



**RE-ACCREDITATION OF THE
POLYTECHNIC OF SLAVONSKI BROD**

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COMPOSITION OF THE EXPERT PANEL

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Contents

INTRODUCTION

ERROR! BOOKMARK NOT DEFINED.

SHORT INTRODUCTION OF THE EVALUATED INSTITUTION
THE WORK OF THE EXPERT PANEL

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ERROR! BOOKMARK NOT DEFINED.

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. INSTITUTIONAL MANAGEMENT AND QUALITY ASSURANCE
2. STUDY PROGRAMMES
3. STUDENTS
4. TEACHERS
5. RESEARCH AND PROFESSIONAL ACTIVITY
6. MOBILITY AND INTERNATIONAL COOPERATION
7. RESOURCES: ADMINISTRATION, SPACE, EQUIPMENT AND FINANCES

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7

9

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FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION

COUNCIL

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ADVANTAGES (STRONG POINTS)
DISADVANTAGES (WEAK POINTS)

15

15

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

17

INTRODUCTION

Short description of the evaluated institution

The National Council for Higher Education issued the authorization for the foundation of the Polytechnic of Slavonski Brod (UASSB) on 12th July 2006. On the basis of that document, UASSB was established on 28th September 2006 by a Special regulation of the Government of the Republic of Croatia (Official Gazette 108/2006).

There are 3 permanent study programmes:

- Plant Production
- Production Engineering
- Management

Plant Production, with its specialization programmes of Horticulture and Farming, received its license in 2010 (Class UP/I-602-04/10-13/00023, File No. 533-07-10-0004).

Production Engineering received its license in 2011 (Class UP/I-602-04/11-13/00178, File No. 533-07-11-004).

Management received its license in 2011 (Class UP/I-602-04/06-11/00003, File No. 533-07-11-0013).

The institution has announced its plans to establish a new professional study programme in Nursing. Programmes in Electrical Engineering and Civil Engineering are envisaged according to the needs of the society and the institution's resources.

To allow and support vertical mobility of students, the institution is considering taking up a challenge of starting a 2-year graduate specialist programs.

Study programmes Production Engineering and Management are performed as full-time and part-time studies. Plant Production is up to now only carried out as full-time study. The University of Applied Sciences is planning to initiate the procedure for obtaining license to carry out a part-time study programme of Plant Production in Poreč (satellite study).

Upon the completion of their study programmes, students achieve 180 ECTS and the title of Bachelor, in accordance with the Bologna regulations.

The total number of enrolled students has increased from 735 (in 2009) to 905 (April 2012), thereof 512 full-time and 393 part-time students. The study programme Management has 507, Production Engineering 248 and Plant Production 150 enrolled students.

Slightly more than 90% of all students come from secondary vocational schools; other students have completed grammar schools.

Currently there are 23 full-time teachers, thereof 4 assistant teachers fully employed. The overall actual teacher/student ratio is 1: 39. The number of 44 part-time teachers includes 9 teaching assistants and 1 junior researcher.

Professional bodies of the Polytechnic of Slavonski Brod are:

Governing Council, the Dean, two Vice-Deans, Expert Council and Quality Assurance Unit.

The Governing Council consists of five members (three are representatives of the Ministry of Science, Education and Sports, one member comes from the Expert Council and one from the Workers' Council). The Governing Council is responsible for the organization of study programmes, compliance with legal procedures in overall activities and financial operations

of the institution. The Dean leads and is responsible for the realization of all activities within the institution, for the preparation of financial plans and the improvement of the quality of all processes. He is supported by the Vice-Dean for Academic Affairs and the Vice-Dean for Development and Expert Affairs. The Expert Council is an advisory Board which consists of all teachers, one representative of assistants and 3 students. The Expert Council decides on all professional and academic issues. Quality Assurance Unit has an advisory role and is responsible for implementing control instruments, executing control of all teaching processes and analysing the results. Quality Assurance Unit consists of 3 representatives of the teaching staff, 1 representative of the administrative staff, 1 student representative and 2 external representatives.

The work of the expert panel

The work of the expert panel was based on the Self-evaluation report prepared by the Polytechnic of Slavonski Brod in January 2012.

