



**Re-Accreditation of
Baltazar Adam Krčelić College of Business and Management**

**Date of the site visit:
20. March 2013.**

COMPOSITION OF THE EXPERT PANEL

Pursuant to Article 22 of the Act on Quality Assurance in Science and Higher Education and Article 30 Paragraph 1 Item 4 of the Statute of the Agency for Science and Higher Education, the Accreditation Council of the Agency for Science and Higher Education passed the decision to appoint a panel of experts for re-accreditation of Baltazar Adam Krčelić College of Business and Management at Zaprešić.

The following members have been appointed:

- PROF. JUERGEN BRUNS, HOCHSCHULE NIEDERRHEIN, GERMANY, (Chair)
- PROF. DAVID POLLARD, LEEDS METROPOLITAN UNIVERSITY, LEEDS, UNITED KINGDOM
- PROF. CLAUDIO VIGNALI, GLOUCESTERSHIRE UNIVERSITY, THE UNIVERSITY OF CENTRAL LANCASHIRE (UCLAN), UNITED KINGDOM
- DIANA PLANTIĆ - TADIĆ, PH.D., VERN UNIVERSITY OF APPLIED SCIENCE, CROATIA
- IVAN VIDAS, STUDENT, UNIVERSITY OF SPLIT, UNIVERSITY DEPARTMENT OF PROFESSIONAL STUDIES, CROATIA

Expert panel was supported by:

- VIKTORIJA JURİŠA, COORDINATOR
- GORDANA CUKAR, TRANSLATER
- IVA ŽABAROVİĆ, ASSISTENT TO COORDINATOR

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INTRODUCTION

1. Short description of the evaluated institution

NAME OF HIGHER EDUCATION INSTITUTION: Baltazar Adam Krčelić College of Business and Management

ADDRESS: 23 Vladimira Novaka Street, 10290 Zaprešić, Croatia

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Dean, Milan Jurina Ph.D.

ORGANISATIONAL STRUCTURE: The Management Board, The Academic Council and the Management of the College.

LIST OF STUDY PROGRAMMES Professional Study of Business and Management, Specialist Graduate Professional study of Financial Management, Specialist Graduate Professional study of Project Management, Specialist Graduate Professional study of Communications Management

NUMBER OF STUDENTS full-time students:1032, part-time students: 930

NUMBER OF TEACHERS full-time employees: 26

external associates: 61

elected to teaching grades full-time: 26

TOTAL : 34.500.839,00 (2011.g.)

MSES FUNDING: /

OWN FUNDING: /

The Baltazar Adam Krčelić College of Business and Management (hereafter referred to as "Baltazar" or "College") at Zaprešić was founded in 2001 based on the Memorandum of Association signed between the Town of Zaprešić and Rifin d.o.o. from Zagreb. The College has status of a private, accredited, non-profit HEI which is financed exclusively from students' tuition fees. It was signed into the Court's Trade Register and was entered into the Register of Higher Education Institutions on 24th September 2001 under the Decision of the Ministry of Science and Technology.

Baltazar offers the following study programmes:

1. Professional study Business and Management (3 years 180 ECTS) with the majors
 - Business Economics and Finance
 - Cultural Management
 - Office Management

Title: Professional Bachelor

In Biograd na Moru a dislocated professional study of Business economics and finance with one tourism-oriented module has been carried out since 2008/2009.

2. Specialist Graduate Professional studies (2 years 120 ECTS)
 - Project Management
 - Communications Management
 - Financial Management

Title: professional specialist of...

The College cooperates with the Ruđer Bošković Institute in the organization and conducting the specialist graduate professional study Project Management.

The professional study programme Business and Management is carried out as full-time and part-time study. The 3 Specialist Graduate Professional Studies are only held in the part-time form.

All study programmes have been approved by the Ministry on 3rd October 2011. After having conducted and upon obtaining the results of external evaluation, the Ministry of Science, Education and Sports issued the College a permanent License for continuation of educational activities and execution of study programmes.

