaching in the institution, this issue has been mentioned already in the report. At the moment Bernays over-relies on the delivery of practical skill sets and knowledge bases by external partners.

Recommendations for improvement

The expert panel encourages Bernays to plan carefully in terms of resources for its growth plan and the plan to acquire the status of a university of applied sciences. The expert panel urges Bernays to shift some of the teaching of practical skills and knowledge to the institution itself, such a shift requires strategic thinking and analysis but it can be gradual and supportive of Bernays' growth plans.

Quality grade

SATISFACTORY

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

Analysis

Bernays works with an extensive network of external associates who are involved in teaching, supervision of theses and also oversee work placements in the organization for which they work on a full-time basis. As already mentioned the work placement opportunities and the co-operation with partners involved in these is highly efficient and beneficial for Bernays' students. The external associates are very well placed for the work that they do for Bernays, they are experienced professionals (in many cases in senior positions with highly influential public and private organizations) and Bernays also has a mentoring scheme and open communication channels that ensure the quality of the external associates' participation in Bernays' activities. In the meeting with the external associates the expert panel was pleased to learn about their high levels of satisfaction with working for Bernays.

Recommendations for improvement

N/A

Quality grade

HIGH

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

Analysis

In April 2019 Bernays introduced new Regulations on the Internal Organisation and Systematisation of Positions which provide details of the structure of the institution, its key components and key roles. The document provides a clear definition of the duties and responsibilities for each key role and hence effectively establishes criteria for performance evaluation for each role and indirectly also for the appointment to these roles. It is, however, not clear from the document how such performance evaluation is conducted or with what frequency. This particular document and its implementation is clearly aligned with Bernays' strategic plans for growth and for the acquisition of the status of an applied sciences university. What is, however, missing in Bernays' strategic plan is clearly defined long-term goals for the recruitment and appointment of teachers that support the strategic priorities of growth and change of status to a university of applied sciences. From the self-evaluation report and the meetings with a range of stakeholders it appears that the recruitment process is largely ad hoc and informal, the self-evaluation report states that the preferred method for recruitment is direct employment without call (with the main criterion being the individual's work placement) and a lot of stress is also on developing talent from the institution's own ranks (e.g. pathways for its graduates to teaching jobs). In cases when Bernays requires teachers in fields for which the institution does not have in-house expertise, it resorts to the so-called Success Insights method rather than an open call. While it is understandable why this - informal and familial - approach has been adopted, it raises quality-related concerns and may actually be counter-productive in terms of Bernays' strategic priorities. There are clearly defined criteria for financial rewards for teachers, these include excellence in teaching and also for professional/research publications. Apart from relevant statutory regulation, according to the self-evaluation report the criteria for the promotion of teachers into higher grades are defined in the following internal documents - Statute (appendix A of the self-evaluation report), Regulations on the Internal Organisation and Systematisation of Positions (appendix C of the self-evaluation report) and Regulations on Appointment to Teaching and Associate Grades (not provided with the report). Articles 71 - 75 of the Statute briefly deal with titles and teaching positions, with Article 72(3) stating that "conditions for the teaching or the associate position are determined by separate Rules" and article 72(1) clarifying that "selection of teachers and associates is performed by the Expert Council under the procedure established by the provisions of the Law and in accordance with the development policy of Bernays." The advancement of teachers and their promotion is - understandably - not covered in this high-level key document. While Regulations on the Internal Organisation and Systematisation of Positions provide clear descriptions of

duties and responsibilities for the key roles in the institution, they do not provide an account of criteria for advancement and promotion. The expert panel was not provided with a copy of Regulations on Appointment to Teaching and Associate Grades.

Recommendations for improvement

The expert panel urges Bernays to introduce strategic long-term recruitment planning that is in line with the institution's key strategic goals. It also strongly recommends that Bernays considers and implements the use of more varied recruitment strategies and methods, a combination of different approaches may best suit Bernays' goals. A more formal recruitment process is desirable, the largely informal and "as needed" process has worked thus far but will have limitations when Bernays grows and achieves the status of a university of applied sciences. This is particularly pertinent to the current practice of direct employment without prior cooperation experience, i.e. in cases when Bernays requires teachers in fields for which the institution does not have in-house expertise, it resorts to the so-called Success Insights method rather than an open call. The clarity of internal criteria for promotion and advancement for teachers and the formalization of this process will also become even more important in the future.

