

REPORT of the Expert Panel on the

RE-ACCREDITATION OF Faculty of Chemistry and Technology of the University of Split

Date of the site visit: 25 - 26 March 2015

April, 2015

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INTRODUCTION

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

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

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

The report contains:

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

The members of the expert panel were:

- professor Kai-Olaf Hinrichsen, Technische Universitat Munchen, Federal Republic of Germany (chair)
- professor Jan Roda, Institute of Chemical Technology, Prague, Faculty of Chemical Technology, Department of Polymers, Czech Republic
- professor Mojca Škerget, Faculty of Chemistry and Chemical Engineering, University of Maribor, Republic of Slovenia
- doc. dr. sc. Maja Molnar, Faculty of Food Technology, J. J. Strossmayer University of Osijek, Republic of Croatia
- Milenko Korica, student, Department of Chemistry, Josip Juraj Strossmayer University of Osijek, Republic of Croatia.

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

- Katarina Šimić Jagunić, coordinator, Agency for Science and Higher Education
- Lida Lamza, interpreter at the site visit and report translator, Agency for Science and Higher Education.

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

- The Management
- The working group that compiled the Self-evaluation and representatives of the Quality Assurance Board as well as the head of the Office for International Cooperation
- Heads of departments
- Teachers
- Teaching assistants and junior researchers
- Students
- Leaders of scientific projects.

The Expert Panel also had a tour of the laboratories, library, IT rooms, student register desk, and the classrooms at the Faculty of Chemistry and Technology University of Split, where they held a brief question and answer session with the students who were present. The Panel also visited the dislocated student laboratories in Kaštel Sućurac.

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

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

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

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

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Chemistry and Technology, University of Split

ADDRESS: Teslina 10/V, 21000 Split

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Zoran Grubač, Ph.D., Full professor

ORGANISATIONAL STRUCTURE:

According to the Statute of the Faculty, the Faculty bodies are the Dean, the Faculty Council and other permanent and temporary bodies of the Dean and the Faculty Council. The organisational units of the Faculty are: the Dean's office, divisions, departments, laboratories, chairs, centres and the library.

LIST OF STUDY PROGRAMMES (and levels):

Undergraduate university study programmes:

- Chemical Technology, orientation of study Chemical Engineering
 - Environment Protection

- Chemistry
- Food Technology (implemented from the academic year 2015/2016)

Integrated undergraduate and graduate university study programme:

- Pharmacy

Graduate university study programmes:

- Chemical Technology, orientation of study Materials
 - Environment Protection
 - Mediterranean Cultures
- Chemistry, fields of study Organic Chemistry and Biochemistry
 - Environmental Chemistry

Postgraduate (doctoral) university study programmes:

- Chemical Engineering in Materials Development and Environmental Protection
- Environmental Chemistry of Mediterranean Area

Undergraduate professional study programme:

- Chemical Technology, orientation of study Chemical Technology and Materials
 - Food Technology
- Materials Protection and Recycling (implemented from the academic year 2015/2016)

Short professional study programme (150 ECTS credits, enrolment terminated):

- Chemical Technology

NUMBER OF STUDENTS: 610

NUMBER OF TEACHERS: full-time teachers - 42, external associates -- 25

NUMBER OF SCIENTISTS: 39

TOTAL BUDGET: 21,079,858.37 kuna MSES FUNDING: 19,477,645.76 kuna OWN FUNDING: 1,602,212.61 kuna

