



**RE-ACCREDITATION OF THE POLYTECHNIC
HRVATSKO ZAGORJE KRAPINA**

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COMPOSITION OF THE EXPERT PANEL FOR THE REACCREDITATION OF THE POLYTECHNIC HRVATSKO ZAGORJE KRAPINA

- Prof.dr.ing. Haldor E.Jochim, MBA – FH Aachen University of Applied Sciences, Germany
- Prof. Margareta Heylen – University College in Flanders, Belgium
- Dr. sc. Vinko Višnjić – Polytechnic in Šibenik
- Dr.sc. Ivan Pogarčić – Polytechnic of Rijeka
- Matea Sirak-Penić, student – University of Applied Sciences Velika Gorica

Expert panel was supported by

- Maja Briški, B. Ed., coordinator, Agency for Science and Higher Education
- Vlatka Derenčinović, prof., interpreter at site visit, Agency for Science and Higher Education
- Goran Briški, prof., report translator, Agency for Science and Higher Education

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INTRODUCTION

Short Description of the Evaluated Institution

On the 13th of April 2005 the School of professional higher education Hrvatsko Zagorje Krapina applied for permission paper with its study programmes in IT, Transport Logistic and Entrepreneurship Economy. Licences were issued for the IT and Transport Logistic programmes.

The School of Professional Higher Education Hrvatsko Zagorje Krapina was started on the 22nd of October 2007. On the 16th of September 2010 the School of Professional Higher Education Hrvatsko Zagorje Krapina received a permission paper for starting a study programme in Operating Management so it fulfilled all conditions to become the Polytechnic Hrvatsko Zagorje Krapina on the 20th January 2011.

Having in mind that there are only 3.11 % highly educated people in the county, the interest of the county and town to found a college was a priority.

The county and town, together with some entrepreneurs, are the founders of the Polytechnic, aiming at producing educated staff for the needs of the county.

The Work of the Expert Panel

For its work the panel drew upon the self-evaluation report, prepared by the Polytechnic Hrvatsko Zagorje Krapina. They carried out a site visit to the Polytechnic Hrvatsko Zagorje Krapina on 23 May. During the visit to Polytechnic Hrvatsko Zagorje Krapina they held meetings with the following groups:

- Management Board
- The Self-Evaluation Group and the QA Committee
- Teaching Assistants
- Students
- The Vice-Dean for teaching, Heads of Departments

They also examined the facilities and accommodation at the Krapina campus and the classrooms and visited a few classes, in one of which they held a brief question and answer session with the students.

Additional sources of information were:

Adopted documents:

- Regulations on Disciplinary Responsibility of Students
- Regulations on Disciplinary Responsibility of Teachers
- Regulations on Professional Studies, Enrolment, Rights and Obligations of Students
- The Code of Ethics
- Regulations on Final Papers
- Internship Regulations
- Student Council Election Regulations

- Rules of the Procedure the Governing Council
- Rules of Procedure of the Professional Council
- Monitoring and Assessment Regulations
- Quality Assurance Manual
- Statute

Already drafted documents but waiting for the adoption (all the documents need to be aligned with the changes in the Statute and confirmed at the County Council and town committees):

- Polytechnic Rules of Procedure
- Regulations on Business Secret Protection
- Regulations on Awarding Medals, Recognitions and Rewards
- Regulations on Seminar Paper
- Library Rules and Procedures
- Regulations on Appointment into Teaching Grades
- Dean's Award Regulations
- Regulations on conducting questionnaire
- Regulations on publishing activity
- Regulations on business travel
- Regulations on studying of top sportsmen/women
- Regulations on Financing the Student Council and Student Programmes
- Assistant Assessment Regulations
- Safety at Work Regulations
- Fire Protection at Work Regulations
- Regulations of the Committee for Teaching, Professional, and Scientific-Teaching Literature
- Strategy/Vision/Mission
- Internal Audit of QA System (in line with the European Standard and Guidelines, Part One)
- Internal Audit Report
- System Development
- Decision on the Amount of Student Documents Issuance Fees

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1) Management of the Higher Education Institution and Quality Assurance

- 1.1. In its self report the institution defines its mission as „educat[ing] young people to become top experts within their fields of expertise and capable of being leaders in the economy development of the County and in the state“. This is adequate, as it is in line with its history and size, but is not reflected in its vision, which it defines as “becom[ing] a modern school well-known across Europe by its achievements in the field of scientific and professional research“. Both statements contradict each other. During the site visit the strategic goals were defined as growing by introducing new courses on one occasion and preferring to improve quality instead of quantity on another occasion. So one must say that strategic matters are in an early state of implementation. **The polytechnic is recommended to define clear strategic goals and action plans and find a profile of its role in the regional and/or national academic environment.**