Quality grade

MINIMUM

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

Analysis

Bernays' efforts in supporting the professional development of its employees are commendable. The institution has a formal reward structure that is - among other criteria - linked to publications and teaching excellence. Bernays also supports staff attendance at conferences, stays abroad (for example as part of Erasmus) and other professional activities. The funding/support structure for this is less formal than the financial reward system and at the moment it is working well - as also evidenced in the expert panel's meetings with various stakeholders - however, with the planned growth of the institution, it will be desirable to introduce more formal arrangements.

Recommendations for improvement

With the planned growth of the institution it will be desirable to formalize the support for professional development.

Quality grade

HIGH

4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.

Analysis

This criterion has been addressed in the self-evaluation report and in the site visit very clearly and Bernays is well aware of the fact that it has - so to say - outgrown its space. Plans are already in place to open at new premises as early as September 2020 and the expert panel agrees that it is a very welcome and timely move. It is likely that the new spaces - tailor-made for Bernays - will be most suitable but the current premises that the expert panel visited would qualify only as satisfactory. Teaching spaces and spaces for student socialization - particularly the patio - were adequate, however, the library and computer lab - which according to the self-evaluation report forms part of the library - are certainly areas where improvements can be made (greater availability of computers with specialist software is very much needed). Improvements to spaces for staff (including the Student Administration Office) are also an area that can be addressed. The expert panel is also hopeful that the move to new premises will result in the availability of better facilities for practice-based work.

Recommendations for improvement

Bernays is acutely aware of the limitation of its currently available spaces and is addressing the issue as a priority, the expert panel recommends paying special attention to developing facilities for practicing skills and testing practical knowledge. This development of facilities can be gradual and very closely aligned with Bernays' strategic plans.

Quality grade

SATISFACTORY

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

Analysis

The expert panel takes into account the size of the institution and its focus on vocational training and the professional development of its staff when assessing the suitability of the library and library equipment. We also appreciate the complexity of access to various international databases and full-text sources. Bernays clearly makes

an effort to have the library open at times that are suitable for its students, taking into account the late afternoon teaching sessions in particular. The expert panel is also acutely aware of the space issues that Bernays faces - as already mentioned - and the way in which these are being addressed, however, taking the current situation into account, there are gaps that can be addressed. These relate in particular to the availability of the most recent literature related to Bernays' study programmes, access to internationally significant literature/databases overall for the use of students as well as staff. These gaps need to be addressed urgently in relation to the institution's plans for growth and for the acquisition of the status of a university of applied sciences. In addition, the library comprises a room with 15 work stations for students, the expert panel was made aware of plans related to expanding this space and the uses of the work stations.

Recommendations for improvement

The most urgent recommendation of the expert panel relates to the acquisition of most up-to-date literature that relates to study programme learning outcomes. It is also essential that such literature is of international standing and that staff as well as students have access to it, so consideration should be made for the acquisition of electronic copies. Bernays' strategic plans can carefully calibrate the resourcing of these and propose a gradual plan for acquisition. The current space for individual and group work that forms part of the library needs to be enlarged and its purpose needs to be carefully considered as it can also provide access to a range of electronic tools for teaching, professional and research activities.

Quality grade

MINIMUM

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

Analysis

Bernays is a relatively young institution and as such its financial arrangements are evolving. The expert panel was satisfied that Bernays manages its financial resources transparently, efficiently and appropriately. The panel was - as specified in this report already - also highly impressed with the institution's reward structure and the resourcing of the major administrative duties. It is also absolutely clear that additional - private investment - funding is used for the expansion and development of Bernays. The most outstanding investment is related to the purchase of new premises (the current premises are rented), their re-design and furnishing. Although the private investment has been secured, the expert panel would like to voice some concern over

the sustainability of the funding model and the need for strategic planning in this respect.

Recommendations for improvement

The expert panel recommends the development of detailed strategic plans related to the long-term financial sustainability of the institution. The current funding model that relies on private investment does not appear to be sustainable in the long run.