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The focus of the scientific and technological potential in the highly developed countries of the world in the period following the WW2, with the aim of creating the scientific basis for creating the solutions to the development issues, also reflected on the situation in Croatia. Due to the increase of the share of chemical industry in Dalmatian region, it was necessary to provide education of expert staff in the fields of chemistry and chemical technology, and in 1960, based on the Act on Establishing the Faculties enacted by the Parliament of the People's Republic of Croatia, the Faculty of Chemistry and Technology was established as one of the first Faculties in Split. At first, the Faculty was the constituent Faculty of the University of Zagreb, and in 1974, following the establishing of the University of Split, the Faculty of Chemistry and Technology became one of the first constituents of the university. Since then, over 1025 students graduated from the Faculty of Chemistry and Technology (FCT); 33 students earned their master's degrees and 39 students were awarded the doctoral degree. In the period after the establishment of the Faculty, the graduate students were awarded the professional title of "graduated engineer of Chemistry" and in the period from 1975 until the introduction of new study programmes in line with the Bologna Process, the professional title was "graduated engineer of Chemistry and Technology". Since its establishment, the Faculty provided education to a significant number of widely-acknowledged experts holding responsible positions in the field of chemical and related industries, institutes, hospitals, laboratories, schools, etc.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

- 1. Very good ratio of teachers to students.
- 2. Attractive city in the Mediterranean area that can attract foreign students.

DISADVANTAGES OF THE INSTITUTION

- 1. Too many departments.
- 2. Frequent changes in study programmes in the past; no clear continuity in teaching core and advanced courses.
- 3. Dislocation of the teaching laboratory facilities (approximately 30 minutes by bus far away).
- 4. Old teaching and research laboratory facilities.
- 5. Not enough financial support from government (based on the economic situation in Croatia).

FEATURES OF GOOD PRACTICE

- 1. HEI has developed a good quality policy and procedures as well as internal quality assurance ordinances.
- 2. Mechanisms for monitoring unethical behaviour in teaching and research are well developed and applied through the whole system of teaching and research. HEI encourages excellence of its employees, including a reward system based on scientific productivity.
- 3. The institution provides appropriate learning resources ensuring a good teaching quality, with the exception of laboratories.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- The strategic plan developed by HEI is too broad and not focused on a specific area of research. It should be revised with special attention to specifying the strategic goals and including all the stakeholders in its development.
- The communication between HEI and University on strategic level should be improved.
- HEI has developed and formalized the organizational structure in its legal documents, but considering all the facts collected during the visit, this structure is not effective and the management of HEI is strongly recommended to reorganize the organization, thus providing a good basis for excellent teaching and research.

- Collection and analyses of the data relevant for ensuring and improving the quality of institutional activities should include more stakeholders from private and public sector.
- In its tendency for employing better mechanisms for monitoring and improving teaching and research quality, HEI should perform annual performance interviews with professors considering their teaching and research activity, which should be documented and properly analysed.

2. Study Programmes

- The basic recommendations:
 - a) Change the organisational structure of the Faculty, abandon the atomic structure/division into small departments (the departments as the basic organizational units have 3-9 members), preserve a structure of two divisions and dismantle the historical fixed structures;
 - b) Harmonize the study programmes, concentrate on current programmes rather than on formation of new ones;
 - c) Pay more attention to quality of the teaching process rather than to quantity of study programmes;
 - d) Ensure balance of workload of employees, dismantle the fixed structures and motivate the teaching staff (to bind them together and start growth);
 - e) Define several basic research topics for future direction of research.
- The Faculty has two structured study programmes Chemical Technology (CT) and Chemistry, which are further divided into orientations. In case of Chemistry, the structure is logical and focused rather on environmental chemistry. This is also demonstrated in the doctoral study programme – Environmental Chemistry of Mediterranean Area.
- The CT study programme is more fragmented and the orientation Mediterranean Cultures (maybe change the name to Mediterranean Resources) on the Master level does not quite fit in the concept of study. This orientation cannot keep up with the other programmes in terms of requirements. Furthermore, the doctoral study programme is very broad, as also shown by its name Chemical Engineering in Materials Development and in Environmental Protection.
 - In the next academic year, a new bachelor study programme Food Technology is due to begin (undergraduate professional study). As a recommendation, a Master level study programme in Food Technology could be developed in the future that would incorporate a number of courses currently taught in the orientation Mediterranean Cultures.
 - The Faculty has high hopes for the 5-year "trendy" study programme in Pharmacy (jointly with the Faculty of Medical Studies), which certainly reflects into the operation and demands on the Faculty yet it was not a subject of evaluation by this panel.