The panel visited Slavonski Brod on the 26th and 27th of April 2012. During the visit they saw the premises, lecture rooms, library, student services and IT-facilities. Meetings were held with the following groups:

- Management (Dean, Vice-Deans, Head of the departments),
- Members of the Quality Assurance Unit,
- Students,
- Teachers and teaching assistants

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. Institutional management and quality assurance

- 1.1 The institution conducts systematic strategic planning, especially in medium term plans, by which it determined 8 strategic goals. When developing strategic planning documents, the institution uses the recommendations, opinions and advice of external stakeholders, thus engaging them in the understanding of its position and the realisation of its vision.
- 1.2 The internal organizational structure (page 4 of the Self-evaluation) does not show the connection between two Vice Deans and the rest of the managing structure (from the diagram it ensues that they act as part of both the Dean's office and the matrix structure of the heads of individual departments), even though, according to the University Statute (page 7 of the Self-evaluation report), their functions are very important. **The institution is advised to rethink (complete) its organizational and management structure and determine the function (position) and jurisdiction of the Vice Deans in relation to the rest of the University's management structure.**
- 1.3 Study programs are aligned with the institution's mission which arises from the continuing contribution to social development through raising the intellectual value of students trained to respond to modern economic and business challenges.
- 1.4 Study programs are aligned with the institution's mission, the Bologna process and the Baseline of the Croatian Qualifications Framework.
- 1.5 By earning the ISO 9001:2008 certificate, the University of Applied Sciences made a big step towards raising the quality level of all its processes. This included the establishment of the Quality Assurance Unit and putting one representative of the management in charge of quality. Management representative in charge of quality is also the Head of the Technical department, which could become too big of a burden considering the problems of the professional study of production engineering, demands arising from the criteria for quality assessment of polytechnics and colleges, and the demands of the abovementioned ISO certificate. **It is recommended that the institution appoints a person who will be in charge of its teaching quality.**
- 1.6 By earning the ISO certificate, the University has established formal mechanisms for monitoring the quality of its study programs. The purpose of quality assurance is to achieve continuity and involve all stakeholders in the teaching process. **The institution should encourage the stakeholders to give more suggestions for the improvement of the teaching process and induce more students to fill out student surveys**
- 1.7 The institution takes care of its potentials – all teachers without a PhD are enrolled in doctoral studies, and some of them have work experience in the industry. Loyalty to the institution should also be mentioned. The institution has procedures for advancement into higher teaching grades, for publishing activities and professional training, all of

which is positively influenced by the achieved level of ethical behaviour in line with its mission.

- 1.8 The University has much potential, but the most important are current and future students and younger teachers who are future researchers, especially if we take into account institution's ambitions to start specialist graduate professional studies, dislocated studies and other forms of higher education and lifelong learning programs. It is important that, during these future developments, all parts of the University maintain the necessary level of ethical behaviour and responsibility. **It is recommended that every teacher should start the first lecture by introducing the students to the Ethical Codex. Doctoral candidates and researches should be familiar with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.**

2. Study programmes

- 2.1 Enrolment quotas are defined for all study programs and justified by the needs of the society and the business sector, and wishes of individual candidates. In creating its admissions policy, the institution takes into account recommendations, opinions and advice of external stakeholders.
- 2.2 Higher education institution performs its study programs by using all available resources, so that the workload of individual teachers is very high (for example, some teachers teach multiple courses). Pass rates into higher semesters, based on the results from core subjects, are within the limits of enrolled students' average values (pages 25 and 26 of the Self-evaluation report). In addition, teachers' workload has lately been further increased by various bureaucratic jobs, which take time away from professional development and preparation for classes. **The recommendation is to analyse existing resources for implementing new solutions for teaching quality and learning outcomes of core subjects in relation to pass rates into higher semesters and individual teachers' workload.**
- 2.3 For every course, the institution has an appropriate syllabus with corresponding class hours (lectures and exercises), but it is missing an analysis of total student workload, especially out-of-class working hours. Together with learning outcomes based on Bloom's taxonomy, this would enable students to understand and quantify the hours of their individual and teamwork and gain an understanding of competencies (knowledge and skills) they should have after graduation. **The recommendation is that every course should have a syllabus in which ECTS credits from criteria 2.5 would correspond to learning outcomes and the description of knowledge and skills which enable successful studying and the achievement of the necessary outgoing competences.**
- 2.4 Structure of the enrolled students is made up of candidates who have passed the State matura and candidates who were given a chance to enrol on the basis of an entrance exam and credits from their high school grade point average and grades from core subjects relevant for their particular study programme. The range of necessary core

subjects is very wide and presents a problem in achieving planned learning outcomes. In creating its enrolment policy, the institution takes into account the recommendations, opinions and advice of its external stakeholders. **The institution should use all available information about incoming students' competencies and find new ways to overcome gaps in the skills and knowledge necessary for the acquisition of learning outcomes from criteria 2.3 and for an increased pass rate in the first years of study.**