Baltazar intends to expand the Specialist Graduate Professional study Project Management to Osijek. It has been published on their website that applications and enrolments for this study programme have started. Classes are already held. A License or an application for a License permitting this regional expansion could however not be submitted to the panel members.

2. The work of the Expert Panel

For its work the Panel drew upon the Self-Evaluation Report, prepared by the Baltazar Adam Krčelić College of Business and Management. A site visit was carried out 20th March 2013. During the visit to the HEI 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 Committee for monitoring and improving teaching quality
- The students, i.e., a self-selected set of students present at the interview;
- Meeting with teachers;
- Meeting with teaching assistance;
- Meeting with Vice-Deen for teaching and Heads of study programmes

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms at the HEI, where they held a brief question and answer session with the students who were present.

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. Institutional management and quality assurance

1.1 The institution has a strategic plan with vision, mission and goals. The long-term vision is to become a polytechnic, a high quality institution of higher education with a profile in business and management. The mission is to educate students for the needs of the Town of Zaprešić and the regional community. The two most important strategic goals are to achieve quality education and research and to create appropriate working conditions for teachers and students.

The college strategy, the College statute and the Quality Management System Manual regulate quality assurance. The documents refer to rules and procedures of quality control management.

1.2 The Management Board, the Academic Council and the Management of the College are the key elements of the organizational structure. Their competencies are determined by the law and/or by the statute of the university. The Dean is the Chairman of the Management of the College. Representatives of all stakeholders are members of the Academic Council. An Administrative Department supports these bodies by professional-administrative-logistic services.

1.3 All study programmes (see: chapter 2) are aligned with the institution's mission.

1.4 As a basis for quality control management and quality assurance various kinds of information are collected. Primary information is obtained by students' assessments, the basis for secondary information are students enrolments, pass rates, drop out rates, average grades during study etc.

Evidence concerning the implementation of procedures to assure quality – although requested - has not been submitted to the panel members. As Baltazar has met requirements according to norm ISO Norm 9001:2008 procedures - e.g. concerning the acquisition of teachers, the enrolment of students or assessing teachers including feed back to the students - should have been laid down in a Quality Handbook or in a separate Quality Manual.

1.5 Qualitative and quantitative data are analyzed only by frequency tables. No correlation analyses are carried out to reveal possible relations between data (e.g. assessment grade of a teacher and grade of the exams mark of this teacher).

Recommendation

(1) It is recommended to apply more "sophisticated" statistical methods (e.g. Chi-square-test, Contingency-tests) to gain a better insight concerning possible mutual relations between the data.

1.6 There is no formal mechanism for monitoring and improvement of the teaching quality, apart from students' assessments of the teachers.

Recommendation

(1) It is recommended to implement Key Performance Indicators (KPI) or Educational Quality Indicators (EQI) for better measuring the performance and critical success factors of the institution, the study programmes, the teachers, the students and the organisational performance. These factors, which have to be in line with the institutional goals, are valuable guidelines for correcting present factors and planning future developments.

1.7 A Code of Ethics regulates ethic principles that have to be applied and respected by all stakeholders that are part or take part in activities with the College. An Ethic Committee consisting of teachers and a student monitors the application of regulations in individual cases.

Recommendation

(1) It is recommended – based on the information that some cases are directly solved between the partners (e.g. students and teachers) – processes have to be more formalized.

(2) Staff and students should sign a document of ethical behaviour when joining Balthazar to underline the importances of the rules.

2. Study Programmes

2.1 Processes are defined and implemented to guarantee improving and developing the study programmes. The Dean, the Academic Council and the Heads of the Study Programme are responsible for these processes.

2.2 Niche programmes e.g. Project Management or Communications Management anticipate proactively the needs of the society. Enrolment quotas therefore are justified. Programmes such as the professional study Business and Management are widely offered in Croatia. Special majors e.g. Cultural Management may justify the enrolment quota.

2.3 The enrolment quotas for the professional study programme are according to the Self Assessment Report calculated on the basis of the College's resources and the pass rates.