3. Students

- The panel suggests that they put some extra admission criteria except the State Matura.
- The duration of mentorship should be extended at least for the time of study, i.e. the mentors should keep their students from enrolling day until the graduation day.
- The students should have the opportunity to enrol foreign language courses during the study programme (for example English course), which we think is necessary for their professional development.

4. Teachers

- The Faculty needs to implement control mechanisms to ensure the quality of newly established study programmes.
- The Faculty needs to adjust the qualification within the professorships.

5. Scientific and Professional Activity

- The recommendation is to specify a few main research areas that the research should focus on based on the research possibilities (e.g. active projects, available equipment, national and international connections, etc.) and to increase the collaboration of the departments in achieving the tasks.
- The Faculty should pay more attention to a systematic monitoring and improving quality of research in both divisions equally.
- The recommendation is to restructure the organizational structure and to increase the collaboration of the departments in order to be more competitive.
- Although the panel appreciates the Adriatic initiative, more national and international cooperation should be encouraged.

6. International Cooperation and Mobility

- The Faculty should make precise proposals how to increase the mobility of students and teachers.
- The Faculty should make precise proposals how to attract foreign students and teachers.

7. Resources: Administration, Space, Equipment and Finances

- As seen during the tour to HEI facilities, paying special attention to laboratories and laboratory equipment, it is evident that dislocated laboratories for student training are one of the major drawbacks. Aside from location of laboratories, it is evident that some laboratories are inadequately equipped and not suitable for high quality teaching. Since there is no room for improvement at the existing time, we highly recommend the movement to the new building as soon as possible.
- Considering the ratio of teaching and non-teaching staff, it is recommended to optimize it, considering the possibility to make some more transfers from nonteaching to teaching positions if possible.

- Throughout documents, mission, vision and strategy there are no developed policies ensuring professional development of non-teaching staff, which are highly recommended.
- Some departments, like for chemistry, are relatively well equipped for teaching and research activities, while some other departments should be taken into consideration while making priority list of equipment.

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

1. Management of the Higher Education Institution and Quality Assurance

- 1.1. Criterion considering the strategic plan of HEI partly meets the relevant standards and is assessed to be at the level of comparable to that of average institutions internationally. The institutions has indeed developed the strategic plan, but it seems not to be very effective since it is not focused on a specific area of research, but scattered throughout the research fields of each individual department. To make the strategic plan effective, it is necessary to focus on a specific research field/s and develop the strategy from this point.
- 1.2. The institution has developed an organizational structure which is consistent, and formalized it in its documents, but this structure is not effective nor does it provide a good basis for excellent teaching and research. Moreover, this organizational structure is the main obstacle in meeting criteria of excellence in the field of teaching and research, so it is strongly recommended that the internal structure of HEI is reorganized in a manner to be more effective.
- 1.3. Many broadly defined HEI goals are aligned with available documents from the University of Split. During the site visit, the panel learned that constituents of University of Split are rather loosely integrated. University strategic documents are not yet in their final stage.
- 1.4. All the study programmes are in line with HEI mission, all described in relevant documents containing all the necessary elements.
- 1.5. HEI has quality policy and procedures, internal quality assurance ordinances aimed at improving the quality of institutional activities, with some relevant stakeholders included, but there is space for including more of them.
- 1.6. Mechanisms for monitoring teaching and research quality are functional, but could be more effective and improved in order to increase their quality. Annual interviews with teachers and researchers should be conducted, and based on their analysis, possible improvements to teaching and research quality should be made.
- 1.7. Mechanisms for monitoring teaching and research quality are functional, but could be more effective and improved in order to increase their quality. Annual interviews with teachers and researchers should be conducted. Based on their analysis possible improvements to teaching and research quality should be made.
- 1.8. Ethical standards considering teaching and research of HEI are in place and all students, teachers and other stakeholders are acquainted with them. Mechanisms for monitoring any

potential unethical behaviour of students or teachers are efficient, regularly implemented and disseminated among all relevant groups. The procedures for monitoring unethical behaviour are comparable to those implemented at renowned European institutions.