- 1.2. The institution has partly developed organisational structures and processes and formalised them in its legal documents. Given the small size of the institution personal contacts between the acting people seem to be strong, so that the effectiveness of formal regulations could not be established. The close personal contact in management and the strong personal overlap of administrative and teaching tasks may reduce the need for strongly formalised procedures at the moment. With further development that may change. **The institution is therefore advised to apply its regulations in practice and document their application thoroughly, so that it can prove its effectiveness at a possible further re-accreditation.**

- 1.3. Given that the mission refers to its role in the regional economy, the study programmes should mirror regional requirements. As the current programmes have been initiated by local industry that seems to be the case, although slight doubts remain as to whether there has been a structured process behind their development rather than a series of coincidences. **In future the polytechnic should document the connection between local employment and its study programmes more systematically.**
- 1.4. This criterion has been fully implemented.
- 1.5. The polytechnic has issued regulations about “monitoring, checking and improving the quality of study”. However, the panel does not find that amount of effort in other areas of quality management. Furthermore, only a small number of protocols could be found to prove the regulations being put into practice. **Generally, QA and improvement should be more systematic and cover all areas of quality management. Priorities have to be defined and action plans developed. Implementation of regulations and actions derived from these should be documented continuously.**
- 1.6. There are formal mechanisms for monitoring the teaching quality (student questionnaires) but it is not clear if there are any mechanisms for the improvement of the teaching quality. **The polytechnic should set up a plan formalising the procedure of teaching quality management. Ultimately, such a plan should enable the institution to identify its strengths and weaknesses in teaching, and to define actions to be taken.**
- 1.7. There is a Code of Ethics with “Regulations on the Disciplinary Responsibility of Students and the Regulations on the Disciplinary Responsibility of Teachers”. No recommendations.
- 1.8. The panel have found that both staff and students are acquainted with the rules for ethical behaviour. No recommendations.

2) Study Programmes

- 2.1. As 'society' is to be seen in a regional context in this case and the polytechnic has currently little chance to enrol more students due to the quantity and quality of its resources the enrolment quotas cannot be criticised.
- 2.2. As in 2.1.
- 2.3. Learning outcomes are stated at the level of the study programme, though not on the level of course learning outcomes. Moreover, the definitions in the self-report are very general, regurgitating general guidelines for defining learning outcomes rather than specifying them. Therefore the correlation between course learning outcomes and learning outcomes of the study programmes is not established either. **It is recommended that the polytechnic adopt a strategy for developing specific learning outcomes for all modules and develop links to the respective study programmes.**
- 2.4. The polytechnic has a strategy of allowing their teaching staff great responsibility as to the teaching methods, but combines this with detailed rules on how to examine students (also mentioned in 2.3). Given the structure of the institution, this appears to work well, so that there are no significant recommendations, though this may change if the institution were to become larger.
- 2.5. It is not clear that the allocation of ECTS reflects the realistic estimate of student workload. Some remarks of the students lead to the conclusion that the workload of at least some of the courses is significantly lower than it should be according to their ECTS values. The interviews with the students also showed that they were unfamiliar with the concept of ECTS depicting workloads. **Since the evaluation of each allocated ECTS must reflect the amount of student workload the polytechnic must make changes on the base of the results of a thorough analysis of workloads of current study programmes as well as of programmes to be developed.**
- 2.6. According to the self-report, nothing much has been done in this respect so far. **Carry out benchmarking analysis with other national and foreign institutions. Select**

comparable institutions carefully; they should also be focused on their respective regional environment.