Quality grade

SATISFACTORY

V. Professional and/or scientific activity

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

Analysis

The expert panel considers it very important that Bernays as an institution is committed to supporting the quality and quantity of professional and scientific activities by providing financial resources in a variety of forms - such activity forms one of the criteria for an individual financial bonus; resources are provided for attending conferences and for organizing the biannual Communication Management Forum and other conferences and since 2016 Bernays also publishes the Communication Management Review. It is commendable that Bernays is keen on encouraging scientific activities as the institution is not obliged to pursue these under its current status. In the meetings with staff it became clear that Bernays is supportive of staff members enrolling at doctoral level studies. The importance of furthering scientific activities is recognized by Bernays and is reflected in the Action Plan for the Advancement of Scientific and Professional Activities of Bernays particularly in the light of the plan for applying for the status of a university of applied sciences and the introduction of new study programmes. The founding of a new journal forms an element in the plan, a conference is also planned and so is more intensified international co-operation. While the above mentioned activities ensure that Bernays employees produce scientific and professional outputs in a sufficient number, the expert panel is concerned about the quality of the outputs and the prevalence of their presentation and dissemination in Bernays-led events and publications. The scientific and professional activities also tend to have a very narrow geographical focus which can be a disadvantage particularly in relation to the aim of expanding international co-operation. While it is clear that support is available for employees who aim to pursue doctoral studies, it is highly

desirable that for doctoral studies institutions are selected with high quality programmes.

Recommendations for improvement

Bernays as an institution is at an important crossroads in terms of growth and achieving the status of a university of applied sciences. While the Action Plan for the Advancement of Scientific and Professional Activities of Bernays is an important document, the institution's overall strategic plan should be more ambitious and also more detailed (see section 1.1 in relation to Bernays' 2020 - 2025 Development Strategy). It is of key importance to ensure that scientific/professional activities are of high quality and that they reach beyond Croatia and the region. Measures that support staff research/professional stays abroad, international conferences and publications should be introduced. Apart from the - crucial - financial and material resources that Bernays invests in the promotion of professional and scientific activities, it would be desirable to build up the professional/scientific activities of teachers who are external associates and those who joined Bernays from the various relevant industries. The mentoring system developed for teaching could be extended to professional/scientific activities and an individual annual plan for professional/scientific activities could be introduced to enable the identification and implementation of professional/scientific activities on an individual basis. This would also enable Bernays to prioritize professional/scientific activities in areas that are considered to be strategically important.

Quality grade

MINIMUM

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

Analysis

Bernays has developed close ties with a large number of industry partners - who are primarily involved in providing practical elements of the curriculum - but who also participate in masterclasses and other knowledge exchange events. Co-operation with professional associations and public bodies has also been ongoing and while in the majority of cases the knowledge exchange flows from the industry to Bernays, in some cases - particularly in tourism - Bernays is contributing its research and knowledge to the partner institution and Bernays appears to be keen to increase these types of co-operations further. Bernays-organized conferences as well as the Communication Management Review journal published by the institution contribute to diffusing knowledge more widely. Bernays is also involved in not-for-profit co-operations with

schools in particular. In the SWOT analysis related to Bernays' overall strategy it is recognized that corporate social responsibility plays an important role in challenging the bad reputation that private higher education institutions have in Croatia.

Recommendations for improvement

It would be desirable for Bernays to increase knowledge transfer from Bernays to the relevant industries and public/social bodies in more general. The successes in the co-operations in the area of tourism could be replicated in strategic communication/PR. Further activities that involve the local community and are aimed at challenging the reputational issues that private higher education institutions in Croatia face could also be developed.

Quality grade

SATISFACTORY

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

Analysis

The expert panel recognizes that while Bernays is a relatively recently founded higher education institution of a small size, it has already achieved recognition particularly at the national level. It is, however, essential that Bernays accelerates its efforts at developing a reputation in a broader - more international - context. The institution also needs to pay attention to the ways in which it can develop its reputation in the areas that are to be newly established. Another challenge is the meaningful and impactful incorporation of the networks and resources that external associates have.

Recommendations for improvement

It is essential - particularly in the light of the institution's strategic plan - that Bernays devises ways in which the professional/scientific activities of its staff and external associates can reach a level that is recognized internationally. Some suggestions for this have been made in relation to individual planning under 5.1 but an analysis and strategic plan can also be prepared at the institutional level.

Quality grade

MINIMUM

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

Analysis

The expert panel recognizes that Bernays is committed to supporting the professional and scientific activities of its employees (in the various ways that have been outlined already) and their transfer into teaching activities and the development of study programmes. We also acknowledge that the institution has recently made an effort to increase the participation of students in research projects (launching the research laboratory BLab in 2019). However, the expert panel is concerned that the vocational - or practice-based - elements of teaching that are crucial for the delivery of the learning outcomes of study programmes at Bernays are not delivered “in house” and are largely covered during periods of internship and work placement. As acknowledged in this report, work placement forms a key element of studying at Bernays and the network of partners is very well developed but it is essential - not least from a quality control perspective - that some of the vocational/practical elements are covered in the regular teaching offered at Bernays utilizing the professional experience and skills of Bernays employees.

