



**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
POLICE COLLEGE IN ZAGREB**

**Date of preliminary site visit:  
22 March 2021**

**Date of on-line re-accreditation:  
23– 26 March 2021**

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## **CONTENTS**

<b>INTRODUCTION .....</b>	<b>3</b>
<b>SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION.....</b>	<b>5</b>
<b>ADVANTAGES OF THE INSTITUTION .....</b>	<b>7</b>
<b>DISADVANTAGES OF THE INSTITUTION.....</b>	<b>7</b>
<b>LIST OF INSTITUTIONAL GOOD PRACTICES .....</b>	<b>9</b>
<b>EXAMPLES OF GOOD PRACTICE.....</b>	<b>9</b>
<b>ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA</b>	<b>11</b>
I. Internal quality assurance and the social role of the higher education institution .....	11
II. Study programmes.....	12
III. Teaching process and student support .....	14
IV. Teaching and institutional capacities.....	15
V. Professional and/or scientific activity.....	16
<b>DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD.....</b>	<b>18</b>
I. Internal quality assurance and the social role of the higher education institution .....	18
II. Study programmes.....	25
III. Teaching process and student support .....	30
IV. Teaching and institutional capacities.....	36
V. Professional and/or scientific activity.....	42
<b>APPENDICES .....</b>	<b>47</b>
<b>SUMMARY .....</b>	<b>57</b>

## 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 Police College in Zagreb.

### Members of the Expert Panel:

1. **Prof. Zlata Đurđević, Ph.D.**, Faculty of Law, University of Zagreb, Republic of Croatia, chair of the Panel,
2. **Prof. Irma Kovčo Vukadin, Ph.D.**, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Republic of Croatia,
3. **Prof. Branko Lobnikar, Ph.D.**, Faculty of Criminal Justice and Security, University of Maribor, Republic of Slovenia,
4. **Doc. dr. sc. Maša Marochini Zrinski**, Faculty of Law, University of Rijeka, Republic of Croatia,
5. **Jurica Krajačić**, student, Faculty of Law, University of Rijeka, Republic of Croatia.

During the on-line re-accreditation, the Expert Panel held meetings with the following stakeholders:

- Management,
- Representatives of the Quality Assurance Commission,
- Students,
- Full-time teaching staff,
- Assistants,
- Leaders of research projects,
- External stakeholders,
- Alumni.

Croatian Expert Panel members went to a preliminary site visit to the Police College in Zagreb on 22 March 2021 and had a tour of the temporary work facilities currently used by the Police College, because most of the premises of the PC were damaged in the earthquake in Zagreb).

The Expert Panel examined the available additional documents and study programme descriptions (learning outcomes) during the preliminary site visit.

The Expert Panel drafted this Report on the re-accreditation of the Police College in Zagreb on the basis of the Police College in Zagreb self-evaluation report, preliminary site visit and online meetings.

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, preliminary site visit to the Police College in Zagreb and writing of the Report, the Expert Panel was supported by Dr. sc. Mia Đikić and Davor Jurić from the Agency for Science and Higher Education.

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.

**NUMBER OF STUDENTS:** 694 (183 full-time students and 511 part-time students)

**NUMBER OF TEACHERS:** 36 teachers elected to scientific-teaching or teaching ranks (10 teachers elected to scientific-teaching ranks and 26 teachers elected to teaching ranks)

## **SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION**

The Police College is a public higher education institution in the scientific field of Security and Defence Sciences in the Republic of Croatia. As the subject of education and professional and scientific activity of the Police College, Criminal Investigation makes the said higher education institution a specific and unique HEI in the Republic of Croatia. Moreover, it is the only public higher education and a scientific institution established within a state administration body (the Ministry of the Interior) entered into the Register of Higher Education Institution with the Ministry of Science and Education under the registration number (MBU) 204.

The Police College is part of the Ministry of the Interior, the Police Directorate, i.e. the Police Academy. The Ministry of the Interior Commission comprising eight members has a managerial and supervisory role of the Police College, on behalf of the Ministry as the founder.

The Police College has 44 employees. It is directly managed by the Police College Dean. Two assistants report to the Dean, the Vice-Dean/Assistant Head for professional study programmes and the Vice-Dean/Assistant Head for research, development, and university study programmes.

The Police College Faculty Council participates in taking decisions on professional issues and consists of teachers and student representatives. It has 37 members and 5 student representatives who also participate in decision making. There are six teaching departments within the Police College, chaired by department chairs.

The Police College also includes the Centre for Police Research and the Centre for Mental Health. The Police College Secretary and the student administration office are entrusted with administrative and technical affairs. Library and publishing activities are organised within the Police Academy and operate for the Police College.

# BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

## ADVANTAGES OF THE INSTITUTION

- 1. Unique and important institution.** Police College in Zagreb is a unique and important higher education institution delivering the undergraduate and graduate professional study programmes in Criminal Investigation for active police officers in the Republic of Croatia, thus rendering important service to society.
- 2. High-quality study programmes.** Study programmes comply with the mission and strategic goals of the higher education institution, correspond to the level and profile of qualifications gained by completing the programmes.
- 3. High-quality staff.** The Police College in Zagreb has a good student-teacher ratio, an impressive share of teachers with excellent academic qualifications (PhD). The quality of (full-time) staff and external associates is also good.
- 4. Teachers' relationship with students.** Teachers are very committed and available to students, which was confirmed in the conversation with students and by survey results.
- 5. Discipline and ethics.** The Police College in Zagreb has addressed all plagiarism cases and took steps including disciplinary action and the introduction of new mechanisms and procedures that will decrease the possibility of plagiarism and increase chances of detecting cases of plagiarism.
- 6. Professional and scientific activity of staff.** The Police College in Zagreb has been very committed and its staff personally engaged in achieving high quality and quantity of professional and scientific work over the past five years.

## DISADVANTAGES OF THE INSTITUTION

- 1. Regulating teaching positions and advancements.** Vacancies are filled if needed by internal advertisements at the Ministry of the Interior or job placements based on unclear criteria and arbitrary decisions. As the Police College is a higher education and scientific institution, employment and advancement has to be based on objective criteria, despite the fact it is part of the Ministry of the Interior. Assistant positions are also not comparable with assistant positions in the higher education system, which is not acceptable for a scientific and higher education institution.
- 2. Existence and application of regulations.** The Statute of the Police College has been in force since 2006, but it does not correspond to the actual state, as certain provisions

from the regulations in effect are not applied (for example, plagiarism detection system, student practice, conditions for enrolment in graduate study programmes).

3. **International mobility.** The Police College should encourage teaching and non-teaching staff more to intensify their efforts for international cooperation. This also applies to students who should be better informed about the study options abroad, not only in the form of student practice, but also as the opportunity to participate in other available mobility options longer than two months.
4. **International projects.** The Police College does not have any competitive international projects led by the HEI teachers. They do not have the proper support or encouragement for that, and their engagement in the project activity is not recognized. As already said, the unique status of the Police College has resulted in the orientation to educational needs of the police, due to which international research projects and other activities have been neglected. Participation in international projects has to become the College's priority and it has to recognize and reward the staff involved in such activity, which requires full support from the Ministry of the Interior.
5. **Encouraging and supporting scientific work.** The number of teachers with expertise, practical experience and academic qualifications is impressive. The higher education institution has to encourage and support their teaching staff in such endeavours (for example, by reducing their annual teaching workload and by acknowledging and rewarding achievements of the teaching staff involved in research projects).
6. **Great differences in scientific and professional work among individual teachers.** While a part of the teachers is very engaged in scientific and professional work, others do not engage in these activities at all. There are no salary bonuses for a scientific title, nor is a scientific title a condition for the job.
7. **The Police College is not a legal person.** The main obstacle to high-quality scientific activity is the inclusion of the Police College in the Police Academy and the Ministry of the Interior, where the Police College does not have its own legal personality and therefore researchers have to face significant administrative obstacles when applying for scientific projects independently. Therefore, both the Police College management and the Ministry of the Interior management must find a suitable solution to remove these obstacles and thus empower researchers to apply independently for scientific projects in a more scientifically competitive environment.



## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

1. In 2019 and 2020, the College carried out the procedure for determining ethics in research for 10 cases and the Student Disciplinary Responsibility Commission imposed disciplinary measures of reprimand for the violations of student obligations to students who signed the attendance lists for the students who failed to attend the lectures in 2019.
2. Organization of round tables on the topic of domestic and gender-based violence can be mentioned as examples of good practice, which demonstrates the College's openness, transparency and taking an active role in solving pressing social problems.
3. The Expert Panel especially commends the establishment and the work of the Centre for Mental Health and raising awareness of the importance of mental health, which is very important for police officers.
4. The Police College uses expertise of a large number of visiting lecturers with broad experience in the basic areas covered in the study programmes. It is commendable that the Police College is trying to satisfy students' needs and ensure the highest quality of teaching.
5. Based on the site visit and information obtained from the student surveys, the Panel concluded that the quality of full-time teaching staff is very good, especially considering their academic qualifications.
6. The Expert Panel also commends the use of different teaching forms (lectures, laboratory exercises, practical exercises, etc.).
7. Despite limited autonomy and the environment which does not encourage or recognize scientific efforts, the Expert Panel was impressed by the large number of papers published by the Police College teachers.
8. A good quality revision of the undergraduate study was completed in 2018 (working group established in 2010) as a result of many years of work, which involved representatives of various organizational units of the Ministry of the Interior as representatives of the employer, and it also included the results of the previous evaluation and the employer's needs.
9. The Expert Panel would also like to commend the ambition of the Police College to establish a university graduate study programme in Criminal Investigation, which stems from the need of the Police College to engage in scientific activity (the specific characteristic of the Police College as an institution delivering professional study programmes is that it has a license for performing scientific activity) and it enables their students to enrol in postgraduate university study programmes.

10. The journal "Police and Security", with the Ministry of the Interior and the Police Academy as the publisher, to which College employees contribute as authors and members of the editorial board; an employee of the College is also editor in chief of the journal, which is listed in the bibliographic database Ulrich's Periodicals Directory and Elektronische Zeitschriftenbibliothek/Electronic Journals Library and indexed in Web of Science Core Collection and in Emerging Sources Citation Index (ESCI).

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

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

#### **Analysis**

The Police College adopted all relevant documents providing a framework for a functioning internal quality assurance system. Appropriate documents were adopted, such as Quality Assurance Policy and the Development Strategy of the Police College in Zagreb from 2019 to 2024, which regulate all relevant areas (study programmes, teaching process, student support, learning resources, professional and/or scientific activity). The Police College periodically collects and analyses information about their processes, resources and results and tries to use them for effective improvement and further development of their activities. The Police College is committed to the development and their human resources management policy to a limited extent, because the Police College is one of the organizational units of the Ministry of the Interior.