2. Study Programmes

- 2.1. HEI uses the traditional procedures for monitoring the quality of study programmes defined on the general level. It commits to continue improving them. On the other hand, the procedure does not address other stakeholders in a way that would enable relevant data to be obtained through data analysis.
- 2.2. Admission quotas are based predominantly on long-term experience of the Faculty, analysis of the Croatian Employment Service data and on the resources of the Faculty in terms of teaching staff and premises. On the other hand, it is necessary to point out the high number of applications, although a part of them are clearly motivated by the chance to get student rights. The current enrolment quotas for undergraduate and graduate level studies are adequate because the employment rates of graduates are relatively high. (The quotas for graduate study also provide the possibility for Bachelors to continue studying at their home Faculty).
- 2.3. Enrolment quotas are at its top limit, especially for the first year of study. The high workload of teaching staff was mentioned at the meetings; it is crucial that there is no additional space, no labs of related quality (limit is connected with safety regulations). All the basic labs are located outside of the Faculty ½ hour drive away!

The attempt to increase the pass rate at tutorials, consultation and special courses are recommended.

- 2.4. The learning outcomes of individual courses and study programmes are published and simply accessible on the Faculty web page. They clearly describe the students' knowledge and skills; these statements have to be harmonised as mentioned in the Development strategy.
- 2.5. The Faculty has done a great job in preparing the learning outcomes of individual courses, the learning outcomes of study programmes have to be harmonized.
- 2.6. The allocation of ECTS is reasonable and realistic; the revisions are carried out every year as an optimization of the teaching process.
- 2.7. The panel has established that it is not possible to assess whether the study programmes comply with internationally recognized standards and whether they are based on the latest scientific discoveries. Such assessment would require a detailed analysis of publications in each programme/orientation.

The fundamental and decisive evaluation is actually carried out during peer review of articles that are published in international journals with impact factor. When using only this source of

information, the quality of study programmes seems to be very good (see also scientific activity, point 5 of this evaluation).

It is also necessary to perform a complex (deep) analysis of the structure and content of the study programme Mediterranean Cultures (probably to transform the learning outcomes and competences).

2.8. The teaching staff uses and combines most methods of instruction – lectures, consultations, seminars, lab exercises, individual lab works.

As an important note, the e-learning materials are probably missing.

- 2.9. Students and teachers have access to relevant learning resources, to scientific and professional literature.
- 2.10. The Faculty helps students to take part in internships and business partnerships depending on the availability of partners.

3. Students

- 3.1. The competencies of applicants evaluated upon admission should be better defined and aligned with the demands of their future career. The current enrolment quotas for undergraduate and graduate level studies are adequate for some study programmes, but for others they should be better defined.
- 3.2. Students have full support from HEI for their extracurricular activities.
- 3.3. Every student has the opportunity to contact his/her mentor regarding counselling or to acquire some advices considering his/her professional development and also they are motivated on mobility but the Faculty should encourage them even more.
- 3.4. Regarding the knowledge assessment procedures and methods, they are established and published within the study plan and programme for every course, and introduced to the students at the introduction lectures.
- 3.5. There is an Alumni organization. HEI collects statistical data on their employment via meetings of the Alumni club and through communication with former students. The statistical data collecting should be more intensified and better organised.
- 3.6. The HEI regularly informs the public about its study programmes, learning outcomes, qualifications and employment opportunities via website of the Faculty and in the University fair.