Recommendations for improvement

The expert panel encourages Bernays to continue with activities that involve students in research (such as BLab) and also with the support for staff to continue research/professional development (including PhD study) that relates to their areas of teaching. However, the area in which Bernays can make most improvements is to utilize the professional expertise and experience of its employees to incorporate the teaching of practical vocational elements in regular teaching across all years and all study programmes.

Quality grade

MINIMUM

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

Quality grade by assessment area

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

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

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

Quality grade by standard

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

Quality grade by standard

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

Quality grade by standard

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

Reakreditacija
Edward Bernays Visoka škola za
komunikacijski menadžment

Re-accreditation of the
Edward Bernays University College

Edukacija Stručnog
povjerenstva

Training of Panel
members

Mjesto događanja: **Agencija za znanost i visoko obrazovanje** *Venue:* **Agency for Science and Higher Education**

Donje Svetice 38/V
10 000 Zagreb

	Ponedjeljak, 2. ožujak 2020.	Monday, 2nd March 2020
09:15 – 10:00	Edukacija članova Stručnog povjerenstva (kratko predstavljanje rada Agencije, upoznavanje sa sustavom visokog obrazovanja u Hrvatskoj, upoznavanje s Postupkom <u>reakreditacije</u> , Standardima za vrednovanje kvalitete i načinom pisanja završnog izvješća)	Training for the expert panel members (short presentation of ASHE, introduction to the higher education system in Croatia, introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report)
10:00 – 10:15	<i>Pauza za kavu</i>	<i>Coffee break</i>
10:15 – 13:15	Priprema Stručnog povjerenstva za posjet Edward Bernays Visoka škola za komunikacijski menadžment (rad na <u>Samoanalizi</u>) Pitanja za posjet	Preparation of the expert panel members for the site visit (working on the Self-evaluation) <u>Questions for the site visit</u>
13:15 – 14:00	<i>Ručak</i>	<i>Lunch</i>
14:00 – 16:00	Priprema Stručnog povjerenstva za posjet (rad na <u>Samoanalizi</u>) Pitanja za posjet	Preparation of the expert panel members for the site visit (working on the Self-evaluation) <u>Questions for the site visit</u>

PROTOKOL POSJETA

Mjesto događanja: Edward Bernays
Visoka škola za komunikacijski
menadžment

VISIT PROTOCOL

Venue: Edward Bernays University
College

Ratkajev prolaz 8, 10 000 Zagreb

	Utorak, 3. ožujak 2020	Tuesday, 3 rd March 2020
09:00 – 10:00	Sastanak s upravom visokog učilišta (dekan, prodekani) i tajnik (bez prezentacije)	<u>Meeting with the management (Dean, Vice- deans) and Secretary (no presentations)</u>
10:00 – 11:00	<u>Sastanak članova Stručnog povjerenstva (analiza dokumenata)</u>	<u>Internal meeting of the panel members (Document analysis)</u>
11:00 – 11:45	Sastanak s pročelnicima odjela za komunikacije i turizam	<u>Meeting with the heads of the Departments of Communication and Tourism</u>
11:45 – 12:45	Sastanak s nastavnicima u stalnom radnom odnosu koji nisu na rukovodećim mjestima (otvoreni sastanak)	<u>Meeting with full-time employed teachers who do not have managerial positions (open meeting)</u>
12:45 – 14:00	<u>Radni ručak Stručnog povjerenstva</u>	<u>Working lunch</u>
14:00 – 14:45	<u>Sastanak sa studentima (otvoreni sastanak za sve studente)</u>	Meeting with the students (open meeting for all students)
14:45 – 15:45	<u>Sastanak s vanjskim predavačima</u>	Meeting with external lecturers
15:45 – 16:30	<u>Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse</u>	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, employers, professional experts
16:30 – 17:00	<u>Interni sastanak članova Stručnog povjerenstva refleksija o viđenom</u>	<u>Joint meeting of the expert panel members - reflection on the day</u>
17:00 – 17:30	<u>Organizacija dodatnog sastanka o otvorenim pitanjima (prema potrebi)</u>	Organisation of additional meeting on open questions (if needed)