In the period from the last re-accreditation, the Police College has made significant progress regarding the performance of scientific activity. Therefore, we can conclude that the Police College has satisfied the conditions for performing scientific activity and that it is continually working on quality improvement in that segment.

The Police College supports and preserves academic integrity and freedom, and ensures ethics in the performance of various activities.

The mechanisms for preventing and responding to cases of unethical behaviour are regulated, institutionalized and applied in practice.

The Police College has a high-quality website, containing a lot of information about teaching and scientific activities.

The Police College demonstrates a high level of awareness and understanding of the importance of the role of the police and police education for the society in which it operates.

The Police College contributes to the development of the local civil society and democracy through their numerous and diverse activities including citizens, civil society organizations, educational and scientific institutions from the country and from abroad. The social impact of the College is evident in the organization and participation in round tables, public lectures, public actions, lectures for specific target groups, international conferences, etc.

The Police College does not have developed lifelong learning programmes.

#### **Recommendations for improvement**

Redefine the vision of the Police College.

Take account of the application of adopted standards, such as procedures for detecting plagiarism in the final theses and student practice.

Increase the awareness of the role and importance of the Police College in the police education at the level of the Ministry of the Interior.

Inform in detail the leaders of the main employer (minister and general police director) about the outcomes of the re-accreditation procedure and recommendations issued for the purpose of improving the existing framework for the functioning of the Police College as a higher education and scientific institution.

Limit the minister's powers in the enrolment of candidates.

Develop activities of the Alumni club.

Balance the teachers' workload with their scientific activities.

Establish departments as institutional units responsible for performing teaching and scientific activity at the Police College, as well as to create conditions for their functioning.

Improve the opportunities for incoming mobility of foreign teachers.

Improve the autonomy of the Police College in relation to teaching and scientific activity.

Develop administrative support for applying for and implementing scientific projects.

Create conditions for performing high-quality teaching and scientific activity, especially restore the premises of the College damaged by the Zagreb earthquake.

Introduce wireless internet in the premises used by the students.

Procure a license for plagiarism software for student theses and papers.

The Police College should join the University and the University constituents in their efforts in preventing, informing and educating on sexual harassment and adopt regulations regarding protection from sexual harassment and gender-based discrimination in accordance with academic standards.

Solve the problem of non-transparency related to the powers of politically appointed officials and officers who have a discretion in student enrolment, employment and transferring from one position to another guaranteed by law and regulations, which calls to question the transparency and availability of information to the public.

Publish the necessary information about their activities in the English language as well.

Address organizational and staffing issues related to recruitment and assignment caused by discretionary decisions without objective criteria, which may lead to disruption of the academic profession and the responsibility of teachers for the development of police education, schools and the local community.

Create preconditions for the creation of lifelong learning programs in cooperation with various stakeholders, for example in the format of international summer schools that could contribute to greater mobility of students and teachers, especially students who are not employees of police organizations.

**Quality grade:** satisfactory

## **II. Study programmes**

### **Analysis**

The general goals of the study programmes are aligned with the mission and strategic goals of the Police College and labour market demands, and they are described through competencies and learning outcomes in the document Development Strategy of the Police College in Zagreb from 2019 to 2024, which is, among others, based on strategic documents of the Ministry of the Interior. The Police College does not have a particularly

developed cooperation with the Professional Association of Criminal Investigation Officers in the area of improvement of the study programmes. Graduate employability is high, due to the fact that the Police College students are already employed at the Ministry of the Interior. The higher education institution follows the recommendations of the Croatian Employment Board regarding enrolment quotas of students from the ranks of citizens. The Police College has clearly defined learning outcomes at the level of the study programmes and at the level of each course, which correspond to the level and profile of qualifications gained. Learning outcomes at the study programme and course level are occasionally modernized and adapted to the labour market needs. The Police College has established a suitable framework for monitoring the achievement of learning outcomes at the study programmes through their Quality Assessment Commission, student surveys and teachers' self-evaluation. The management of the Police College compiles the survey results, informs teachers and students about the results and plans the improvement of achievement of learning outcomes based on the data obtained. Some progress has been made in terms of expanding the focus of subjects from the narrow field of criminal investigation, improved access to databases, greater cooperation with the Library and Information Center and the development of e-learning to a certain extent. The Police College is interested in creating new study programmes, but it is often limited in their realization by certain circumstances that are beyond their influence. As part of the revision of study programmes conducted in 2018, the harmonization of ECTS credits with the actual student workload was carried out, which resulted in changes in a number of subjects, while such a revision at the graduate level is yet to be performed. Student practice is envisaged as an additional form of teaching in the Ordinance on Studying and is defined by the Ordinance on Manner and Requirements for Professional Internship. In the academic year 2020/21 student practice is not envisaged as an obligatory, nor as an elective course. The lack of student practice is compensated by teaching and practical forms of teaching that are realized in cooperation with police officers who actually perform such types of work in a practical sense.

### Recommendations for improvement

Establish better cooperation with the Professional Association of Criminal Investigation Officers and other similar associations in the field of security in improving the alignment of the goals of study programmes with the mission and strategic goals of the Police College.

Pay more attention to the analysis of employability of students from the ranks of citizens.

Include other stakeholders besides employer representatives in their developmental activities.

Create a clear vision of development of study programmes, taking into account the existing legal framework and interests of employers.

Design courses educating students for analysis (undergraduate level) and evaluation (graduate level) of police conduct, interventions and strategies.

Design courses dealing with crime and security issues at a more general level in order to "open up" study programmes to the possibility of greater mobility of both students and teachers.

Increase the number of courses delivered in a foreign language to increase opportunities for international cooperation and student and teacher exchange.

Encourage students to engage in active learning and develop critical thinking by further training teachers in such an approach to teaching.

Lecturers should explain in detail the importance of ECTS credits to students at the beginning of their studies and design the delivery of the course in such a way that the students' work obligations reflect the study obligations. Assessment of this obligation could be included in the self-evaluation process.

Find appropriate ways to organize student practice for students from the ranks of citizens and students who are employed by the Ministry of the Interior.

**Quality grade:** satisfactory

### **III. Teaching process and student support**

#### **Analysis**

The Police College has implemented most of the recommendations issued in the last re-accreditation procedure carried out in 2014 and it is actively working on the improvement to the teaching process and study conditions. We can conclude that the level of quality is higher than in 2014, although there still is room for improvement. The biggest objections can be found in the process of international student exchange. The specific curriculum of the Police College and the rigidity of the organization of working hours within the Ministry of the Interior prevent full realization of exchange. From the conversations with the Police College students, it was concluded that they are not sufficiently informed about international exchange programmes, while there is no feedback from students from abroad. The Police College must make significant efforts to improve the international exchange process. It should also be noted that students have pointed out the same problems in the surveys conducted by the Quality Assurance Commission for many years: poor Internet connection, poorly scheduled exam deadlines, especially in June, and the inability to copy materials. An example of good practice is the establishment of the Center for Mental Health and awareness of the importance of mental health, which is especially important for stressful occupations such as policing. It is also necessary to stress the commendations of professors the Panel heard during the meetings with various stakeholders of re-accreditation, especially from students.

#### **Recommendations for improvement**

The most important recommendations for improvement relate to international student exchange. It is necessary to better inform students about the possibilities of exchange (for example by establishing an office for international mobility), not only within student practice but also the opportunities to attend other available forms of mobility. Moreover, it is necessary to open mobility programmes for students from the ranks of citizens, and not to link them exclusively to the Ministry of the Interior employees. The Panel recommends to introduce a certain number of elective courses which could be delivered by professors from similar study programmes from abroad. It is also

necessary to have the official website translated into foreign languages so that students from abroad can get the necessary information. It is worth mentioning the recommendation regarding the teaching process, which refers to the encouragement of critical thinking in students and the need to use advanced technologies in order to modernize teaching.

**Quality grade:** satisfactory

#### **IV. Teaching and institutional capacities**

##### **Analysis**

Regarding teaching and institutional capacities of the College, first and foremost we have to mention that the teacher-student ratio is satisfactory and in line with the teaching workload at similar HEIs. The number and the quality of external associates are satisfactory. The problem is evident in the employment at the college, as the positions are filled through internal advertisements and job placements based on unclear criteria and based on arbitrary decisions, which we do not consider acceptable, despite the fact the College is an organizational unit of the Ministry of the Interior. Assistant positions are not comparable with positions in the higher education system, and appointments to these positions are done base on unclear criteria, which is also not acceptable for a scientific and higher education institution. Furthermore, the number of elections to titles in the past 5 years is high (69), which is commendable. However, rewarding of teacher excellence is not regulated in a satisfactory manner, although positive improvements have been made by the adoption of the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers in 2017. It is definitely commendable that the College encourages teacher self-evaluation and student surveys and that it has introduced improvements in the area of international cooperation and mobility. However, the College should work on the increase of both incoming and outgoing mobility of teaching and non-teaching staff alike, especially taking into account the fact that there is no organized system for encouraging the development of teaching competencies or investments in professional development. The overall infrastructure of the College had been satisfactory, i.e. it had ensured adequate conditions for delivering study programmes and achieving learning outcomes until the earthquake hit Zagreb in March 2020. However, after the earthquake a large number of rooms does not meet the needs of the College anymore. The library was also moved because of the earthquake, but despite certain deficiencies in the availability of literature, the Panel commends the introduction of the online catalogue as well as the work of library staff in general, who are doing an excellent job although there is a shortage of staff in the library.

##### **Recommendations for improvement**

The first recommendation is finding a way to balance teaching obligations and to improve administrative support. The College should also encourage teachers to meet

conditions for the appointment to scientific ranks in the field of security and defence sciences, and stimulate scientific, teaching and professional achievements by financial rewards regulated by the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers. The College should encourage the performance of student practice more. It has to urgently ensure a transparent and clear procedure of selection of the best candidates for employment. The College urgently has to adopt a new statute. The College should motivate teachers to increase their scientific and professional productivity and encourage them to engage in mobility. The teaching workload of teachers engaged in scientific activity should be reduced. The College should ensure administrative support for applications and implementation of scientific projects. Regarding premises, equipment and the overall infrastructure, the College should restore the premises damaged in the earthquake as soon as possible. The same applies for the library, where, in addition to moving back to Building 1 which should occur as soon as possible, the College has to order a bigger number of more recent editions of literature in various scientific fields.