- 2.7. The site visit identified some commendable approaches to learning, but also found examples of apparent lack of motivation. Generally, the learning atmosphere bore more-than-usual similarities to the atmosphere in a secondary school (not only due to the rooms of a secondary school being used). **Use more innovative methods of teaching and encourage students to attend lectures more frequently. Students should be encouraged to be autonomous, responsible learners.**
- 2.8. Though, on the face of it, the standard appears to be inferior to that at other polytechnics, this reflects the size rather than the quality of the institution. The standard seems to be adequate for the purpose, so there are no further recommendations.
- 2.9. Internships are an element of the study programmes and they are conducted as prescribed. However, the number of hours (120hrs) per internship is too little to ensure a significant contribution to the aims of the study programmes. **The duration of the internships should be increased markedly. This is unanimously recommended by the panel and the students of the polytechnic.**
- 2.10 During the site visit various members of the administrative and teaching staff gave conflicting information about the strategy of the institution as to whether the priorities lie in the enhancement of quality or of quantity. When being questioned again on that topic the management revealed that the purpose of the quantitative extension, though in conflict with the regional mission of the polytechnic, is useful for acquiring in money for investment into the existing programmes. The panel could not see a great deal of formal decision-taking, on which these lines of reasoning would have to be based, nor was it obvious who the stakeholders of the varying statements about strategy were. The processes are clearly in an early stage of implementation. **The polytechnic should start a formal process for defining its strategy. The definition of stakeholders and research about their priorities as to current and future study programmes should be elements of this strategy. According to the strategic goals identified, a process should be started by which the existing programmes are continuously monitored**

as to their relationship towards the goals of the organisation, and possible new programmes in line with that organisation may be identified. The process should be carefully documented throughout.

3) Students

- 3.1. Asked about the sources of information on which they based their decision to study at Krapina the students gave various answers, though with a large bias in favour of informal sources such as advice given by family members or teachers at secondary schools. Other media mentioned were the Internet and local radio. This strategy appears to be successful as far as applicants from the nearer environment are concerned. However, the panel believe the polytechnic would profit from at least some students who come from further away. **It is recommended that the polytechnic offer a larger variety of publishing materials, also beyond the county.**
- 3.2. The admission policy is stated in the self-report only superficially. Vital decisions appear to lie in the hands of individuals managing the courses. Regular review cannot be positively confirmed. **The polytechnic should build up a feedback loop which makes sure that the admission criteria are effective in predicting student success in a programme and define clearer and more transparent criteria for enrolment.**
- 3.3. Besides predicting students' success the admission criteria should be aligned with the demands and expectations towards graduates' future careers. **The polytechnic should build up a feedback loop which makes sure that the admission criteria are aligned with the demands and expectations towards the graduates' future careers.**
- 3.4. The polytechnic is rightly proud of its psychological counselling which is open to all students and is well-suited to help students with their personal problems. On the other hand, mentorship and professional orientation are lacking, which also has to do with the insufficient length of the internship. **In correlation with the introduction of longer internships a system of mentorship and professional orientation should be developed.**

- 3.5. Though the polytechnic supports extracurricular activities in theory, it does not offer much in that respect in practice. The discussion with the students confirmed that finding. **Taking into account the restrictions owing to the polytechnic's small size, it is recommended that the polytechnic and the Student Council cooperate in organising extracurricular activities on a regular basis for their students, thus contributing to a greater attractiveness of the courses for prospective students without incurring much higher cost.**
- 3.6. At the moment, the standard for students is low. In contrast to sufficient classroom space in a secondary school in the afternoons, almost all other amenities are missing. There is no student canteen, no library, and parking space for students is also lacking. The polytechnic has given signs that they are aware of the problem and working on a solution, for instance installing a small library soon. **It is recommended that the polytechnic continue discussions with stakeholders in order to implement the necessary far-reaching improvements in the not-too-distant future.**
- 3.7. Students confirm that the work of the Students' Council is generally supported by the polytechnic. No recommendations.
- 3.8. There are regulations on monitoring and assessment of students. The small size of the institution fosters informal procedures in case of complaints, a fact the students confirm. No recommendations.
- 3.9. Fully implemented, no recommendations.
- 3.10. Since the institution has started work only a few years ago there number of alumni is still very small. **In future the polytechnic should develop contacts with alumni.**
- 3.11. The small size of the institution fosters informal procedures in matters of the students' concern, a fact the students confirm. General experience shows, though, that more formal procedures may provide better results for those students who do not seek personal contact to teachers and the administration. **The polytechnic should complement the**

prevailing informal communication with students with formal channels of communication that give all students equal chances of participation.

- 3.12. The polytechnic informs via its web page, by promotion in high technical schools and on local radio. A larger variety of publishing materials, also beyond the county, would improve the contact with the public and the public attention for the institution. **It is recommended that the polytechnic offer a larger variety of information sources about topics the public has a stake in (such as study programmes, learning outcomes, qualifications and employment opportunities, also beyond the county.**
- 3.13. The small size of the polytechnic and the close relationships between staff and students help the polytechnic fulfil this requirement, so that there are no recommendations.
- 3.14. See 3.13.