- 3.7. Students are organized in a Students Organizations. Based on the discussions with student representatives, they actively take part in the Faculty Council. Students can express their opinions and give suggestions for improvement, but they don't use this opportunity. Students Council should be more active and helpful to the students. Students should be more encouraged to do so, because they think that whatever they suggest it is useless.
- 3.8. Students can express their opinions and give suggestions for improvement. They can influence the decision-making and problem-solving processes on issues of concern. The students should be more encouraged to do so. They should receive better feedback on the measures that have been taken on the basis of their opinions and suggestions.

Anonymous surveys are one of the ways they can give suggestions or critics about some problems; however, they should receive better and transparent feedback on the measures that have been taken on the basis of their opinions and suggestions, as well as the measures that have been taken in order to solve the problems that affect them.

4. Teachers

- 4.1. There are dramatic changes in the study programme over the last couple of years, in particular, based on the implementation of a pharmacy programme and the course study in c Culture. A lot of teachers (about 30 %) are coming from other institutions, e.g. from Zagreb (University of Zagreb), Sarajevo (University of Sarajevo) and Geneva (University of Geneva). It is striking that the qualification of the full professors (out of 14 are three from chemistry, two from food technology) is in the fields of chemical engineering, while for associate professors is 50:50, and for assistant professors the majority are from chemistry.
- 4.2. Due to the economic situation in Croatia and the restricted governmental policy right now, uncertainties are given with respect to the development of human resources. However as already pointed out in 4.1 there is a strong mismatch in the professorships of the different fields.
- 4.3. Due to the economic situation in Croatia and the restricted governmental policy right now, uncertainties are given with respect to the development of human resources. Nevertheless, the institution maintains an optimal ratio between students and full-time teachers.
- 4.4. In general, HEI has developed policies for scientific-teaching staff that ensure their professional development. Due to the economic situation in Croatia and the restricted governmental policy right promotion of professors cannot be performed at the moment. However, since the mission of HEI with respect to study programmes have recently changed and is about to change again, the Faculty has to put great efforts to ensure a high standard of teaching.
- 4.5. Based on discussions with the teachers and the site visit, the teachers' workload is different within this HEI, in particular, there seems to exist a difference between the two sections.

4.6. HEI mostly ensures that teaching and research activities of the employed teaching staff are not affected by their external commitments.

5. Scientific and Professional Activity

- 5.1. In the strategic research agenda, only general tasks of the scientific activities that coincide with the research activities of the departments are listed, without clear description of how the goals will be realized; Furthermore, there is no annual action plan or progress report and description of expected outcomes.
- 5.2. Based on the discussion with the Management Board and academic staff, HEI encourages the cooperation with other scientific organizations, both in Croatia and abroad, however the external stakeholders were not involved in creating the strategy. The cooperations are of crucial importance for the institution because they enable the access to the high-tech equipment and recent knowledge. Some departments have developed cooperations with other scientific organizations, but the differences between departments could be noticed during the site visit, what reflects also in the scientific output of the departments.
- 5.3. The institution has an adequate number of researchers, but the strategic research agenda and the goals are not clearly defined and it seems that there is no cooperation between departments.
- 5.4. The ratio papers/teacher/year for the period 2009 to 2014 is 0.78. The differences between departments in their scientific output are obvious. Partly this could be a consequence of the organisational structure and policy of the Faculty (differences between divisions for chemistry and for engineering and technology).
- 5.5. This task is mostly implemented.
- 5.6. The task is mostly implemented, but there are big differences in the publication behaviour between the departments.
- 5.7. In the last five years there were only four approved national projects and EU Adriatic network for technology transfer and they have ended or will end in 2015. The Faculty should try to increase the number of projects. There were no formal professional projects in the last five years. Partly this is a consequence of the economic situation in the southern Croatia. Nevertheless, the Faculty must continue to search for industrial partners and must intensify their activities in finding the opportunities for collaboration. This already started in the frame of Adriatic network where the aim is to strengthen cooperation between universities, institutes and industry in the Croatian part of Adriatic area, however, the Faculty should not limit these activities only to this region.