**Quality grade:** minimum

## **V. Professional and/or scientific activity**

### **Analysis**

The analysis of scientific, professional, organizational and dissemination activity of teachers and associates has shown their great commitment of the College and personal engagement of the PC staff in achieving high quality and quantity of professional and scientific work and a big progress they made in this area in the last five years: the College regularly organizes professional and scientific international and domestic conferences, round tables and other events; the College teachers regularly published papers in Croatian and international scientific journals and proceedings, but also abroad; they participated in numerous projects, mostly internal ones, but also projects led by other institutions in the Republic of Croatia and abroad, including scientific projects of the European Commission such as Horizon2020 projects, Rights, Equality and Citizenship Programme and Justice Programme. They are members of organizational boards of international conferences, editors in chief and members of editorial boards of two journals – Police and Security (with the Ministry of the Interior, Police Academy as the publisher, and with the College employees as contributors and members of the expert board; one College teacher is also the editor in chief of that journal) and journal Criminalistic Theory and Practice, and are members of editorial boards of two foreign journals. For the purpose of ensuring greater transparency of scientific research and/or professional work the Centre for Police Research was established at the College. Teachers' dedication to achieving high quality and quantity of research activity is especially evident in the fact that there are no salary bonuses for scientific grades, and scientific grade is not a requirement for a position. The topics of scientific and professional papers authored by the College teachers show their social relevance and their purpose is to transfer knowledge gained by research or professional activity. College teachers include the results of their professional and scientific activities in the



teaching process through teaching materials and literature, new courses and by including students in professional and scientific projects. Knowledge transfer is also very intensive at round tables, professional gatherings and conferences organized by the College on the basis of its scientific and professional work. Students always participate in these events.

### Recommendations for improvement

Continue with the annual increase in the publication of high-quality professional and scientific publications and presentations at conferences in the country and abroad.

The Police College does not have competitive international projects led by their teachers and the Panel recommends that in the next five years the College make greater efforts in applying to competitions (as partner or coordinator) for competitive projects funded by the European Commission. The projects would be led by the College teachers who would, as leaders, independently decide on the implementation of activities and the allocation of financial resources in accordance with the project implementation plan.

Encourage further cooperation with non-governmental organizations, academic institutions and business entities and provide stronger general, employment related, organizational and logistical support to their teachers in implementing projects whose socially relevant results lead to knowledge transfer to these sectors.

In the next five-year period, it would be stimulating for scientific research, scientific development and knowledge transfer to fulfill the ambition of the Police College to establish a university study programme according to the already prepared draft versions.

Conduct an analysis of the reasons for the inactivity of a certain number of teachers in the publication of papers.

The main obstacle to high-quality scientific activity is the placement of the Police College in the Police Academy and the Ministry of the Interior, where the Police College does not have its own legal personality and therefore researchers have to face significant administrative obstacles when applying for scientific projects independently. Therefore, both the College management and the Ministry of the Interior management must find a suitable solution to remove these obstacles and thus empower researchers to apply independently for scientific projects in a more scientifically competitive environment (for example, international competitions, competitions of the National Science Foundation, etc.).

**Quality grade:** satisfactory

## **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 Police College adopted all relevant documents providing a framework for the functioning internal quality assurance system. In addition to general basic regulations (Police Act and the Ordinance on Police Officer Conduct), the following documents were adopted:

- Development Strategy of the Police College in Zagreb from 2019 to 2024 (2019);
- Quality Assurance Policy (27 September 2019);
- Ordinance on the System of Assuring and Improving the Quality of Higher Education at the Police College in Zagreb (28 November 2018);
- Ordinance on the Survey Implementation and Evaluation of Specific Areas of Assuring and Improving Quality at the Police College in Zagreb (28 November 2018);
- Quality Assurance Manual;
- Police College Code of Ethics.

Appropriate documents were adopted in relation to almost all relevant areas (study programmes, teaching process, student support, learning resources, professional and/or scientific activity).

The Police College has a Quality Assurance Policy by which it confirms acceptance of the quality assurance policy and it appointed the Quality Assurance Commission (Decision of the Faculty Council as of Commission for Assuring and Improving the Quality of Higher Education at the Police College of 18 December 2019) which drafts annual reports.

The Development Strategy of the Police College in Zagreb from 2019 to 2024 contains a SWOT analysis and detailed goals, indicators, persons responsible for implementation and time frames in all relevant areas. The Police College also produced the 2019-2020 Academic Year Annual Report on the Activities and Results Achieved Under the Strategic Plan of the Development Strategy of the Police College in Zagreb from 2019 to 2024.

The Police College periodically collects and analyses information about their processes, resources and results and tries to use it for improvement of their activities and further development.

The Police College set up a system for gathering information on quality through student surveys on teaching, teachers' self-evaluation and annual work reports, as well as through evaluation of the work of administrative staff, and IT and technical equipment.

The Police College is dedicated to the development and policy of their human resources management to a limited extent, because the Police College is one of the organizational units of the Ministry of the Interior.

### Recommendations for improvement

Redefine the vision of the Police College – the current vision does not sufficiently explore the fact that there is a small number of HEIs in Croatia developing the security and defense area in science and higher education. The Police College is currently the leading (i.e. only) institution delivering programmes in that specific field of security, and the vision does not reflect any development perspective.

Take care of the implementation of the adopted standards (e.g. the procedure for recognizing plagiarism in the final papers and student practice - these areas are only formally regulated in the regulations, but are not implemented in practice).

Achieve greater recognition of the importance and role of the Police College in the police education system at the level of the Ministry of the Interior.

The leaders of the main employer (minister and general police director) should be introduced in detail with the results of the re-accreditation procedure and recommendations aimed at improving the existing framework of operation of the Police College as a higher education and scientific institution.

**Quality grade:** satisfactory

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

### Analysis

After the first re-accreditation cycle carried out in 2014, the Ministry of Science and Education issued a confirmation to the Police College certifying that the requirements for performing higher education activity are met with the obligation of subsequent monitoring (follow-up) of quality improvement and reporting to the Agency for Science and Higher Education once a year. Likewise, the Ministry of Science and Education issued the Police College a letter of expectation with a time limit of three years to remove deficiencies for performing a scientific activity.

In the period since the previous re-accreditation procedure, the Police College has made significant progress in terms of performing higher education activities:

#### 1. Management of higher education institution and quality assurance

The Development Strategy of the Police College in Zagreb from 2016 to 2018 was amended and the new Development Strategy of the Police College in Zagreb from 2019 to 2024 was adopted.

Annual plans and reports on the implementation of the Development Strategy were produced.

The proposed amendments to the Statute of the Police College (in 2014 and 2019) were drafted.

The Centre for Police Research was established.

The Police College adopted the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers (2017).

The Commission for Assuring and Improving the Quality of Higher Education at the Police College was adopted in 2017.

The Ordinance on the System of Assuring and Improving the Quality of Higher Education at the Police College in Zagreb was adopted.

## 2. Study programmes

Partially changed study programmes in order to adapt to the modern development of the police and to introduce new contents into the curriculum (less than 20% of changes).  
Improving the work of the library: expanding the library holdings, increasing the possibility of access to electronic databases of journals and teaching materials, expanding the availability of teachers' materials by publishing them on websites.

Development of the application of e-learning in the study: educating teachers about e-learning, adapting certain subjects to e-learning.

Greater involvement of students in scientific research and encouraging them to use scientific methodology in the final papers.

## 3. Students

Amendments to the Ordinance on Police Officer Conduct adopted according to which the approval from superiors for enrolling in a study programme is no longer necessary since 2018.

The Psychological and Counselling Service was established.

Alumni club established in 2020.

Website coordinator appointed.

Providing feedback to teachers on the student survey results: the dean introduces teachers with survey results.

## 4. Teachers

Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers was adopted, which comprises different ways of encouraging scientific activity.

Establishment of departments.

Bilateral agreements on academic cooperation outside and within Erasmus+ programme concluded.

## 5. Professional and scientific research activity

Strategic Programme of Scientific Research adopted for a period of five years (in 2016).  
The document Performance indicators for monitoring and evaluating scientific work adopted (2017).

International teaching staff mobility improved.

Increased number of scientists elected to scientific titles.

## 6. Mobility and international cooperation

The Erasmus Charter for Higher Education adopted in 2017.

The Police College offers a certain number of courses (16) in English that are interesting to the general public.

Erasmus coordinator appointed in 2017.

Informing students about mobility options in the EXPRO programme within CEPOL and Erasmus+.

Implemented language training for a number of teachers for the purpose of implementing international projects.

#### 7. Resources: professional services, space, equipment and finance

The library holdings got more relevant and up-to-date literature in various fields.

In relation to performing scientific activities, in 2015 the Ministry of Science, Education and Sports issued a letter of expectation to the Police College for performing scientific activities with a deadline of eliminating deficiencies of three years due to insufficient number of full-time scientists and lack of harmonized strategic programme of scientific research for a period of at least five years (according to the provisions of the Ordinance on the conditions for issuing a license for performing scientific activity, OG No. 24/10). Based on the submitted evidence of eliminated deficiencies, the Ministry of Science and Education issued in 2018 a certificate of compliance with the conditions for performing scientific activities.

At the time of the site visit, the Police College has 12 full-time teachers who have been elected to scientific titles in the field of social sciences in the fields of security and defense sciences (4), law (3), economics (1), psychology (1), sociology (1), educational-rehabilitation sciences (1) and in interdisciplinary fields of science (1). The Strategic Programme of Scientific Research of the Police College for the period from 2018 to 2023 is currently in force. It can therefore be stated that the Police College has met the conditions for performing scientific activities and is continuously working to improve quality in this segment of its activities.

#### **Recommendations for improvement**

Limit the scope of the Minister's authority when enrolling candidates (According to the Ordinance on Police Education - Article 37 - "the Minister may make a decision on enrolling candidates who have achieved a minimum score threshold in the entrance exam procedure and are not covered by a certain enrollment quota if required by the Ministry").

The Police College should develop the activities of the Alumni club, as it is currently mostly engaged in informing stakeholders about conferences and other events.

Teaching workload should be harmonized with teachers' scientific activity.

Create departments as institutional units for conducting teaching and scientific work at the Police College as well as conditions for their functioning (currently there are only heads of departments).

Improve the opportunities for incoming mobility of foreign teachers.

Improve the autonomy of the Police College regarding its teaching and scientific activity.

Develop administrative support for applying for and implementing scientific projects.

Create conditions for high-quality teaching and scientific activities - the premises of the Police College are currently unusable due to the damage caused by the earthquake in Zagreb, several temporary classrooms are used.

Introduce wireless internet in the premises used by students.