4) Teachers

- 4.1. The small number of full-time teachers is one of the central problems of the polytechnic. Even though full-time staff is obviously overloaded it is impossible for them to cover core subjects with the necessary quality and proficiency. Even the part-time staff appears to be overloaded with courses given that their main job is somewhere else, with probably negative consequences on their quality of teaching as well. **The polytechnic is advised to employ more staff, particularly full-time staff.**
- 4.2. Being a young institution, the polytechnic does not face imminent problems with retirements. The study programmes may be sustainable on the current level of student numbers, but the polytechnic is severely handicapped in its growth and development if it does not take adequate measures to increase the number of teachers in line with an increase of student numbers. **The polytechnic should develop a strategy on how to manage growth and the development of its human resources in line with each other.**

- 4.3. See comments in 4.1. **The polytechnic is advised to employ more staff, particularly full-time staff.**
- 4.4. At the moment the small number of full-time teachers matches the small number of students. When more students are enrolled that may change. The polytechnic should keep that in mind in the future.
- 4.5. Due to the small number of teachers, the polytechnic has an individualistic, informal approach on the development of teaching staff. That will no longer be feasible when the institution grows. **The polytechnic should formalise policies to ensure development of teaching staff in accordance with its mission.**
- 4.6. The advancement of teachers already employed is taken care of. No recommendations.
- 4.7. Within the group of full-time teachers and part-time teachers respectively, the distribution of work does not appear to be a problem, since the full-time staff are overloaded anyway. However, a fair distribution of work would also mean that the work is distributed evenly between full-time and part-time teachers. **It is recommended that the workload of full time teachers and associates is harmonised, so that there will be a better distribution of the workload among the teachers.**
- 4.8. Regarding their teachers' commitment being adequately directed to their job at the polytechnic, the institution has so far been relying on their individual responsibility. At the moment there seems to be sufficient social control due to the small number of staff but with increasing activity the institution should ensure that its teachers hold a substantial commitment to their teaching and that these obligations are not compromised by a teachers' external commitments. **The polytechnic is recommended to develop a system suitable for supervising and keeping in check the teachers' external commitments in future.**

5) Research and Professional Activity

Research and professional activities are currently not implemented at all. That refers to all sub-criteria of this chapter. So the recommendation is a general one:

In order to secure the sustainability of the polytechnic as a scientific institution, it is strongly recommended to develop research and professional activities. Actions to be taken in this respect include

- **Developing ideas for professional projects by consulting its own staff as well as part-time teachers (5.4) while exploiting the contacts for developing opportunities for cooperation with other professional organisations (5.3),**
- **Setting priorities while taking into account the qualities and restrictions of the institution (5.1),**
- **Implementing appropriate measures for conducting the activities envisaged (5.2) and monitoring the results (5.4).**

6) International Cooperation and Mobility

6.1 So far, the institution has not seen mobility of students from other higher-education institutions. That reflects its regional profile and relative seclusion outside its home area. **In line with items 3.1 and 3.12, the polytechnic is recommended to become more widely known outside its home turf, so that students can be attracted from other institutions of higher education at least occasionally.**

6.2. Current and former students of the polytechnic have never spent any time studying abroad but some are obviously interested. **The polytechnic should start developing plans about how to make it possible that students get the chance and opportunity of spending some time abroad.**

6.3. The polytechnic states in its self report that it is planning a cooperative study programme with the College of Celje in Slovenia. **The polytechnic is encouraged to pursue that project further and find still more ways to improve the mobility of teachers.**

- 6.4. The polytechnic has not been a member of international associations so far. **The polytechnic should therefore identify and contact international associations which they can contribute to.**
- 6.5. Due to its regional profile, students from abroad have not joined courses of the polytechnic so far. If students came from abroad they would have problems with accommodation and food since the polytechnic has not provided facilities for students who do not originate in the vicinity of the institution. In line with the considerations about its national strategy (see 6.1), there should be international students at least occasionally, though there will not be a large number of them in the foreseeable future. **The polytechnic should find ways of attracting students from abroad and prepare adequate conditions essential to them (such as accommodation and food).**
- 6.6. The institution does not take part in the EU lifelong learning programme. That is understandable given its short history, but in future the idea of lifelong learning will gain importance, and the polytechnic should not allow itself to be left out. **It is recommended that the polytechnic take the first steps for preparing implementation of EU lifelong learning programmes.**
- 6.7. The polytechnic is planning cooperative programmes with the college of Celje in Slovenia, but this is still at an early stage. **The polytechnic should pursue that cooperation further and also try to install other cooperative projects with EU institutions of higher education.**