Teachers' individual workloads of up to more than 700 normative hours (Tab. 4.2) are contradictory to this statement. The figures of the report show furthermore that the calculated enrolment quotas are not respected (Tab.2.2). (e.g. 2012/13 Enrolment quota fulltime students Business Management: 200, enrolled: 289). The expert panel was informed that the published pass rates in Tab. 2.3 were incorrect.

Recommendation

(1) It is strongly recommended that the teachers' workload has to be re-examined. It has to be avoided that an overload of up to 100 % compared to the national regulations/standards of 450 normative hours (+ 37,5 % of allowed excess) per academic year has negative effects on the teaching quality.

(2) Enrolment quotas should be respected to ensure delivering a quality programme.

(3) Pass rates figures should be corrected and taken into consideration when re- calculating future enrolment quotas.

2.4 The learning outcomes are clearly formulated in the syllabus for each course.

2.5 Students confirmed that they are informed about required learning outcomes, exam regulations and assessment methods in advance and that these requirements are appropriate to the qualification level. There is however no external examination.

Recommendation

(1) It is recommended to implement an auditing system, where external auditors based on samples assess e.g. level of examination or the marking of written exams or final theses.

2.6 There is an ECTS system leading to 180 ECTS respectively 120 ECTS for the completion of the study programmes. The calculation of ECTS shows however fundamental mistakes and inconsistencies. It is not based on workload figures and therefore not in line with Bologna regulations.

Recommendation

It is strongly recommended to correct the following items to ensure an accreditation of the study programmes:

(1) Baltazar has defined 1 ECTS = 28 hours student workload. This figure is in line with Bologna regulations. Student workload includes e.g. time for class attendance, assignments, group work, reading or other preparatory works. This ECTS definition has to be applied for each individual course.

There is no consistency because 2 courses with 5 ECTS should have the same workload. Furthermore 5 ECTS correspond to a workload of 140 hours. This number is not shown in Tab. 2.1 and the panel was not able to calculate this figure.

(2) All study programmes include a Final Paper (Diploma Paper or Thesis). This Paper should be clearly shown in the study programme and should have separate ECTS-points for the written Paper and the oral Defence. Including the Final Paper 180 respectively 120 ECTS should be achieved. (At present the full credit points of 180 ECTS are achieved without considering the Final Paper).

(3) Although the Specialist Graduate Professional Studies are only held as part time studies (p. 65), Tab. 3.1 „Student structure“ shows for all 3 study programmes numbers of enrolled full-time students (p.92).

(4) A study programme with individual courses for the Specialist Graduate Professional Study „Financial Management“ for the 2nd year is not shown „as the study programme began in the academic year 2011/2012 with the 1st year (p. 72). A study programme cannot be accredited without showing the courses of all semesters.

(5) Although the names of the full-time and part-time studies „Business Economics and Finance“ and the course names are identical, the courses show different ECTS and different workload e.g. „Basics of Finance“ p. 44 and p. 54. This has to be harmonized.

2.7 Baltazar is listed in the NARIC (National Recognition Information Centres) which provides a way to compare academic qualifications as part of the Bologna Process. Applying ECTS and issuing a Diploma Supplement are minimum standards. Both standards are met by Baltazar. The program documentation indicated that specific modules were awarded with ECTS points that however did not conform to the designated allocation

Recommendation

(1) It is recommended that apart from re-calculating ECTS points (see: 2.6 (1) the wording “in cooperation with Ruđer Boskovic Institute’ should be written only in the diploma supplement and not in the diploma itself.

2.8 A variety of teaching methods e.g. case studies, videos, role playing are applied.

2.9 Laptops and a reading room in the library aid knowledge acquisitions although online-subscriptions for additional material are presently only planned.

2.10 The College has signed contracts with a number of companies and cultural institutions where students can do their student training (practical work). Student training is part of Professional Study Business and Management in year 2 (p. 23). It is obligatory for full-time students.

Recommendation

(1) The courses of year 2 do not include practical work. There is no information concerning the period of practical work. It is absolutely necessary that internship should be implemented as course in the study programme that the workload (time period of internship) is shown and the internship has ECTS grades.

3. Students

3.1 Admission criteria meet the legal prescriptions. There was no evidence that the criteria are reviewed for their effectiveness predicting student's success in a programme.