**Quality grade:** satisfactory

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

#### **Analysis**

The Police College supports and preserves academic integrity and freedom, ensures compliance with ethical principles in work. The Police College Code of Ethics (2014), the Rules of Procedures for the Ethics Commission (2018) and the form for applications for the ethics review of independent research are available on the College website. The Ethics Committee comprises five members (three teachers, one member of non-teaching staff and one student) appointed for a term of three years. As a result of the case of revocation of professional titles for 19 persons and disciplinary proceedings (according to the Police Act) in 2014 due to the established plagiarism of the final papers, a mechanism for preventing plagiarism was set up. Provisions on the obligation to use software to verify the authenticity of papers/theses and the obligation to submit reports to the student's file have been introduced in the Ordinance on Degree Theses. During the site visit, the Expert Panel found that such a check is not currently carried out due to problems in the possibility of using software (University Computing Center - SRCE does not allow the Police College to use software Turnitin because the Police College is not in the university system of education, so the license for software is currently being procured by the Ministry of the Interior).

Mechanisms for preventing and addressing cases of unethical behaviour are also regulated by the Ordinance on Professional Title Revocation (2014) and the Ordinance on Student Disciplinary Responsibility (2015). The Student Disciplinary Responsibility Commission comprises three members – two teachers and one student.

The procedure for ethics review was carried out for 10 research cases in 2019 and 2020 and the Student Disciplinary Responsibility Commission imposed disciplinary measures of reprimand for the violations of student obligations to students who signed the attendance list for students who failed to attend the lectures.

#### **Recommendations for improvement**

Procure a license for using a software for checking authenticity of student theses and papers.

It is necessary to join the University and its constituents in the efforts concerning prevention, informing and education in relation to sexual harassment. Discuss at the level of the Police College and determine whether the existing legal and organizational framework is appropriate with a view to the "I did not ask" initiative and the large number of reports of sexual harassment at the University of Zagreb. Given the fact that the Police College is an educational institution with a large number of male and female

students, it is necessary to adopt an ordinance regulating protection against sexual harassment and gender discrimination that will ensure the establishment of an impartial body independent from institutional positions of power, allow anonymous reports and protect victims' personal data, establish an effective procedure that will lead to legal action of establishing liability resulting in criminal, disciplinary and employment related consequences. Special measures should be taken regarding educating on the topic of sexual harassment, public condemnation of this behavior by the Police College management in addressing students, creating informative and educational materials in the form of brochures, leaflets or other forms of informing teachers and students and make them easily available on the Police College website.

**Quality grade:** satisfactory

#### **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**

The Police College has a high-quality website, comprising a large amount of information about teaching and scientific activities. The website comprises information about competitions, enrolment procedures, study programmes, learning outcomes, qualifications and quality assessment grade. The syllabus and curriculum, as well as enrolment criteria and enrolment quotas are public. The Police College also publishes information about professional and international scientific and inter-institutional cooperation in Croatia, all College regulations, information about the work of institutional units within the Police College, such as two mentioned centres. In addition to the website, the College also uses Facebook to disseminate information, and organizes various public events for future students such as fairs, orientation days for freshmen, etc. The College also has an e-bulletin board, a periodic newsletter and internal e-newsletter.

##### **Recommendations for improvement**

The problem of non-transparency is not related to the Police College website and its content, given the fact that it is comprehensive and contains all the necessary information on study programmes and other activities of the higher education institution, but to the powers of politically appointed officials and officers who have discretion guaranteed under the law and regulations in the matters pertaining to student enrolment, recruitment and transfer from one job to another, which calls into question the transparency and availability of public information.

The Expert Panels recommends the Police College to publish the necessary information and documents in English as well.

**Quality grade:** satisfactory



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

#### **Analysis**

The Police College demonstrates a high level of awareness and understanding of the importance of the role of police and police education for society.

The Police College contributes to the development of local civil society and democracy through numerous and diverse activities involving citizens, civil society organizations, educational and scientific institutions from the country and abroad. The social impact of the Police College is evident due to the organization, implementation and participation in round tables, public forums, preventive public actions, lectures for specific target groups, international conferences and events. A good example is the organization of a round table on domestic and gender-based violence, in which the Gender Equality Ombudsperson spoke, showing openness, transparency and taking an active role in solving the most difficult and acute social problems.

The Police College participates in the work in the field of criminal investigation and criminal law, especially the Croatian Association of Criminal Sciences and Practice, which is the most important association of experts in criminal law in Croatia, by sending police officers to attend counselling or to actively participate by presenting papers and writing papers for the Croatian Annual of Criminal Sciences and Practice.

The Police College teachers also take part in the work of various working groups of the ministry for drafting act proposals and for issuing opinions on the submitted draft acts. The Police College has undertaken a number of activities that contribute to the development of the local community, including a number of volunteer activities.

#### **Recommendations for improvement**

Recommendations for improvement relate to organizational and staffing issues related to recruitment and placement, which, when it comes to discretionary decisions without objective criteria, can lead to a disruption of the academic profession and the responsibility of teachers for the development of police education, schools and the local community.

**Quality grade:** high

### **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**

The Police College does not have developed lifelong learning programs. In terms of police training and specialization, there is a Department for Professional Development and Specialisation within the Police Academy, which has developed programs of professional training and specialization in which teachers of the Police College participate as tutors, in accordance with their professional fields. These forms of education are defined by the Ordinance on Police Education, but they do not carry ECTS credits.



Employees can engage in lifelong learning by attending different programme formats organized by specialized European agencies such as CEPOL (*European Union Agency for Law Enforcement Training*) and Frontex (*European Border and Coast Guard Agency*) and Croatian state or public institutions (for example, programmes of the National School of Public Administration and programmes of the E-learning Centre of the University Computing Centre (Srce)).

#### Recommendations for improvement

Create preconditions for creating a lifelong learning program (e.g. establish a lifelong learning center and adopt an act defining the purpose and goal of such a center).

In cooperation with various stakeholders (professional associations, civil society organizations, Alumni Club, interested public - general and specific), create lifelong learning programs in the field of security that can be offered to different target groups, which can contribute to the development of the social role of the higher education institution and the local community.

The Expert Panel recommends to the Police College to consider the idea of creating lifelong learning programs in the form of international summer schools that could contribute to greater mobility of students and teachers, especially students who are not employees of police organizations.

**Quality grade:** unsatisfactory

## 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

General goals of study programmes are aligned with the mission and strategic goals of the higher education institution and labour market demands, and they are described through competencies and learning outcomes. Minister of the Interior adopted the Ordinance on Police Education which stipulates (Article 38) the needs of the Ministry as criteria for allowing police officers to study. The existing programmes are aligned with the mission and strategic goals of the Police College which are described in the Development Strategy of the Police College in Zagreb from 2019 to 2024, which, among others, is also based on strategic documents of the Ministry of the Interior. There is no significant cooperation between the Police College and the Professional Association of Criminal Investigation Officers in the area of improvement of the study programmes. Graduate employability is high, due to the fact that the Police College students are already employed at the Ministry of the Interior. The higher education institution considers the recommendations of the Croatian Employment Board regarding enrolment quotas of students from the ranks of citizens.

#### Recommendations for improvement

Establish better cooperation with the Professional Association of Criminal Investigation Officers and other similar associations in the field of security in improving the alignment of the goals of study programmes with the mission and strategic goals of the Police College.

Pay more attention to the analysis of employability of students from the ranks of citizens.

**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**

The Police College has clearly defined learning outcomes at the level of the study programmes and at the level of each course, which correspond to the level and profile of qualifications gained. Learning outcomes at the study programme and course level are occasionally modernized and adapted to the labour market needs. The achievement of learning outcomes, both at course and study programme level, is defined in the regulations of the Police College in effect (Ordinance on Studying, Ordinance on Student Evaluation and syllabi adopted for each academic year). Horizontal mobility of students is very limited because of the specific characteristics of the study programmes delivered by the Police College, while vertical mobility is limited due to a “dual” nature of higher education in Croatia (professional and university study programmes), which prevents criminal investigators to continue their education in postgraduate (doctoral) university study programmes. In international terms, the limiting factor is non-existence of international standards for these specific areas in which study programmes are delivered.

### **Recommendations for improvement**

To verify and ensure compliance of learning outcomes at study programme and course level more regularly (revision of the undergraduate study programme lasted eight years).

**Quality grade:** high

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

### **Analysis**

The Police College has established an appropriate framework for monitoring the achievement of the planned learning outcomes at study programmes (Ordinance on Student Evaluation, Ordinance on the System of Assuring and Improving the Quality of Higher Education at the Police College in Zagreb, Quality Assurance Manual and a separate form of the syllabus for monitoring learning outcomes through class activities). The Police College uses different ways of assessment of achievement of the planned

learning outcomes (written exams, seminar papers, project tasks, experiments, essays, laboratory exercise, etc.). At the end of a semester, the Quality Assessment Commission implements a student survey related to teaching, teaching process, teaching methods, and the teachers. Teachers also perform self-evaluation. The management of the Police College compiles the results of the implemented surveys, informs teachers and students about the results and plans the improvement of achievement of learning outcomes based on the information obtained.

### Recommendations for improvement

Further work on the continuous revision and improvement of the teaching process.

Quality grade: high

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

### Analysis

The Police College regularly performs development activities related to their study programmes. A positive example is the revision of the undergraduate study programme completed in 2018 (working group established in 2010) as a result of many years of work, in which representatives of various organizational units of the Ministry of the Interior and representatives of employers participated. The revised version of the undergraduate study programme has included the results of previous evaluation and the employer's needs.

In relation to the proposals of the Expert Panel from the previous re-accreditation procedure, the improvement of quality in certain segments within the Study Programmes area is visible: certain progress has been made in terms of expanding the focus of the courses from the narrow field of criminal investigation, improved access to databases, better cooperation with the Library and Information Centre and development of e-learning to some extent.

The current versions of the study programmes are published on the Police College website.

The Police College is interested in creating new study programmes, but it is often limited in their realization by certain circumstances that are beyond their influence. One example is the development of a draft proposal for the study programme of Civil Protection (made in 2020), which was made taking into account all the criteria for the development of new study programmes. In the conversation with representatives of the Police College management, the Expert Panel got the impression that the possibility of realization of this study programme is uncertain, because of the legally defined orientation of the Police College on the area of police education (according to the provisions of the Act on Scientific Activity and Higher Education). The second example to be mentioned is the HEI's ambition to launch a university graduate study programme in criminal investigation, which is a result of acknowledged need for pursuing scientific activity (a special characteristic of the Police College is that as an institution delivering professional study programmes it has a license for performing scientific activity), as well

as to ensure vertical mobility to their students (enrolment in university postgraduate study programmes). One should bear in mind that before the Bologna reform of the Croatian higher education system, the Police College delivered a professional alongside a university study programme in criminal investigation. Since the reform of the higher education system, the Police College has on several occasions tried, in cooperation with the University of Zagreb, to establish a university graduate study, but without success. According to the submitted documentation, on 13 November 2019, the rector of the University of Zagreb adopted two decisions on the appointment of working groups for the development of draft proposals of university graduate study programmes in: 1. Criminal Investigation and 2. Public Security. From the conversation with the management of the Police College, the Panel concluded that the projection of the relationship between the existing professional graduate study of Criminal Investigation and the planned university study programmes remains unclear.