7) Resources, Administration, Space, Equipment and Finance

- 7.1. The polytechnic is located in a high school, using its classrooms in the afternoons as well as some rooms on its own for administrative purposes and laboratories. The number of classrooms available is sufficient, and as the study programmes require only limited lab space, so is the number of laboratories. Technical equipment is provided in adequate measure. However, the polytechnic is lacking individual study space for students and a library. **It is recommended that the polytechnic provide more individual study space and a library.**
- 7.2. The number of non-teaching staff is still very small, and some teaching staff are also part of the non-teaching personnel, taking on administrative tasks in part time. In the long term, this may not be the optimal solution in terms of efficiency and specialisation. The requirements for the professional development of the non-teaching staff tend to differ from the requirements of the teaching staff, so that there should be distinct rules covering their development. **The polytechnic should set up regulations that specifically cover the professional development of non-teaching staff at the institution.**
- 7.3. Mostly implemented, no recommendations.
- 7.4. Mostly implemented, no recommendations.
- 7.5. At the moment the institution has an informal approach on information management. That is adequate as long as managers are competent and know their institution well. That strategy may reach its limits, however, when the institution becomes bigger through introduction of new study programmes and/or the enrolment of a higher number of students, followed by an increase in teaching staff and administrative personnel. **The polytechnic is recommended to take steps for introducing a more systematic approach of collecting and analysing information.**
- 7.6. A library is not implemented at the moment. Though the students have access to the local library one cannot assume that this is sufficient to enable them to gain specialist or

scientific knowledge in adequate measure. **The polytechnic should install a library with adequate equipment (books, journals and electronic resources) specific for the area of the study programmes.**

- 7.7. At the moment teaching assistants are doing administrative tasks in part time (see also 7.2). This does not reflect an adequate provision of non-teaching versus teaching staff, even if at the moment, due to the size of the institution, it may work in a sufficient way. **The polytechnic should start employing specialist administrative staff in the future.**
- 7.8. So far the institution has been financed by private funds only. The lion's share is coming from students' fees, but private companies have also provided finance. As has been revealed during the site visit those companies have had some influence over the choice and installation of study programmes. On one hand private contributions are welcome because they ensure study programmes being connected with the needs of the stakeholders in the region. On the other hand, institutions dependent on a few investors for a large share of their finances are in danger of losing their academic independence. This danger is particularly great for small institutions. A strategy of getting bigger may help gain independence because it helps find a greater variety of stakeholders. Another strategy would be to enrol a larger number of students into existing programmes, thus acquiring more funds from students' lecture fees. **The polytechnic should broaden its appeal to students and simultaneously broaden its appeal to investors in an effort to secure steadier finance.**
- 7.9. The panel have the impression that the polytechnic spends the funds it has reasonably well but doubt its ability to improve the quality of teaching, staff and infrastructure to the extent recommended in this report with the financial means it currently has at its disposal. **The polytechnic is advised to develop a strategy of growth in order to improve its financial standing. While doing this, it has to take care that this strategy is in line with its mission as a regionally based institution with a special focus on applied academic knowledge.**

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

STRONG POINTS

Commitment

The core management of the institution has shown considerable commitment in building up the college and developing it into a polytechnic despite adverse conditions in terms of finance and infrastructure. They have shown every sign of keeping up that commitment while leading the institution at present and planning its way into the future.

Internal Relations

The management and teaching staff have a confident personal relationship with each other and the students. These relationships are the cornerstone of the institution's internal procedures working mainly as they should although some formal procedures one would usually expect are not in place.

External relations with private stakeholders

Private stakeholders have been contributing to the institution's success in large measure. They provide funds, placement for students, jobs for graduates and by design also valuable input into the design of study programmes.

Student-teacher ratio

If part-time teachers are taken into account, the polytechnic can boast a student-teacher ratio which can be called exemplary. Contact between students and teachers is close and continuous.

Classroom infrastructure and IT equipment

The use of high-school facilities provides the polytechnic with ample space in terms of classrooms. A higher number of students could be accommodated easily. The IT equipment is fully up-to-date.

Psychological Counselling

The offer of psychological counselling for students is exemplary.