Recommendation

(1) Panel members stress that it is inevitable to meet the entry requirements of 180 ECTS for enrolling in a Specialist Graduate Professional Study of 120 ECTS. Only 300 ECTS at the end of a 2nd cycle allow to award the title „Professional Specialist of...“

3.2 Extracurricular activities (freshman party, student trips, sports club) have been recently introduced. The Student council has intensified its activity.

Recommendation

(1) Additional activities could be initiated by the Students Association and the Student Council.

3.3 The College offers individual counselling and mentorship (teacher/student) to ensure the personal development. There was no evidence for supporting the professional development of students.

Recommendation

(1) It is recommended that with implementing internship as a obligatory course with ECTS points, counselling and mentorship to support and guide students into their professional career should be implemented.

(2) Additional languages, a Career Advice Center and more Guest lecturers (at present only one from Vienna) would support professional development and increase future career chances.

3.4 Raising the standards is part of Baltazar's mission. Hiring and developing new assistants indicates the efforts to improve the students' standards by raising the teaching quality. Investments in facilities (e.g. library, fully equipped classrooms) shall contribute to improve the infrastructure.

3.5 Based on students' assessments feed back concerning the results is given by teachers within a week.

3.6 The purpose of Baltazar Alumni Club is to set up an alumni network for keeping track with former graduates e.g. by collecting figures concerning employability or further studying for their lasting mutual benefit and cooperation.

Recommendation

(1) It is recommended that the figures also show the percentages of former graduates of different programmes that are members of the Alumni Club.

3.7 Students have their own organizations taking care of student interests: the Student Council, the 'Baltazar' Student Club and the Alumni Club. Student representatives are also members in various organizational bodies e.g. in the Academic Council.

3.8 The public is regularly informed about matters of the College e.g. study programmes via Baltazar's website or brochures.

3.9 There is a liberal atmosphere at Baltazar where students can express their ideas and proposals (mailbox, questionnaire).

3.10 Feed back concerning the implementation or reasons for not implementing proposals are given at short notice.

4. Teachers

4.1 There are 28 teachers, 12 assistants (p. 95). These figures and the teaching workload indicate that the criteria for quality teaching as far as the student : teacher ratio is concerned are not fulfilled. Baltazar calculates a declining ratio to 43: 1 whereas the legal requirements 30: 1).

4.2 The unfavorable ratio is partly due to the fact, that the College pursues a future oriented policy and hired several assistants. The assistants count 0, 5 whereas the teachers count 1, 0. The panel members support this policy taking into account future retirements and securing the sustainability of the programme.

4.3 The institution does not take into account that a sufficient number of full-time teachers ensure the continuity of delivering a quality programme. The assistants who are trained and supported by the teachers shall gradually develop. Step by step they are integrated in the teaching process.

Recommendation

(1) Although a long-term positive policy is to be seen, the insufficient number of full-time teachers has to be overcome at short notice. It is recommended to employ more full-time teachers. and/or decrease the number of newly enrolled students (according to the formal Mozvag data source, the total number of presently active students is 1962, and according to the Baltazar internal magazine, that the Panel was provided with on the site, the College has "more than 2700 active students this academic year").

4.4 With employing more full-time teachers and/or enrolling less students the student: teacher ratio) decreases automatically.

Recommendation

(1) It is recommended that the management gives highest priority to this ratio. It is an essential criterion for issuing a license. It has to be underlined that the ratios are still not met, in spite of the recommendations from the previous accreditation.

4.5 The employment of assistants and their support (conferences, papers, publications) proofs an existing staff development that is needed to advance the institutions missions. Criteria to be promoted are laid down in a staff development plan. Teachers and assistants were informed about this staff development plan. (e.g. that assistants have the possibility to attend 2 conferences per year).

But there are no clear recruitment criteria - at least not for assistants. They reported to the panel members that they were not informed why they and not somebody else has been hired.