### Recommendations for improvement

Include other stakeholders beside employers (for example, students, representatives of associations of criminal investigators or other associations in the area of security, members of the Alumni Club) in development activities.

Create a clear vision for the development of study programmes, taking into account the existing legal framework (it is possible to consider a proposal to amend the Act on Scientific Activity and Higher Education) and the interests of the employer.

Create courses that train students for the analysis (undergraduate level) and evaluation (graduate level) of police conduct, interventions and strategies.

Create courses dealing with crime and security at a more general level in order to "open up" study programmes to the possibility of greater mobility of both students and teachers.

It would be good to increase the number of courses in a foreign language in order to gain greater opportunities for international cooperation and exchange of both students and teachers.

It is necessary to encourage students to actively learn and think critically by further training teachers for such an approach to teaching.

**Quality grade:** satisfactory

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

### Analysis

Within the revision of study programmes that was carried out in 2018, special attention was paid to the harmonization of ECTS credits with the actual student workload, which resulted in changes in a number of subjects. At the level of graduate studies, an analysis of the compliance of ECTS with the actual student workload was made in 2020, and a revision in this regard is yet to be conducted.

According to the submitted materials (Self-Evaluation Report), the harmonization of ECTS with the actual student workload was based on conversations with students, and from conversations with students the Panel got the impression that they were not sufficiently familiar with the concept of ECTS credits.

### Recommendations for improvement

Lecturers should explain in detail the importance of ECTS credits to students at the beginning of their studies and design the implementation of the course in such a way that the students' work obligations reflect their study obligations. Verification of this obligation could be included in the self-evaluation process.

**Quality grade:** satisfactory

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

### Analysis

Student internship is envisaged as an additional form of teaching in the Ordinance on Studying and is defined by the Ordinance on Manner and Requirements for Professional Internship. The status of student practice has changed in the last few years, so (according to the Self-Evaluation Report) it was a compulsory subject in undergraduate study in the academic year 2018/19 (90 hours planned, i.e. 6 ECTS credits), and in the academic year 2020/21 (according to the syllabus published on the website) student practice is not envisaged as a compulsory or elective subject. These changes are accounted for by the fact that most students are already in the status of Ministry of the Interior employees and that their practice did not have "effects intended for such a form aimed at supporting student employability by connecting students with potential employers or introducing them to practical aspects of work."

The lack of student practice is compensated by teaching and practical forms of teaching (especially in professional subjects) which are realized in cooperation with police officers who actually perform such types of work in a practical sense.

### Recommendations for improvement

The goal of student practice is not only to support employability, so it is necessary to find appropriate ways to organize student practice, which may be different for students from the ranks of citizens and students employed by the Ministry of the Interior. Student practice for students from the ranks of citizens can be organized in a certain number of organizational units of the Ministry of the Interior (as the most important employer), but the possibility should be opened (and appropriate preconditions created) to provide students with student practice in the private sector dealing with security management, security, detective work and related areas of security).

For students employed by the Ministry of the Interior, it is also possible to organize appropriate student practice within the Ministry of the Interior by implementing professional internships within organizational units that require specialization (with the appropriate level of qualification) and with the work of which specific students are not familiar. Also, it would be worthwhile for students who are employees of the Ministry of the Interior to open the possibility of internships in the private sector dealing with security affairs (taking into account the avoidance of potential conflicts of interest). Also, it would be useful (in accordance with the recommendations from the previous re-accreditation procedure) to design the implementation of part of student practice in other state bodies or organizations that also have significant security aspects and with which the police cooperate on a day-to-day basis, in order to gain better insight in the

problem of criminality and security (such as the probation and prison system, the juvenile sanctions execution system and the social welfare system).

**Quality grade:** minimum

### **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**

Admissions are carried out via competitions published on the official website of the Police College. In addition to students who are already employed as police officers, the Police College also enrolls a certain number of students from the ranks of citizens. The objectivity of admission criteria has been improved in relation to the last re-accreditation. For example, since 2018 it is no longer necessary to ask approval from the superiors for enrolling in the study programmes. Based on the published competitions, only a certain number of students from each police department in Croatia can be enrolled in the study, depending on the needs for criminal investigators in that police department. Admission criteria stated in the competitions are clear and explained in detail. A mismatch was identified in the competition for enrolment in the specialist graduate study in the academic year 2020/2021, where it is stated that only those candidates who completed the study of Criminal Investigation (three years or shorter) are eligible for enrolment, while the Ordinance on Studying (Article 12 Paragraph 3 Enrolment criteria) stipulates that candidates who have completed another undergraduate study are also eligible for enrolment.

#### **Recommendations for improvement**

It is necessary to align the criteria for enrolment in the specialist graduate study programme in Criminal Investigation with the criteria prescribed by the Ordinance on Studying.

**Quality grade:** satisfactory

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

#### **Analysis**

The Police College regularly collects information about pass rates and completion rates via ISVU system. The structure of enrolled students, the number of ECTS credits collected and completion rates at the study programmes (undergraduate and graduate) are analysed for each academic year. Based on completion data, the threshold for enrolment was increased in the academic year 2018/2019 from 42 ECTS to 48 ECTS, and a large majority of students still collected the required number of ECTS credits (91.7% of

students enrolled in the previous academic year). In order to select the best candidates, the Police College will introduce state matura as one of the necessary conditions for enrolment in the next academic year.

#### Recommendations for improvement

It is necessary to continually work on the analyses of completion and pass rates of students to identify reasons for very long periods of study in certain cohorts (for example, average study period for the generation of students enrolled in 2015 is 6,6 years).

**Quality grade:** satisfactory

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

#### Analysis

During the site visit and conversations with stakeholder groups, stress was often placed on the involvement of students in various projects, as well as their keen interest in participating in them. Each academic year, teachers can adapt the teaching programme up to 20% and it is being continuously revised. Various forms of teaching have been organized, such as contact teaching (lectures, seminars), papers authored by students, professional practice and professional visits related to the content of some courses. The Police College uses e-learning system in teaching and CEPOL database is available for students. Online defence of final theses was also introduced to enable students to complete the studies in the conditions caused by the coronavirus pandemic. Teachers are dedicated and available for students, which was confirmed in the conversations with students and by the survey results.

#### Recommendations for improvement

It is necessary to encourage students to develop active and critical thinking and to train teachers for that. It is also necessary to enable the use of advanced technologies with the aim of modernizing teaching.

**Quality grade:** high

### **3.4. The higher education institution ensures adequate student support.**

#### Analysis

The Police College in Zagreb appoints the cohort year leaders every year, which are available for students throughout their studies for any questions. Feedback obtained from students for cohort year leaders was very positive. Consultation hours are published on the website. The Police College fulfilled the recommendation from the last re-accreditation and established the Centre for Mental Health. Feedback from the users of psychological counselling was very positive. Deficiencies were identified in the work of the student ombudsman i.e since the day of establishment of that function six years ago, no student objection has been processed. The student ombudsman did not even



participate in the only recorded case of a student appeal, where student objected about the grade obtained, but the procedure was conducted by the Student Council. Ineffectiveness of the student ombudsman has to be analysed in detail and students should be better informed about their existence. Administrative staff is highly graded in the surveys carried out every year by the Quality Assessment Commission, but comments repeated year after year should also be considered: slow internet, poorly scheduled exam periods in June and the impossibility to copy materials. Students are least satisfied with the IT equipment, so further efforts should be made to introduce improvements. The Expert Panel also noticed that the students were not sufficiently informed about international cooperation programmes.

#### Example of good practice

The Expert Panel especially commends the establishment of the Centre for Mental Health and for raising awareness of the importance of mental health, which is especially important for police officers.

#### Recommendations for improvement

It is necessary to take measures to better inform students about international exchange programmes (for example, by establishing office for international mobility) and increase the number of administrative staff, especially library staff.

**Quality grade:** satisfactory

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

#### Analysis

The majority of the student population at the Police College consists of part-time students who are also employees of the Ministry of the Interior. They retain most of their employment rights, receive a regular salary and are provided with days off to meet student obligations. In addition, the Ministry of the Interior covers the costs of tuition and accommodation. According to the Ordinance on Studying, the Police College approves the suspension of student rights and obligations for a period of one academic year (which can be extended in case of justified reasons) for students who have started a family and for students suffering from acute or chronic diseases. During dormancy, a student may take the exam, if he/she has previously met the conditions for doing so.

#### Recommendations for improvement

Due to specific enrolment conditions which include above-average physical and mental abilities of candidates, this standard cannot be completely applied in assessment.

**Quality grade:** satisfactory

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



### Analysis

Due to a specific curriculum, the Police College is in a difficult position regarding participation in international student exchange programs. Therefore, students are only allowed to do professional internships abroad, and 19 students have used this opportunity in the past five academic years. That is, one student did internship lasting two months while 18 students participated in other forms of exchange such as training, meetings, courses and exercises lasting less than two months. The Police College duly recognizes to students ECTS credits earned during the exchange. During the conversation with students, they mentioned the problem of getting insufficient information about the international cooperation programmes and the fact that the students have to ask for the permission of the supervisor to go to exchange. Students who participated in international cooperation programs expressed great satisfaction with the newly acquired skills and competencies, which was determined through interviews and through the report on international experiences and ERASMUS survey. Surveys for incoming students for whom the Police College organizes professional internship in various organizational units of the Ministry of the Interior conducted on an annual basis by the Commission for Assuring and Improving the Quality of Higher Education at the Police College do not contain questions about satisfaction, level of information and support for student mobility. A student support service needs to be set up.

### Recommendations for improvement

Students should be better informed about the study options abroad, not only in the form of professional practice but also as an opportunity to attend study programmes. Students mainly go on short international mobility programs for up to two months, while no student has participated in a mobility program longer than two months. This situation is explained by the fact that students who are employed by the Ministry of the Interior sign an agreement with the Ministry, and the time frames within the agreement do not allow students to spend an entire semester at another higher education institution. Given the fact that the majority of students are employees of the Ministry of the Interior, it is necessary to encourage flexibility in the organization itself and enable the drafting of an annex to the agreement which would allow students to take part in an outgoing mobility longer than two months. It is recommended to open mobility programs to students from the ranks of citizens.