PROTOKOL POSJETA

Mjesto događanja: Edward Bernays
Visoka škola za komunikacijski
menadžment

VISIT PROTOCOL

Venue: Edward Bernays University
College

Ratkajev prolaz 8, 10 000 Zagreb

	Srijeda, 4. ožujak 2020.	Wednesday, 4 th March 2020.
09:00 – 10:00	<u>Obilazak radilišta u Slobošćini</u>	Visit of worksites in <u>Slobošćina</u>
10:45 – 11:30	Sastanak članova <u>Stručnog povjerenstva</u> s: – <u>Voditeljem centra za upravljanje kavalitetom (prodekan za znanost i kvalitetu)</u> – <u>Voditeljem centra za međunarodnu suradnju (prodekan za međ. suradnju)</u> – <u>Erasmus koordinatorom (prodekan za nastavu)</u> – <u>Organizatori stručne prakse</u>	Meeting with: – Head of the Centre for QA (Vice dean for science and QA) – Head of the <u>Center</u> for International Cooperation (Vice dean for International Cooperation) – ERASMUS Coordinator (Vive Dean for teaching) – Heads of student practice
11:30 – 12:15	<u>Sastanak s alumnijima (koji nisu zaposlenici visoke škole)</u>	Meeting with the alumni (which are not employees of the HEI)
12:15 – 13:45	<u>Radni ručak Stručnog povjerenstva</u>	<i>Working lunch</i>
13:45 – 14:30	– <u>Obilazak (knjižnica, referada, informatičke učionice)</u> – <u>prisustvovanje nastavi</u>	– Tour of the HEI (library, IT services, student office) – participation in teaching classes
14:30 – 16:00	<u>Interni sastanak članova Stručnog povjerenstva</u>	Internal meeting of the panel members
16:00 – 16:45	<u>Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi</u>	Organisation of additional meeting on open questions, if needed
16:45 – 17:00	<u>Završni sastanak s dekanom i prodekanima</u>	Exit meeting with the dean and vice-deans
18:00 – 20:00	<i>Pisanje završnog izvješća</i>	<i>Work on Final Report</i>

Rad na završnom izvješću**Work on Final Report**

Mjesto događanja:
Agencija za znanost i visoko obrazovanje

Venue:
Agency for Science and Higher Education

*Donje Svetice 38/V
10 000 Zagreb*

	Četvrtak, 5. ožujka 2020.	Thursday, 5th March 2020.
09:00 – 13:00	Sastanak Stručnog povjerenstva – izrada nacрта završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete	Joint meeting of the expert panel members – Drafting the final report and working on the document Standards for the evaluation of quality
13:00 – 13:30	<i>Ručak</i>	<i>Lunch</i>
13:30 – 15:30	Rad na završnom izvješću	Drafting the final report

SUMMARY

Edward Bernays University College (further Bernays) is a relatively new higher education institution that focuses on professional studies in two areas: communication management and tourism management. At the time of the re-accreditation Bernays offered two undergraduate study programmes – Communication Management and Tourist Destination Management and Marketing - and a graduate programme Public Relations Management. Bernays plans to open a graduate study programme in Experience Management in Tourism in the academic year 2020/21. Bernays has further plans for growth – in terms of student numbers and new study programmes – and also aims to acquire the status of a university of applied sciences. The expert panel found ample evidence of high levels of job satisfaction among staff and high levels of satisfaction with teaching among students. Bernays recognizes the importance of and supports the scientific activity of its staff although in its current status it is not legally required to do so, it also provides financial support for professional development. Bernays has a financial reward structure that enables a financial bonus for excellent performance based on three criteria (including teaching excellence and publications). Importantly, Bernays provides resources for the fulfilment of key administrative roles, staff in such positions have reduced teaching hours. Bernays offers an impressive range of opportunities for work placements, these form a core extensive obligatory element of the curriculum for all the study programmes and Bernays has developed partnerships with a large number of industry players with whom students do extensive work placements. However, practice-based learning, skills and competencies are not taught at Bernays and the institution does not provide any facilities and equipment for practice-based activities. Bernays provides extensive training and support for new teaching staff and for industry professionals who are key for the success of the study programme but are likely to lack pedagogic training and teaching experience. Bernays offers various types of support to its students, including psychological assistance and support via The Office for Student Counselling. Bernays is an institution of a small size and as such it is characterized by a familial atmosphere, close and informal co-operation and open communication channels. With the existing ways of conducting its business, oversight may become problematic when the institution grows as planned. The institutional growth will need to be accompanied with formalized ways of sharing institutional know-how, memory and processes. Bernays' growth and its goal of achieving the status of a university of applied sciences will also be best supported by the development of high-quality strategic plans and appropriate measures for the various relevant areas.