4.6 Methods of assessing the qualification of the teaching staff are applied. Special emphasis is laid on the developing the assistants. Six assistants are still in the process of election to the teaching grade. It is guaranteed that all the assistants are registered for the PhD program

4.7 There is no evidence that the management investigates whether there is a fair distribution of workload between teaching, research and student consultation. Teaching workloads that exceed the standards by almost 100% must have consequences for research and student consultation..

Recommendation

(1) It is strongly recommended to investigate the workload of full-time teachers broken down by teaching, research and consultation and to make adjustments that guarantee the quality of the study programme.

4.8 The fact that teachers did not complain about their total workload, gave the impression to the panel members that in general terms management cares about teachers development.

Recommendation

(1) It is nevertheless recommended to monitor the development to avoid future problems.

5. Scientific and professional activity

5.1 Baltazar is well aware that the teachers' research activities, are mainly informal and based on their personal incentives and acquaintance with colleagues from other institutions and sectors, the number of collaborative research projects registered via the College is noticeably small.

Recommendation

(1) It is recommended that the College implements its own suggestions to enlarge the administrative capacities in order to increase the number of project proposals and ensure direct financial support to joint projects between the College's researchers and the business sector, for innovative research

5.2 When expanding research and professional activities mechanisms have to be implemented to measure the effectiveness.

Recommendation

(1) It is recommended to develop KPI (Key Performance Indicators) e.g. metrics for measuring success figures against specified benchmarks.

5.3 Most of the research is related to project management course. Baltazar has cooperation with certain bodies and with educational institutions abroad (Novo Mesto and Vienna), but there are not many contacts from the total EU (focused on Balkans area).

Recommendation

(1) It is recommended that with joining the EU in Jul 2013 Baltazar has to have a wider view. Baltazar should aim at having cooperations with Western European HEIs and not only limited to Project Management.

5.4 The implementation of professional activity is just in the starting phase. After recruiting a person with a long-time experience in preparing and implementing research and development projects, a special department shall be set up to merge all the complementary activities.

Recommendation

(1) Panel members recommend to intensify the own efforts in implementing Baltazars own suggestions.

6. Mobility and International Cooperation.

6.1 Mobility and International Cooperation is so far one of the weakest points in Baltazar's performance. It has to be acknowledged however that Baltazar is aware of this and will put future focus on improving the situation.

To utilize the future EU funds the College began already to develop a framework for administrative, professional and technical help.

Recommendation

(1) It is recommended to intensify the efforts. Establishing a Service Office for External Affairs where all matters concerning mobility and international cooperations are concentrated might accelerate the process.

6.2 Up to now students do not have the opportunity to complete part of the programme abroad. Within the last 3 years only 10 students stayed in Slovenia for 10 days in July 2012. There were no incoming students during that period.

Recommendation

See chapter 6 (1)

(2) To attract students from abroad the study programme should be analyzed, to secure that international standards are met. Specific courses in English language are already prepared for 2013/2014.

6.3 There is practically no teacher exchange. Within the last 3 years only 8 teachers went to Vienna and Novo Mesto for scientific purposes for less than 3 months vis á vis 2 incoming teachers.

Baltazar intends to significantly increase the number and duration of outgoing students and teacher mobilities and to attract foreign students and teachers. The college was awarded the Extended Erasmus University Charter in 2012. It believes that with signing the Erasmus Charter the basis for increasing the mobility is laid.

Recommendation

(1) It is recommended to clarify in advance a lot of further questions that will arise when „becoming more international“. E.g. how shall teachers be motivated? Who teaches courses from teachers being abroad? How shall social (family) problems be handled? How shall teachers be selected for going abroad?

6.4 There are several contacts and bilateral agreements that are negotiated with HEIs from Western Europe to support the mobility of student and teachers. An active contribution to joint goals has so far not been achieved.

Recommendation

(1) It is recommended to intensify these steps, so that Baltazar is prepared and can launch international exchange when joining the EU.

6.5 Apart from the objective to introduce study courses in English language, the College plans a dormitory for students from abroad. There are plans for a campus (70% funded by the EU, 30% self-financed).

Recommendation

See. 6.4 (1)

6.6. Up to know there are no other forms of international cooperations beyond the cooperations mentioned under 6.4. In that early stage also no other forms can be expected.