- 2.5 Allocation of ECTS credits per course is aligned with the total number of ECTS credits in a semester or year of study. However, for the estimate of total student workload to be realistic, there needs to be a second part of the analysis of work hours arising from the allocated ECTS credits. **The institution should harmonize ECTS credits of all courses and analyse them to show not only the hours of lectures and exercises but also additional hours of student workload pertaining to individual work (e.g. for writing papers, seminars, programs, homework, studying, etc.); this would enable the achievement of standards from criteria 2.6.**
- 2.6 The Diploma Supplement ensures international recognition of the degree by defining the content and quality of every study programme, which then requires continuous updating and harmonization with professional studies at universities abroad. **The institution is recommended to increase the level of implementation of standards from criteria 2.3, 2.4 and 2.5 so that study programs could be completely harmonized with internationally accepted standards.**
- 2.7. In conversation with students, the panel received different information about their workload additional to the time spent in classes, their hours of individual or group work and time necessary for doing their assignments, as well as practical descriptions of the importance and interconnections of individual courses. **The teachers should encourage students to do more individual work (arising from the specified hours of individual student's work from the criteria 2.5) and assume greater personal responsibility. This will ease the workload of teachers who teach more than one course, and ensure practical demonstration of some of the course material and its connectedness with other courses.**
- 2.8 In their work, students use the available infrastructure of the University which includes an appropriate amount of supplemental resources made available by the teachers.
- 2.9 In cooperation with external stakeholders, the institution makes optimal use of the existing resources to enable students to reinforce and apply their knowledge in the context of practical application. The existing infrastructure is an objective obstacle to the realization of some of the planned learning outcomes and to an increased level of competencies achieved upon graduation.
- 2.10 The institution continuously analyses and periodically evaluates study programs, objectively assessing their advantages and disadvantages and the achieved results, especially focusing on learning outcomes of full-time students. Based on past experience and results, and considering the fact that the institution plans to apply for a license for part-time study of Plant production in Poreč (dislocated study) and specialist graduate professional study, it should formalize (improve) the appropriate processes and procedures. **The institution is advised to formalize processes and procedures for**

proposing new study programs, especially those for specialist graduate professional studies.

3. Students

- 3.1 Information packages clearly inform potential students about the level of study programmes, qualifications and academic titles, as well as about the possibilities for further education and employment. Students did not have any complaints about the availability of information, stating that they could get all the necessary admission information on the University's website.
- 3.2 Admission criteria and procedures are publicly available and based on the State matura, but their efficiency with regards to subsequent student success (pass rates) is not regularly analysed.
- 3.3 Even though the admission criteria are based on the State mature, this criterion is only partly implemented. **Competencies of potential students should be more thoroughly evaluated, i.e. the institution should introduce additional evaluations of applicants' competencies because many students come from vocational high schools. This would also ensure that students graduate with the knowledge and skills necessary for their future careers.**
- 3.4 The University offers counselling and mentorship to the students, but the students should know more about this. They should be regularly informed about the possibilities of using this support system for their benefit and further professional and personal development
- 3.5 The University fully supports students in their extracurricular activities.
- 3.6 The University cares for and raises the level of the student standard.
- 3.7 The newly elected representatives of the Student Council are satisfied with the support they are getting from the University; they have their own space where they can work and hold meetings when necessary
- 3.8 The University publishes its methods and procedures for student assessment and uses appropriate methods for student monitoring. Students have the right to complain. A strong point is that students are expected to fill out a survey in which they assess their teachers and courses, but the institution should find a way to compel them to take the survey, maybe by making it a prerequisite for taking the exams. The institution should also work on getting the teachers to give feedback to the students in order to improve their knowledge.
- 3.9 The University keeps informed about the employability of its graduates, but they do not keep statistics. This should be improved so that the institution can know how many students found jobs immediately after graduation and whether they work in the profession they were educated for.