**Quality grade:** minimum

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

### Analysis

As already mentioned in the previous standard, the specific character of the curriculum of the Police College is an obstacle to participation in the international exchange programmes. Therefore, students from abroad can only do professional internship as part of exchange. The official website does not offer information in foreign languages on

the enrolment and study options. When the Panel members talked with the person in charge of international cooperation, they found out that the College does not obtain feedback from foreign students, except for an occasional thank-you letter. The College offers a theoretical possibility of enrolling in two courses which can be fully delivered in English, but it has not been done so far.

#### Recommendations for improvement

It is necessary to introduce a number of elective courses (open-type) in which teachers from similar study programmes from abroad (not only from neighbouring countries, but also from the rest of the EU and beyond) could teach. The Police College's website should contain information on courses and study opportunities in a foreign language. Furthermore, theoretically, foreign (but this possibility should be open to Croatian) students have the opportunity to attend classes delivered in a foreign language, but this possibility is only theoretical and the College should enable the practical implementation of elective courses in a foreign language. An international co-operation office needs to be set up to provide administrative support.

Quality grade: minimum

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

#### Analysis

Criteria and methods of evaluation and assessment are clear and published in the curricula and syllabi of the courses, which are available on the website and are also presented by teachers in introductory lectures. In interviews with students and teachers, the Panel heard that students receive regular feedback on assessment results. Students receive advice for learning mostly through consultations and have expressed great satisfaction with the work and availability of teachers. Apart from one student complaint (the student was not satisfied with the grade obtained), there are no other examples of students complains filed. Teachers are educated on testing and assessment methods, such as training on the use of e-learning systems on the Delta (Moodle) platform. The Police College organizes eight exam terms spread throughout the academic year, which facilitates the organization of student obligations, especially for part-time students. Due to specific enrollment criteria, which imply above-average physical and mental fitness, the Police College does not need to adapt the assessment procedures to certain groups of students (such as, for example, students with disabilities).

#### Recommendations for improvement

Continue with continuous education of teachers on testing and examination methods, as well as work on regular updating of course curricula and syllabi on the website.

Quality grade: satisfactory

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

#### **Analysis**

Upon completion of the study, the student is issued a diploma for a symbolic fee of two hundred kuna and a diploma supplement is issued free of charge. A diploma supplement is issued for each study programme in Croatian and English and it contains the exams the student has passed, the grades which he/she got and the number of ECTS credits he/she has achieved. At the personal request of the student, a transcript of grades containing information on the completed study programme and achieved results can be issued free of charge, and a preliminary diploma supplement can also be issued to the student before the end of studies. Upon inspection of samples of diploma and diploma supplement, it was determined that they are aligned with the regulations.

The issuance of diplomas and diploma supplements is regulated by the Ordinance on Studying at the Police College, while the appearance and content of diplomas and diploma supplements is regulated by the Ordinance on the Content of Diplomas and Diploma Supplements (OG 77/08, 149/11) of the responsible ministry.

**Quality grade:** high

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

#### **Analysis**

The Police College in Zagreb analyses student employment after the completion of the studies in detail. There are almost no unemployed criminal investigators on the labour market, due to the fact that the Ministry of the Interior as future employer of graduates stipulates enrolment quotas. Based on available information, the Panel established that the qualifications of police officers do not correspond with their positions, while the external stakeholders mentioned in the interviews that the profession of criminal investigator is not sufficiently credited. In order to address this issue, the Ministry of the Interior is strategically planning enrolment quotas, and only a certain number of students from each police department can enrol in the studies, which depends on the need for criminal investigators in that police department. The Police College does not have impact on the valorization of the profession of criminal investigator, although we should commend the efforts of the Police Academy to include the profession of the criminal investigator in the organization of jobs and job profiles within the Ministry of the Interior. The Police College informs prospective students from the ranks of citizens on the options for continuing education or finding employment after the completed studies by participating at faculty fairs and high school presentations. The Police College maintains contacts with former students through the recently established Alumni Club, whose members cooperate with the Police College in various projects, conferences and round tables. It is worth mentioning very positive feedback obtained from the members of the Alumni Club on the quality of education received at the Police College.

**Recommendations for improvement**

The recommendation goes in the direction of harmonizing the qualifications of police officers and positions to which they are assigned, i.e. more optimal personnel planning. Namely, 52.2% of police officers with two-year post-secondary education qualifications are assigned to jobs with secondary education qualifications, while 40% of police officers with higher education qualifications are assigned to jobs with secondary education or two-year post secondary education qualifications. Intensify efforts to include the profession of criminal investigator in the organization of jobs and job profiles within the Ministry of the Interior.

**Quality grade:** high

## **IV. Teaching and institutional capacities**

### **4.1. The higher education institution ensures adequate teaching capacities.**

#### **Analysis**

With regard to the number and qualification of teachers, the higher education institution ensures appropriate teaching capacities for the delivery of the undergraduate professional study programme in Criminal Investigation and the specialist graduate study in Criminal Investigation, as well as acquisition of the intended learning outcomes and performance of scientific activity. Thirty-eight (i.e. 39 as of 2020) teachers and eight administrative staff members are employed full-time. Nine teachers are appointed to scientific and teaching ranks, while two more teachers are appointed to scientific ranks, while 26 of them have teaching grades. With regard to the Development Strategy of the Police College in Zagreb from 2019 to 2024, as well as study programmes, the Police College should strive for appointment of more teachers in a scientific field of security and defence sciences, as four out of 11 teachers appointed to scientific ranks are elected in that field. Nevertheless, the Panel believes that teachers are qualified for the subjects they teach.

Teacher-student ratio is satisfactory, 1: 14.15, while the coverage of study programmes with their own staff is 75% (undergraduate professional study programme) and 85% (specialist graduate study programme), which is also satisfactory.

Teaching workload in general is satisfactory, with the exception of several teachers who are overloaded, and the College should take this into account. The work of teachers at similar faculties and HEIs is satisfactory.

#### **Recommendations for improvement**

There is a certain disproportion in the teaching load of teachers, as some teachers have over 700 norm hours, so the Expert Panel recommends balancing the workload of teachers. A further recommendation to the Police College, related to the previously mentioned, is to work on finding ways to achieve optimal distribution of teaching obligations, professional and scientific work, and professional and personal development of teachers. Also, the recommendation goes in the direction of increasing administrative support, which would reduce the overload of teachers with administrative obligations.

Finally, with regard to the Development Strategy, and with regard to study programmes, the recommendation is to encourage teachers more to meet conditions for the appointment to scientific ranks in the field of security and defence sciences. Although the Police College employees stress the interdisciplinary character of the studies, it is important that a higher number of scientists is appointed in this field, because it is a way to achieve recognition in a particular scientific field.

**Quality grade:** satisfactory

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

##### **Analysis**

The Police College has 62 external associates, 32 of which are the Ministry of the Interior employees, while others are employees in other higher education institutions. Although external associates are not supervisors for a large number of final and graduation theses (5 out of 93 final theses, and 19 out of 78 graduation theses in 2020), it is not a significant disadvantage in the Expert Panel's opinion. A significant increase in the number of external associates (97) is planned for 2020/2021, especially in the number of the Ministry of the Interior employees (64), which can certainly improve the acquisition of specific knowledge and competencies of students, which is explained in Annex 4.2. as necessary, and it does not require a significant increase in the amount of fees paid.

##### **Recommendations for improvement**

The higher education institution should encourage the maintenance of professional practice in general, including practice in the resident institutions of external associates, in this specific case the Ministry of the Interior, but also in the resident institutions of other external associates (the Ministry of Justice, criminal courts, the State Attorney's Office).

**Quality grade:** satisfactory

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

##### **Analysis**

Vacancies are not filled by announcing public competitions, but by internal advertisements or job placements of the Ministry of the Interior, but such a procedure is allowed under Article 49 of the Police Act. Although Article 49, Paragraph 1 of the Police Act stipulates that vacancies are filled by public competitions, Paragraph 2 stipulates that positions are filled through internal advertisements or job placements. It is evident from the Self-Evaluation Report and the interviews during the site visit that employment is carried out only as set forth in Article 49 Paragraph 2 of the Police Act, and not by applying Paragraph 1 i.e. by posting public ads. Unfortunately, it is also evident that employment is based on unclear criteria and arbitrary decisions when selecting the best candidates. The reason for this is the fact that the Police College is part

of the Ministry of the Interior, so all their employees are employees of that Ministry. Nevertheless, the Police College is an educational and scientific institution that can fulfill its social and professional functions in an appropriate and effective manner only if their teachers and scientists strive for excellence and continuous improvement and if objective criteria are applied with regard in their work, task assignment, job placement and advancement. Recruitment procedures are carried out in accordance with the Statute from 2006, and the Panel considers that a new statute should be adopted.

The position of an assistant is not comparable to the position of an assistant in the higher education system. From the conversations with the assistants (two currently employed assistants) one gets the impression (with one assistant) that there is no clear plan for involving the assistants in teaching, scientific and professional activities, i.e. that the assistants are left to themselves. Assistants are not assigned any leader/mentor who would take care of the development of the assistants and their involvement in teaching, scientific and professional activities. It was determined that this is not an assistant position analogous to assistant positions at the university where the best students (so-called young researchers) are hired, who intend to pursue doctoral education and to engage in scientific research work in addition to teaching. Assistants at the Police College are employees who have been transferred to the position of assistant according to unclear criteria that do not meet the criteria of performance and excellence. These are not the best graduate or postgraduate students. In addition, there are no deadlines prescribed for assistants to enroll and complete their doctoral studies, so any person can be appointed to this position who is then not obliged to enroll in, and complete a doctoral study. Such a treatment of assistant position is not acceptable in scientific-educational institutions.

The number of newly employed teachers is not high – 12 in the last five years, but considering the teacher-student ratio and the fact that only four teachers terminated their employment, there is no need for employing new staff. On the other hand, there were 69 appointments to teaching ranks in the past five years, which is definitely commendable, especially if we take into account the numbers and recommendations from the previous Expert Panel Report. Appointments to teaching ranks, i.e. re-appointments and advancements are carried out pursuant to regulations and it is evident that 69 appointments to teaching ranks have been made, which makes it clear that the teaching staff of the Police College comply with criteria for the appointments to teaching ranks and advancements prescribed in the Decision on the Conditions for the Evaluation of Teaching and Professional Activity in the Process of Election to Teaching Titles, i.e. they publish professional and scientific papers and teach.

In relation to the appointments to scientific ranks, some teachers pointed out some problems related to the willingness of certain institutions authorized to conduct the procedure for a certain number of scientists of the Police College. In addition, there was an example of communication of the institution's management with the institution responsible for conducting the procedure of appointment to the scientific rank without the knowledge of the candidate, which we consider unacceptable, regardless of the specific organizational structure of the Police College.