WEAK POINTS

Strategy and quality management

The polytechnic is recommended to define clear strategic goals and action plans. The polytechnic lacks a coherent strategy in terms of growth versus quality improvement. Both strategies can help improve the other weak points mentioned below, but it will be very difficult if not impossible to pursue different and even partly conflicting strategies simultaneously.

Few formalised structures are an impediment to growth

Being a small institution the polytechnic currently does its work with a minimum of formalised structures, which is fine at the moment. In future, however, its small size and small number of people who are each responsible for management, administration and teaching will become an impediment for growth. For being successful there should be more creative competition, which will be easier to create if the institution is larger.

Number of full-time staff

The number of full-time staff members is very low; there are just 2-3 full-time staff for each study programme. For sustaining quality continuously this is not sufficient.

Number of students

The number of students is low. Though this means the teacher-student ratio is good it poses problems in terms of finance, economies of scale and quality of teaching and staff.

Elements of academic infrastructure

Elements essential for academic life as opposed to secondary-school infrastructure are missing: dormitories, canteen and library.

Financial volatility

Since public finance is lacking, the polytechnic has to find its funds from tuition fees and donations by stakeholders only. Due to the small number of students and the regional focus of the institution both sources are volatile.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

- The polytechnic should start a formal process for defining its strategy. The definition of stakeholders about their priorities as to current and future study programmes should be elements of this strategy. Clear strategic goals and action plans as well as finding a profile of its role in the regional and/or national academic environment should be the outcome of this effort. According to the strategic goals identified, a process should be started by which the existing programmes are continuously monitored as to their relationship towards the goals of the organisation, and possible new programmes in line with that organisation may be identified. The process should be carefully documented throughout.
- Quality Administration and Improvement should be more systematic and cover all areas of quality management. Priorities have to be defined and action plans developed. Implementation of regulations and actions derived from these should be documented continuously. The polytechnic should set up a plan formalising the procedure of teaching quality management. Ultimately, such a plan should enable the institution to identify the strengths and weaknesses in teaching, and to define actions to be taken. It is recommended that the polytechnic adopt a strategy for developing specific learning outcomes for all modules and develop links to the respective study programmes.
- The duration of the internships should be increased markedly and a system of mentorship and professional orientation should be developed.
- The polytechnic is recommended to use more innovative methods of teaching and encourage students to attend lectures more frequently. Students should be encouraged to be autonomous, responsible learners.
- The polytechnic should build up a feedback loop which makes sure that the admission criteria are effective in predicting student success in a programme and that the admission criteria are aligned with the demands and expectations towards the graduates' future careers.
- The polytechnic should complement the prevailing informal communication with students with formal channels of communication that give all students equal chances of participation.

- It is recommended that the polytechnic offer a larger variety of information sources about topics the public has a stake in (such as study programmes, learning outcomes, qualifications and employment opportunities), also beyond the county.
- The polytechnic should develop a strategy on how to manage growth and the development of its human resources in line with each other. In particular, It should employ more full-time staff. The workload of full time teachers and associates can thus be harmonised, so that there will be a better distribution of the workload among teachers. The polytechnic should also formalise policies to ensure development of teaching staff in accordance with the mission.
- The polytechnic is recommended to broaden its appeal to students and investors in order to improve its financial standing. While doing this, it has to take care that this strategy is in line with its mission as a regionally based institution with a special focus on applied academic knowledge.
- The polytechnic is recommended to become more widely known outside its home turf, so that students can be attracted from other institutions of higher education at least occasionally. To this end, the polytechnic should offer a larger variety of publishing materials, also beyond the county.
- In order to secure the sustainability of the polytechnic as a scientific institution, it is strongly recommended to develop research and professional activities. Actions to be taken in this respect include
 - Developing ideas for professional projects by consulting its own staff as well as part-time teachers while exploiting the contacts for developing opportunities for cooperation with other professional organisations,
 - Setting priorities while taking into account the qualities and restrictions of the institution,
 - Implementing appropriate measures for conducting the activities envisaged and monitoring the results.
- The polytechnic is encouraged to pursue international cooperation further and find still more ways to improve the mobility of students and teachers (incoming and outgoing).

- It is recommended that the polytechnic take the first steps for preparing implementation of EU lifelong learning programmes.
- It is recommended that the polytechnic provide more individual study space and a library with adequate equipment (books, journals and electronic resources).
- The polytechnic is recommended to develop a system for supervising and keeping in check the teachers' external commitments in future.
- The polytechnic should start employing specialist administrative staff in the future and set up regulations that specifically cover their professional development.