- 3.10 The University maintains relatively good contacts with its former students via the alumni club, but it would be good if the alumni club would publish its information on the University webpage, making it available to students and the general public.
- 3.11 The University ensures that students, through their representative in the Quality Assurance Unit, have appropriate opportunities to participate in the decision-making process and the resolution of matters affecting their experience. **The panel recommends that, starting from next academic year, the Unit introduces at least two student representatives. Seeing how the current student representative is close to graduation, the panel recommends that future representatives be first or/and second year students who could be active members of the Unit. They should also be encouraged to communicate and cooperate with other students so that they could report their ideas and complaints at the Unit meetings. This is obviously needed because none of the students the panel talked to knew about the existence of the Quality Assurance Unit or the fact that they had a representative there.**
- 3.12 The University informs the public about its study programmes, but it should improve the information it gives on learning outcomes and employment opportunities for its graduates.
- 3.13 Students can express their opinion and suggestions for improvement but, sadly, they do not really use that right. They should be better informed about the possibilities to influence the workings of the institution through student surveys and Student Council.
- 3.14 Students are not well informed about the measures implemented on the basis of their suggestions and opinions. **The institution should ensure better feedback about the measures implemented on the basis of students' suggestions and opinions and give reasons for every decision (explain why a suggestion was rejected or approved).**

4. Teachers

- 4.1 Number and qualifications of teachers are being harmonised with the strategic goals of the University. Core disciplines are adequately covered. **It is recommended that young, motivated teachers be given a chance to acquire more practical knowledge in order to ensure a reliable delivery of quality teaching. Practical knowledge could become a criterion for the employment of new teachers. In order to ensure that core courses reflect the state of the art of the profession, the institution is recommended to regularly benchmark its study programme with the programmes of international universities of applied sciences.**
- 4.2 The institution carries out a policy of growth and development of human resources. This is proven by the fact that, within the last 5 years (since 2007), the institution employed 17 new teachers. The sustainability of study programmes is ensured.

- 4.3. Given the number of students recruited each year, the institution has to make sure that it continues to employ sufficient number of full-time teachers to meet the needs of study programmes and to maintain quality. **The institution should formalise plans for maintaining the student-staff ratio that will provide sufficient teachers to ensure the quality and continuity of programmes.**
- 4.4. The student-staff ratio has to be maintained, especially for full-time teachers for the new study programme “Nursing”.
- 4.5 University of Applied Sciences has a well-developed and documented teaching staff policy. All teachers are enrolled in Ph.D. studies in Osijek (one in Split), and financial support is given to complete the studies within max. 6 years. Career development is transparent to assistant and full-time teachers.
- 4.6 Teachers are furthermore encouraged to attend conferences and seminars and publish papers for teacher advancement. These procedures for advancement are implemented and published in the staff-development plan in a fair and transparent manner.
- 4.7 There seems to be a general overload of teachers. The workload does not seem to be fairly distributed, because there are workloads that indicate more than 1000 teaching hours/year/teacher. **It is recommended that teacher overload be analysed in detail. On the basis of the findings, the institution should make sure that the workload complies with the standards of teaching workload regulated by the Collective Agreement.**
- 4.8 The institution takes care that teachers devote a substantial commitment to their teaching duties. External commitments are only exceptionally agreed on and are limited to an exact number of lectures. At present, none of the teachers has a commitment external to the institution.

5. Research and professional activity

- 5.1 Professional activity of the Polytechnic of Slavonski Brod is in keeping with its mission and vision, and is systematically applied to all areas of activity.
- 5.2 The University is dedicated to professional development of its teachers, encouraging them to publish professional and scientific papers. Each teacher receives financial support for one domestic and one international symposium. The institution develops plans for professional development of its teachers and their election to a higher teaching grade. Teachers take active part in the development of suggestions and plans for their professional development. All teachers are enrolled into PhD study programmes.
- 5.3 The University offers several life-long learning programmes (foreign languages, levels A1 and A2, Manager of Rural Tourism Households, training programme for persons who perform energetic testing and/or energy certification of buildings, CISCO Academy of Network Technologies, Microsoft IT Academy). It is also the holder or collaborator on

several projects - IPA IV Components, NVAO project and UNESCO participatory programme 2010/ 2011 – financed from international funds.

The University of Applied Sciences cooperates with and contributes to relevant professional organizations in Slavonski Brod; one example is the Society of Agronomists in Slavonski Brod, in which the University's employees are actively involved.

5.4 Since 2010, the University has been presenting its scientific activities by publishing the proceedings of its employees' published papers from technical, information technology, agricultural, economic and educational field. When planning new study programmes in cooperation with other stakeholders (professional study of Nursing), special attention is paid to professional studies in areas where there is an interest in professional development.