Rewarding of teachers' excellence was regulated by the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers of 28 June

2017, but after the visit of the Expert Panel it is evident that teachers receive a written commendation that is awarded to a small number of teachers.

The Development Strategy of the Police College in Zagreb in the period from 2019 to 2024 is an important document for the development of the Police College and accordingly, the HEI should strive to become one of the leading higher education institutions for education and research in the field of security and defense sciences and criminal investigation, not only within the Republic of Croatia (which it certainly is, but there is no real competition in the Republic of Croatia), but also beyond, at least in the region.

### Recommendations for improvement

The remark from the previous Expert Panel report which reads: „The position and the advancement of the employees should be decided upon in advance prescribed, clear and public criteria of excellence, activity and scientific productivity and not related to the political decision or personal relationship with the decision-makers (item 5.5)“ has not been implemented. Therefore, the most important recommendation is to eliminate arbitrariness and define clear criteria in the selection of the best candidates for the job. The Expert Panel has not received any evidence of the carried out employment procedure such as copies of job advertisement, composition of the commission, report and decision passed by the commission, which greatly affects the assessment of the quality of this standard. Furthermore, it is necessary to adopt a new Statute of the Police College as soon as possible, as the 2006 Statute, which is not suitable, is currently in effect. The recommendation is to additionally encourage teachers to pursue scientific, teaching and professional achievements by providing them with financial incentives as defined in the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers. Likewise, the annual assessment of the dean is carried out on a form for the assessment of civil servants in the Ministry of the Interior, as annex to the mentioned form, and it is necessary to formalize and draft a single form on which the dean will provide annual grade of the teachers' work.

**Quality grade:** minimum

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

### Analysis

The Development Strategy of the Police College in Zagreb from 2019 to 2024 was adopted, as well as the Ordinance on the Criteria for Encouraging and Recognising the Excellence of the Police College Teachers from 2017 which is definitely aligned with the recommendations from the last Expert Panel's Final Report. Nevertheless, the College should further improve the implementation of the mentioned Ordinance and encourage teachers who comply with the criteria from the Ordinance, first and foremost by financial rewards.

Furthermore, it is definitely commendable that the PC encourages teacher self-evaluation and implements student surveys. Although there have been certain improvements in the international cooperation and teaching mobility, the Police College



should encourage teachers more and provide them as well as the non-teaching staff with the support to intensify their efforts to engage in international cooperation and mobility. In the past five years, teachers participated in only 7 mobility programmes, one out of which is professional, two are scientific and four teaching programmes, and all programmes were up to 3 months, while there were only two cases of incoming mobility (scientific) in the past five years. It is evident that the Police College should work on increasing the incoming and outgoing mobility. Officially, the Police College encourages professional development of their teachers, as well as participation in scientific and professional conferences (by paying registration fees, for example), but they do not have an organized system for encouraging the professional development of teaching competencies. It is also evident (table 4.11.) that there are not any investments in professional development, which should definitely be improved. It is especially problematic that the Police College does not bear the cost of the PhD study for their employees, although it has an obligation to bear the costs according to the Ordinance, which is a common practice at the university where assistants are exempt from the payment of PhD studies.

### Recommendations for improvement

Teachers do not gain sufficient support for their scientific work and development and there is no plan of professional development of teachers. Members of the teaching staff pursuing scientific activity should have reduced teaching workload. There are no programmes for improving teachers' competencies and they are not encouraged to participate in mobility programmes. The College does not encourage teachers to increase the number of scientific and professional papers. Although a number of teachers are appointed to scientific ranks, it is mostly up to individual teachers and their efforts, and it is evident that teachers are not encouraged to pursue scientific and teaching development. The recommendation from the last Expert Panel Report reading: "The Institution should encourage and provide incentives and reward (financial, less teaching workload, more time for research, public acknowledgments) in order to encourage its researchers to submit articles to prestigious high-ranking international scientific journals" has not been fulfilled and it is included as a recommendation in this report as well. The Police College should also ensure administrative support for application and implementation of research projects.

**Quality grade:** minimum

**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

In general, the infrastructure of the Police College provides, i.e. it had provided until the earthquake that hit Zagreb on 22 March 2020, suitable conditions for implementing study programmes and achievement of the intended learning outcomes. The Police College premises in which the higher education activities were performed had been



satisfactory, including the laboratory and practicum used for criminal investigation technique. The Police College also invested in the equipment in the computer rooms, which is commendable, especially with regard to the recommendations from the last reaccreditation report. It is evident from the Self-Evaluation Report that the Police College applied for the project "Establishment of a modern digital system for conducting police officers' practical training and skills acquisition", which is a very important project, which will, if implemented, greatly improve the quality of infrastructure at the Police College. The premises for the courses Special Physical Preparation and Police Tactics and Procedures as well as recreation and fitness training of the students are satisfactory. Finally, the equipment used in teaching is also satisfactory, in the opinion of teachers and students.

### Recommendations for improvement

Recommendations for improvement largely refer to rebuilding of the Police College premises damaged by the earthquake. This refers to Building 1 and Pavilion 4 Building, considering that classes are now held in the premises of the Josip Jović Police School, which does not meet the needs of the Police College. Also, it is evident that, due to the earthquake, the Police College does not have adequate premises for a laboratory and practicum of criminal investigation technique. Therefore, laboratory equipment does not meet the needs for successful studying or conducting high-quality research. Also, teachers do not have adequate offices for work, given that in Building 1 they had 32 teacher offices, and in pavilion 3, which they temporarily use, there are 17 offices. Finally, new computer equipment should be procured, students should be provided with better Wi-Fi coverage, which the students themselves pointed out as a disadvantage, which is a prerequisite for the successful completion of a number of student assignments.

**Quality grade:** minimum

#### **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 College should definitely continue working on the availability of literature, especially new titles as well as access to electronic databases. During the visit to the library, we were informed that all employees of the Ministry of the Interior have access to the databases of the European Union Agency for Law Enforcement Training (CEPOL), which is of great benefit for scientific research. The Library Information Center (KIC), which houses 4 library holdings, is certainly to be commended. We should also commend the work of the library staff who, with only 3 employees (which we consider insufficient) perform all activities within their scope of work. The Panel also commends the College for having set up an online catalog.

### Recommendations for improvement

As the library of the Police College that used to be in Building 1 was moved to the ground floor of the Josip Jović Police School, the Police College should definitely work on moving the library back to Building 1 as soon as possible. The College should also increase the number of books and order more recent volumes, and to enhance their library holdings in different scientific areas.

**Quality grade:** satisfactory

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

##### **Analysis**

The Police College does not manage financial resources because it is not a legal entity, so this standard is not applicable.

##### **Recommendations for improvement**

Since the Police College is not a legal entity, it does not manage financial resources. We believe that both the management of the Police College and of the Ministry of the Interior should find appropriate solution and eliminate these obstacles, and to empower the Police College in such a way, because the Police College has mentioned in the Self-Evaluation Report that the lack of funds for procuring equipment and improving work conditions and to pursue scientific research is an obstacle for work.

Explore legal options for gaining greater legal and financial autonomy of the Police College within the Ministry of the Interior.

**Quality grade:** not applicable.

## **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 analysis of scientific, professional, organizational and dissemination work and activities of teachers and associates shows their great dedication and efforts invested in achieving high quality and quantity of professional and scientific work. It is evident that the Police College has made a huge progress in this area. This is primarily evident in the following.

Since 2015, the Police College has been regularly organizing professional and scientific conferences (international and Croatian), round tables and other events. The Police College organized several international scientific conferences with a large number of presenters (for example, 59) and participants (for example, 250). The majority of speakers at the conferences are the Police College teachers. They include omnibus

conferences with very broad topics, such as following modern achievements in the development of profession and exchange of good practices, but most conferences have narrow topics with a focus on a specific issue or problem, which should definitely be pursued in the future to raise the quality of papers and presentations and prevent dispersion of topics to the extent that it is not recognizable. Most conferences have international programme boards in which College teachers also participate. Papers from the conferences are regularly published in the conference proceedings or in the journal *Police and Security, Criminalistic Theory and Practice* or in the *Croatian Annual of Criminal Sciences and Practice*. The topics such as new technologies and informatisation of the police, new security challenges, processing, analysis and use of large sets of information, psychological approach in the police and criminal proceedings and international cooperation were very well chosen and show that College teachers recognize which topics are important for the police and society.

Teachers at the Police College have in the past five years regularly published papers in Croatian and international scientific journals and conference proceedings. CROSB database shows that teachers published 35 scientific papers of the highest category in the period from 2015 to 2019, 90 other papers for the appointments to scientific ranks, 40 professional papers, 63 papers from scientific and professional conferences, authored 5 domestic books and 8 book chapters. There were 27 citations in WOS and 19 in Scopus. Nevertheless, the ratio of the number of papers and the number of teachers in the past five years is not satisfactory, and it amounts to 0.23 for scientific papers of the highest category, 0.6 for other scientific papers, 0.27 for professional papers, 0.42 for peer-reviewed publications from scientific and professional events/conferences. Five full-time teachers have not published any scientific papers in the past five years (Tables 4.4. and 4.5. of Analytics Supplement to the SER), while three teachers have not published any papers (scientific or professional), which calls for a need to conduct an analysis of reasons why some teachers are inactive in publishing papers.

The Police College teachers regularly participate in scientific projects of other higher education and scientific institutions in Croatia by writing scientific papers and presenting them in conferences. Most projects are internal projects financed by the Ministry of the Interior (36), some of which are scientific, and some are professional projects. Teachers of the Police College also participated in the scientific projects of the European Commission from Horizon2020 programme, Rights, Equality and Citizenship Programme and Justice Programme. Teachers are members of organizational boards of international conferences. They are also editors in chief and members of editorial boards of two journals – *Police and Security* and *Criminalistic Theory and Practice* and are members of editorial boards of two international journals.

Dedication of teachers to achieving high quality and quantity of scientific work is particularly evident in the fact that there is no salary bonus for scientific ranks and the scientific rank is not a requirement for a position.

### Recommendations for improvement

It can be concluded that both teachers and associates publish high-quality professional and scientific publications, actively promote their professional and scientific achievements at conferences in Croatia and abroad, and the Panel recommends to

continue with the existing annual increase in the number of published papers and presentations in the future.

The Police College does not have competitive international projects led by their teachers.

The Panel recommends that in the next five years the College make greater efforts to apply for competitions (as partner or coordinator) for competitive projects funded by the European Commission. The projects would be led by the College teachers who would, as leaders, independently decide on the implementation of activities and the allocation of financial resources in accordance with the project implementation plan.