7. Resources: Administration, Space, Equipment and Finances

7.1 The College provides sufficient up-to-date facilities (classrooms, rooms for group discussions, library) to support effective learning.

7.2 The institution maintains a favourable ratio of teaching and non-teaching staff. The non-teaching staff (administrative, technical and support staff) comprises 22 staff members. As the College employs 31 full-time teachers and 12 full-time assistants, the institution maintains a favourable ratio of teaching and non-teaching staff.

7.3 Professional development of non-teaching staff is enabled through educational programmes organised by the College or at other faculties and colleagues. The College Zaprrešić co-finances professional development, if it is necessary for business processes. There have been no non-teaching staff mobilities.

Recommendation

(1) The management should be aware that with the College becoming more international, there will be additional requirements for the non-teaching staff. The actual qualification of the non-teaching staff is a good basis to meet future requirements. It is recommended that the professional development is more actively supported through educational programmes.

7.4 As there is no laboratory equipment necessary for conducting the study programme nothing has to be aligned. The question is irrelevant.

7.5 Concerning the class rooms, the library and the reading rooms equipped with computers and WiFi access all preconditions are met to ensure that modern technologies are available for using various modern technologies.

7.6 Recent investments in facilities and equipment (e.g. library) support and optimal learning environment.

7.7 The exclusive dependence from tuition fees is always a risk for HEIs. Baltazar is in the comfortable situation that all activities are backed by the town of Zaprrešić.

7.8 As the college is a non-profit organization institution's funds can be used to improve teaching quality and scientific activities.

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

The panel supports the renewal of the license, however it feels that the Agency for Science and Higher Education should make the Ministry of Science, Education and Sports aware of certain irregularities that have to be met and rectified before the license is renewed.

- it came to the knowledge of the panel that the institution has developed a teaching site in Osijek without any license; this needs to be stopped immediately unless a license application is in process
- the government diploma issued to the students must correctly reflect the organization that is delivering the program and no other third party

Advantages (Strong Points)

The panel has noted several strong points

- The management has a clear mission about the future development. The College shall be transferred into a polytechnic. These objectives are backed and supported by the town of Zaprešić.
- Apart from widely offered programmes (Business Management) Baltazar offers niche programmes e.g. Project Management or Communications Management thus filling needs of the country.
- The cooperation with the Ruđer Bošković Institute reflects a fruitful link between science, teaching and business.
- There seems to be a good atmosphere between management, teaching staff and students, because the panel got positive feedbacks from all participants.
- Teachers and assistants seem to be qualified and motivated.
- The management supports the staff development by financing Ph.D. studies of assistants, thus securing the future improvement of the staff quality.

Disadvantages (Weak Points)

- According to Bologna the workload of courses and the entire study programme has to reflect the workload of students. This is not the case. There are several inconsistencies (2.6 and 2.7) Before being accredited the study programme has to be "recalculated" (Final paper has to be included, same ECTS for the same workload,

identical name for a full-time and a part-time course requires the same ECTS etc). The self-evaluation needs to be revisited with consistent and correct data.

- There are other inconsistencies e.g table 4.1.(staff structure) is not consistent with a section 7.2. not allowing the panel to make a correct calculation. Studies which are conducted only as part-time studies cannot show figures of full-time enrolled students.
- Teachers and students have to be informed about the importance of the ECTS system.
- A programme has to present all courses before being accredited. There are no courses for the the Specialist Graduate Professional Study „Financial Management“2nd year.
- The overload of some full-time teachers has to be analyzed.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

To summarize the above mentioned detailed recommendations the panel wants to emphasize areas of priority:

- Further developments and quality improvements made should strictly follow the European Standards and Guidelines (ESG). These standards provide a general framework for quality systems. Applying these guidelines a quality system in line with the Bologna requirements will be guaranteed.
- The study programme has to be redesigned strictly applying the Bologna ECTS system and deleting all inconsistencies
- These adjustments are a precondition for increasing the effort to become more international. Mutual international acceptance and an increasing teacher and student exchange will only be possible on the basis of the same understanding of the Bologna requirements.