- 5.8. Based on the discussion with the Management, HEI encourages technology transfer and cooperation with the industry, however, the bad economic situation in Croatia plays an important role in implementing this tasks.
- 5.9. HEI supports professional activities, but the bad economic situation in Croatia plays an important role in implementing this task.
- 5.10. The task is mostly implemented. Due to the small numbers of PhD students a thorough analysis of the postgraduate (doctoral) study programmes cannot be performed.

6. International Cooperation and Mobility

- 6.1. This task is fully implemented, but the number of incoming and outgoing students is quite small.
- 6.2. This task is fully implemented; in particular, there is an increasing number of signed Erasmus contracts in order to send the students abroad.
- 6.3. As stated in the self-evaluation, the involvement in EU projects should be increased in order to facilitate the mobility of teachers and researchers.
- 6.4. Based on the self-evaluation, there exists no involvement in international associations of similar institutions. However, there exists a good collaboration with the Research Center ELETTRA Sincrotone Trieste. Moreover, the Faculty profits from the project TTAdria (Adriatic network for technology transfer) which is a multi-disciplinary project funded by the European Union European Regional Development Fund.
- 6.5. Due to the bad conditions of the laboratories, the Faculty practically does not have any incoming students.
- 6.6. Due to bad conditions of the laboratories and missing research instruments, the Faculty practically does not have any visits of foreign teachers.
- 6.7. Inter-institutional cooperation through Erasmus and other European projects, bilateral agreements or joint programmes have been developed. The number of funded projects is quite low (almost zero).

7. Resources: Administration, Space, Equipment and Finances

- 7.1. The institution provides appropriate learning resources for the students in terms of classrooms which are provided with all the necessary equipment for high quality teaching, good library resources, computers and computer classroom, all presented during the tour to HEI facilities. Special attention should be drawn to student laboratories and laboratory equipment, since it is evident that dislocated laboratories for student training are one of the major drawbacks of the Faculty. Not only those students must spare some time for travelling there, they are also financially loaded with the necessity to pay for the bus tickets without any possibility of getting some kind of discount or subvention. Aside from inappropriate location of mainly student laboratories, some laboratories are inadequately equipped and not suitable for high quality teaching. Since there is no room for improvement at the existing time, the panel highly recommends the movement to the new building as soon as possible.
- 7.2. Data collected during the site visit indicate that there is room for improvement in the area of optimizing the ratio of teaching and non-teaching staff. It is recommended to rationalize this ratio, as they have already done in a few cases, considering the possibility to make some more transfers from non-teaching to teaching positions if possible.
- 7.3. The institution should have policies that insure professional development of non-teaching staff, but during the visit no such documents are found, indicating that the institution took no steps to align this aspect of its quality with the relevant standards. Although the teaching staff had no remarks on the quality and efficiency of the support staff, HEI should develop policies ensuring professional development of non-teaching staff.
- 7.4. Laboratories and laboratory equipment in some departments like chemistry are relatively well equipped for teaching and research activities, while some other departments should be taken into consideration while making priority list of equipment. Classrooms and computer rooms are sufficient for high quality teaching.
- 7.5. Laboratories and laboratory equipment in some departments like chemistry are relatively well equipped for teaching and research activities, while some other departments should be taken into consideration while making priority list of equipment. Classrooms and computer rooms are sufficient for high quality teaching.
- 7.6. Size, usability and availability of the library ensures an adequate support to students. Some relevant electronic databases and online readings are also available and students are satisfied with the literature that is available.
- 7.7. The institutional funding is sufficient to cover all costs and invest in some quality improvements. HEI generates a part of income and uses it for improving its teaching and research.

7.8. The institutional funding is sufficient to cover all costs and invest in some quality improvements. HEI generates a part of income and uses it for improving its teaching and research.