Analyse the reasons why a certain number of teachers is inactive in publishing papers.

**Quality grade:** high

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

### **Analysis**

Topics of scientific and professional papers of the Police College teachers prove their social relevance, and their purpose is transfer of knowledge created through research or professional activity. The Police College developed cooperation with numerous state, academic, economic and non-government organizations for the purpose of transfer and application of knowledge into these organizations. The Police College has the most developed cooperation with other state bodies such as the Ministry of Justice and the Ministry of Science and Education. However, agreements on cooperation aimed at transfer of knowledge and cooperation have also been concluded with several universities and constituents of the University of Zagreb. Activities carried out by the Police College with the purpose of transfer of knowledge from their research activities are student exchange, participation of teachers of the Police College in consulting activities in other organizations, participation of teachers as experts in the working groups and commissions for drafting normative acts in ministries, organized by the Personal Data Protection Agency and other associations. The Police College also cooperates with the business sector through projects and training events.

The transfer of knowledge also includes the development and implementation of undergraduate, graduate and postgraduate university study programmes for the purposes of police education. However, these are university study draft proposals that have not been approved and that are not being delivered.

### **Recommendations for improvement**

Further cooperation with non-government associations, academic institutions and business entities should be encouraged, and the Police College should give more support to teachers in terms of general commitment, labour law requirements, organization and logistics, in the implementation of projects, whose socially relevant results lead to the knowledge transfer in the mentioned sectors.

In the next five-year period, it would be beneficial for the scientific research, scientific development and transfer of knowledge if the Police College would fulfil their ambition to establish a university study programme as planned.

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 Strategic Programme of Scientific Research of the Police College for the period from 2018 to 2023 was adopted with the aim of stressing the importance of scientific and professional research and showing potential for development at the Police College, which includes 48 scientific and professional projects in the following areas: (a) criminal investigation tactics, criminalistics and forensics and criminal investigation methods, (b) police tasks, (c) criminal law and administrative and legal aspects of criminal investigations, the police and security, (d) security, management, organisation and police management, (e) criminology, psychology and other disciplines related to police work. In addition to projects stated in the Strategic Programme of Scientific Research of the Police College for the period from 2018 to 2023, teachers at the Police College participated in 2017 in the research project of the UNICEF Office for Croatia titled „Assessment of the educational needs of professionals working with children and the youth involved in judicial proceedings“ as well as in H2020 projects such as BROADMAP (2016– 2017) and UNITY (2015–2018), which aimed to strengthen the links between the police and the various communities they serve to increase the security of all citizens. As it is stated in the Self-Evaluation Report, the Police College teachers have in the past five years participated as associates in numerous projects led by other institutions in the Republic of Croatia and the Panel established in the 2014 re-accreditation report that at the time the Police College had a very small number of research project, due to which the scientific research and productivity were severely neglected at the Police College. The Police College established in 2021 that the Police College took an important step forward in this area, where it is worth mentioning the journal Police and Security (with the Ministry of the Interior, Police Academy as the publisher), to which the Police College employees contribute as authors and members of the editorial board; one teacher is also the editor in chief of that journal and it is included in the bibliographic database Ulrich's Periodicals Directory and Elektronische Zeitschriftenbibliothek/Electronic Journals Library and indexed in the Web of Science Core Collection and Emerging Sources Citation Index (ESCI). In addition to that journal, teachers of the Police College are also active members in some other editorial boards of scientific journals and conference proceedings, for example International Conference Proceedings of Victimology Review entitled the Ambassadors of Peace in Bosnia and Herzegovina “, European Law Enforcement and Research Bulletin, Journal of Forensic Sciences and Criminal Investigation, European Police Science and Research Bulletin, the Imagination (Imgelem), Criminalistic Book Collection of the International Criminalistic Association, Criminalistic Theory and Practice, the conference proceedings from Zagreb Police College Research Days. In the past five years, teachers of the Police College have participated and/or participate as associates in numerous projects led by other institutions in the Republic of Croatia and abroad. With the aim of ensuring greater transparency of the scientific research and/or professional work the Centre for Police Research was established at the Police College. If we compare the scientific activity at the Police College with the renowned research institutions within the University we

have to say that more can be done in this area, but we also have to acknowledge the progress made in this area in the period since the last accreditation.

#### Recommendations for improvement

The main obstacle to a high-quality scientific activity is the fact that the Police College is an organizational part of the Police Academy and the Ministry of the Interior, where the Police College is not a legal entity and their researchers face administrative obstacles when independently applying for research projects. Therefore, the Police College management and the Ministry of the Interior management have to find a suitable solution for eliminating these obstacles and to empower researchers to apply for scientific projects in a more scientifically competitive environment (for example, international competitions, competitions of the National Science Foundation, etc.).

**Quality grade:** satisfactory

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

##### Analysis

As it is stated in the Self-Evaluation Report and as the Panel heard at the meetings with various stakeholders and students, the Police College teachers include the results of their professional and scientific activities in the teaching process. The examples of such transfer of knowledge into teaching include the literature for the courses Police tactics and procedures 1, 2 and 3, the textbook Fiscal system and fiscal crime and Aspects of international police cooperation. The work on scientific and professional project resulted in the design of new courses - Criminal Investigation Methods of High Technology Crimes, Information Security and Introduction to Computer Security at the professional study programme in Criminal Investigation. Acquisition of students' competencies is also connected to their participation in professional and scientific projects (such as Researching the effectiveness of repression and prevention in traffic, which was mentioned by both teachers and students). Knowledge transfer is very intensive and it is ensured through round tables, professional conferences and other events organized by the Police College related to their scientific and professional activity. Students always participate at these events.

#### Recommendations for improvement

More intensive cooperation in international scientific projects can also be a good basis for upgrading a study programme. With such cooperation and knowledge transfer, the content of the programme would be even more internationally relevant, and all the more interesting for international exchange of teachers and students (with special emphasis on teacher mobility which would provide students with broader insight into a specific area).

**Quality grade:** satisfactory

## **APPENDICES**

**1. Quality assessment summary - tables**

**2. Site visit protocol**

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



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

<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.			+	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.				+
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.				+
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.			+	
2.5. The higher education institution ensures that ECTS allocation is adequate.			+	
2.6. Student practice is an integral part of the study programmes.		+		

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

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			+	
4.2. The higher education institution ensures appropriate quality of external associates.			+	
4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence		+		
4.4. The higher education institution provides support to teachers in their professional development.		+		
4.5. The space, equipment and the entire infrastructure (laboratories, IT 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.		+		
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.			+	
4.7. The higher education institution rationally manages its financial resources. <b>NOT APPLICABLE</b>				

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

## **II. Site-visit protocol**

### **RE-ACCREDITATION OF POLICE COLLEGE IN ZAGREB Avenija Gojka Šuška 1, Zagreb**

#### **I. Preliminary visit of the Expert Panel to the Police College in Zagreb**

	<b>Monday, 22nd March 2021</b>
9:45 – 10:00	Meeting of the Expert Panel
10:00 – 11:00	Meeting with the dean and vice-deans
11:00 – 11:15	Break
11:15 – 12:00	Meeting with the Commission for Assuring and Improving the Quality of Higher Education
12:00 – 12:45	Meeting with project leaders
12:45 – 13:00	Break
13:00 – 13:45	Tour of the Faculty (classrooms, computer classrooms, library, labs, student services) and participation in teaching classes
13:45 – 14:30	Document analysis
14:30 – 15:30	Lunch

#### **II. First day of the virtual re-accreditation of the Police College**

	<b>Tuesday, 23 March 2021</b>
9:30 – 10:00	Meeting of Expert Panel members
10:00 – 10:45	Meeting with the Vice-Dean/Assistant Head for professional study programmes

10:45 – 11:00	Break
11:00 – 12:00	Meeting with full-time employed teachers, except those in managerial positions
12:00 – 12:45	Break
12:45 – 13:30	Meeting with the Vice-Dean/Assistant Head for research, development, and university study programmes.
13:30 – 13:45	Break
13:45 – 14:15	Meeting with the assistants
14:15 – 15:00	Organisation of an additional meeting on open questions, if needed

### III. Second day of the virtual re-accreditation of the Police College

Wednesday, 24th March 2021	
9:30 – 10:00	Meeting of the Expert Panel
10:00 – 11:00	Meeting with the students
11:00 – 11:15	Break
11:15 – 12:15	Meeting with the heads of departments
12:15 – 12:45	Break
12:45 – 13:30	Meeting of the Expert Panel members
13:30 – 14:30	Meeting with Alumni (former students who are not employed by the HEI)
14:30 – 15:15	Meeting with external stakeholders
15:15 – 15:30	Meeting of the Expert Panel members
15:30 – 15:45	Exit meeting



agencija za znanost i visoko obrazovanje





## SUMMARY

The Police College in Zagreb is a unique and important higher education institution delivering undergraduate and graduate studies in criminal investigation for active police officers in the Republic of Croatia, thereby rendering important service to society. In the last five years, the Police College has made great progress in the area of internal quality assurance, study programmes, professional and scientific activity of teachers and the development of its social role, and it has also made a certain progress in the area of professional and scientific projects and international mobility. Study programmes are aligned with the mission and strategic goals of the higher education institution, and correspond to the level and profile of qualifications gained. The number of teachers with expertise, practical experience and academic qualifications is impressive. The Police College teaching staff demonstrate great commitment and have put a lot of effort into achieving high quality and quantity of professional and scientific work in the last five years. The staff are driven and available to students. In relation to projects, progress has been made in relation to internal projects that have had a positive impact on strengthening professional and scientific research work and scientific productivity, but further progress is needed in the field of obtaining and implementing competitive international projects. The higher education institution should encourage and support teachers in their scientific work also by reducing their annual teaching workload and by recognizing achievements of the teachers involved in scientific projects. While some teachers are very active in their scientific and professional work, others do not engage in such activities at all. There are no salary supplements for a scientific title, nor is a scientific title a condition of the job. Some improvement has been made in the area of international mobility, but efforts and support to teachers and students in international cooperation and mobility should further be strengthened. The Police College should continue to develop and make further progress in relation to the regulation of teaching jobs and promotion, and the adoption and implementation of appropriate regulations. The main obstacle to a high-quality scientific activity is the placement of the Police College in the Police Academy and the Ministry of the Interior, where the Police College does not have its own legal personality and therefore researchers face significant administrative barriers when applying for scientific projects independently. The management of the Police College and the management of the Ministry of the Interior must find an appropriate solution to remove these obstacles and thus empower researchers to apply independently for scientific projects in a more scientifically competitive environment.