6. Mobility and international cooperation

6.1 The UASSB has arrangements for acknowledging ECTS credits gained by incoming students. Its Mission statement emphasizes its will to strengthen international connections by joint activities and innovative processes. **The institution is recommended to facilitate external contacts.**

6.2. The students have opportunities to spend part of their studies abroad which were further increased by the 2011 membership in the ERASMUS-mobility programme. The institution has set up a number of bilateral agreements with Bosnia, Hungary, Poland, Romania, Bulgaria, Slovakia and Slovenia. In the light of being a young and smaller-sized HEI, the actual number of 3 students going abroad (e.g. Great Britain/London, Germany) is satisfactory. The UASSB has designated responsible teachers for the International Office and the management promotes education in foreign languages for both students and teachers. **It is recommended that the institution continues to develop the International Office as a Centre for information for students and teachers about the possibilities for applying for grants from numerous EU-programmes (ERASMUS, TEMPUS, PROMOS, LEONARDO).**

6.3 International cooperation and teacher mobility is at an early stage of development; only one teacher got the opportunity to act as a visiting lecturer in Brasov. The panel recognizes that the management supports mobility by granting PhD programmes for the teaching staff. **It is recommended that the UASSB applies for grants from EU and the CEEPUS-Network to widen the mobility of the teaching staff.**

6.4 The institution is a member of international organisations associated with its areas of study - ERASMUS must be mentioned, and UASSB is also associated with CEEPUS. Furthermore, UASSB is one of the founding members of TEAM (Technics-Education-Agriculture-Management), a network of institutions in Central Eastern Europe, which has been organizing annual scientific conferences since 2009. That same year, the conference was held in Croatia.

6.5 Attracting students from abroad is not systematically developed.

- 6.6 The institution offers lifelong learning programmes in the form of part-time courses. By joining the ERASMUS program, UASSB has recently built up a foundation to become involved in the EU Life Long Learning (LLL). **It is recommended that the institution explore opportunities for subsidies in the EU LLL programme and possibilities for cooperation with similar institutions in the region.**
- 6.7 The institution has developed some forms of international activities; for example, in the field of science, UASSB took part in “UNESCO Participation Programme 2010-2011, Conservation of Biological and Landscape Diversity of Protected Natural Areas in the Brod-Posavina County”. **The UASSB is recommended to continue to develop its scientific connections by focusing on its unique regional features in the established networks.**

7. Resources: administration, space, equipment and finances

- 7.1 The University does not possess its own premises (classrooms and laboratories), but rents them from local institutions for relatively short periods of time, usually around 5 years, depending on the partner institution. The University financed the refurbishment and equipping of all classrooms and laboratories, which shows a desire to ensure adequate conditions for teaching. One weak point is the fact that teaching and administrative activities take place in 7 different locations, which also makes maintenance more difficult. **In order to ensure adequate conditions for teaching, the University should continue equipping the classrooms, library and laboratories, preferably in one location, in order to facilitate students’ use of all available resources.**
- 7.2 The University of Applied Sciences supports all types of professional development of its staff, teaching as well as administrative. However, it does not possess documents which would formally define clear rules for professional development of non-teaching personnel. **The panel recommends that the institution draws up documents which will clearly define rules for professional development of non-teaching personnel.**
- 7.3 Laboratory equipment used by the teachers and students is partly owned by the University, and partly by professionally-related institutions it cooperates with. For the time being, this equipment is adequate for all study programmes.
- 7.4 The University takes care of maintaining the functionality of computer equipment used by its teachers and students. Students have four computers with internet access at their disposal in the library. **Considering the large number of locations, the recommendation is that students should have internet access in every location, and that the institution should hire a person for the technical maintenance of the equipment, seeing how this is currently done by the teaching staff.**
- 7.5 The University gathers information about the needs of the economy for graduates with the expert knowledge it provides, and uses that information to determine enrolment

quotas and set up new study programmes. It uses statistics and expert advice of the Croatian Employment Service.

7.6 The library is newly opened and is currently being equipped. Part of the library is the reading-room with several computers that have access to scientific databases, useful to both students and teachers. **The library should have a full-time expert employee, so that its services could be on the level with the status of the University. Longer working hours would significantly improve the availability of necessary titles for both students and teachers. Considering the fact that the institution offers 3 study programmes from different scientific areas, the annual 20 000 kuna budget for new books should be increased.**

7.7 The University takes into account the need to employ sufficient teaching and administrative staff, but it does not have much say in the employment dynamics due to the fact that it is dependent on government funds and, consequently, governmental policies of employing new full-time personnel. **Considering the overload of individual teachers, the panel recommends that the institution hires new teachers for all study programmes.**

7.8. University's financial evaluation (table 7.10. of the Self-evaluation report) clearly shows that two-thirds of their income comes from the Ministry of Science and Higher Education (MZOS – Ministarstvo znanosti, obrazovanja i sporta). In 2009, state budget income was 68.73% of total University revenue, while in 2010, income from MZOS was 69.97%, a big part of which was used to cover salaries of the employees (teaching and administrative staff, external associates and various employee reimbursements). Income structure shows that the institution currently depends on government funding, and the situation is further exacerbated by the introduction of the free first year of study which, seeing that the Ministry did not increase its funding, will in the long run further erode the University's financial system.

Analysis of the institution's expenses for non-financial assets indicates a trend of increased investment in laboratory and computer equipment. Increased number of employees will also lead to an increased demand for additional funds for the professional development of teaching personnel, which should be taken into account.

By comparing incomes and expenses during 2009 and 2010, it is clear that the University's budget balance is positive, and that it takes care of its financial sustainability, ensuring the graduation of all its students.

7.9 The University uses own funds to equip classrooms and laboratories. In order to improve the quality of teaching, and unable to get financing from the competent Ministry, it also pays for some of its teachers' salaries.

FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL

ADVANTAGES (STRONG POINTS)

- Within a relative short period of time (since 2006), the university made great progress concerning the implementation of 3 study programmes, employing 23 teachers, enrolling about 900 students and improving the infrastructure. It also introduced life-long learning programmes.
- There seems to be a good atmosphere between management, teaching staff and students.
- Teachers seem to be qualified and motivated.
- Curriculum and types of exams are adequate and in line with Bologna rules.
- The management supports the staff development by financing Ph.D. studies, thus securing the future improvement of the staff quality.
- The University is very communicative. It organises visits to high schools, promotional presentations, brochures, flyers, and media presentations on radio and television to inform the public.
- Alumni organization keeps contact with former students.
- The management of the institution is future-oriented - they intend to expand their study programmes and become more international. They have proven their intentions by evaluating the possibilities for new study programmes, joining the Erasmus charter and supporting a first step towards teacher mobility.

DISADVANTAGES (WEAK POINTS)

- Study programmes have to be carried out in 7 dislocated buildings, none of which are owned by the University of Applied Sciences.
- Teacher overload might affect the future quality of teaching.
- The ECTS-calculation does not follow the strict Bologna criteria. E.g. Agriculture Meliorations-Practise with 120 hours student workload = 6 ECTS; Plant Protection Practice with 120 hours student workload = 2 ECTS. In addition to the hours of class attendance, students' workload for preparations, assignments, group work etc. should also be separately shown.
- The institution should avoid having the same teacher deliver too many courses in the same semester because it could affect the motivation of students and the quality of teaching.
- The institution should publish syllabuses indicating learning outcomes, learning input, class hours, student's workload, literature, length and type of exam, preferably also in English.
- The low return rates of student surveys might not reflect the real situation. Steps to increase these rates should be considered.

- Admission criteria should be evaluated. Although a ranking based on several criteria is applied to select students, the results of the ranking should not lead to such low pass rates.
- One the weakest points seems to be the lack of professional background (employment in companies, factories, associations etc.) of teachers before they start as assistant teachers. This refers especially to teachers in the management programme.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

- Regular benchmarking with similar study programmes of other national and international higher education institutions (HEI) should be carried out to ensure that study programmes represent the state of the art concerning learning outcomes and the number and type of courses.
- The Quality Assurance Unit should not be headed by somebody employed in one of the departments who takes care of quality affairs on a temporarily basis. There should be someone employed exclusively on ensuring and improving the quality of University structures and processes.
- Further developments and improvements made by the Quality Assurance Unit should strictly follow the European Standards and Guidelines (ESG). These standards provide a general framework for quality systems and will guarantee a quality system in line with the Bologna requirements.
- After analysing the reasons for low pass rates, measures should to be taken to increase them.
- When employing new teachers, an important selection criterion should be their professional backgrounds.

The panel is well aware that the realization of many of the above mentioned proposals depends on the financial situation. Due to the fact that the Polytechnic of Slavonski Brod is a public university, it depends to the largest extent on state budget income. There is only limited influence on the total revenues by own activity income. The recommendations of the panel should be of help however in negotiations with government authorities.