



**Report
of the Expert Panel on the
RE-ACCREDITATION
of the Polytechnic of Međimurje in Čakovec**

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INTRODUCTION

This report on the re-accreditation of the Polytechnic of Međimurje in Čakovec was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

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

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

The report contains:

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

The members of the Expert Panel were:

- Professor David J. Pollard, Leeds Business School, Leeds Metropolitan University, United Kingdom of Great Britain and Northern Ireland
- Professor Silvia Sumedrea, "Transilvania" University of Brasov, Faculty of Economics, Brasov, Romania
- Professor Tito Žimbrek, Faculty of Agriculture University of Zagreb, Croatia
- Professor Ivan Pogarčić, Polytechnic of Rijeka, Croatia
- Maja Kos, student, College of business and management „Baltazar Adam Krčelić“, Croatia

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

- Maja Briški - coordinator
- Gordana Cukar - interpreter

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

- The Management;
- The Working Group that compiled the Self-Evaluation and representatives of the Quality Assurance Team;
- Teachers including teaching assistants and external associates
- The students, i.e., a self-selected set of students present at the interview;
- Vice deans and heads of departments
- Administrative staff during the tour of the premises

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

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

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

1. **issue a confirmation** to the higher education institution which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,
2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or
3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution, the letter of recommendation may include the suspension of student enrolment for the defined period.

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

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION:

Polytechnic of Međimurje in Čakovec

ADDRESS:

Bana Josipa Jelačića 22/a, 40000 Čakovec

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION:

Nevenka Breslauer, PhD, college professor

ORGANISATIONAL STRUCTURE (e.g. chairs, departments, centres)

The Polytechnic activities are conducted in departments and organisational units. The bodies of Polytechnic of Međimurje in Čakovec are: the Management Board, Expert Council, Dean`s office. Other organizational units are: Secretariat, Student Affairs Office, Financial Affairs, General Affairs and HR Services, Information Technology Service and the library. Students participate in the management of Polytechnic through the Student Council, student representatives, by electing one student into Department Councils, one student into the Expert Council, the Quality Assurance Committee, the Quality Management and Improvement Committee in every department, the Ethics Committee and the Disciplinary Court of the first and second instance.

LIST OF STUDY PROGRAMMES (and levels)

The Polytechnic of Međimurje in Čakovec has three professional studies at undergraduate level and one professional study programme at graduate level:

- 1.) Professional undergraduate study programme of Management in Tourism and Sport
- 2.) Professional undergraduate study programme of Computer Engineering
- 3.) Professional undergraduate study programme of Sustainable Development
- 4.) Professional specialist graduate study programme of Management in Tourism and Sport

NUMBER OF STUDENTS (part-time/full-time/final-year)

Total number of full time students: 375

Total number of part time students: 442

Total number of students: 817

(data from the MOZVAG information system for support in evaluation procedures of study programmes)

NUMBER OF TEACHERS (full-time, external associates)

Number of full time teachers – 16

(data from the MOZVAG information system for support in evaluation procedures of study programmes)

NUMBER OF SCIENTISTS (doctors of science, elected to grades, full-time)

Number of full time teachers that obtained PhD degree: 3
(data from the Self-evaluation report)

TOTAL BUDGET (in kuna): 6,691,666.82

MSES FUNDING (percentage): 63,84 %

OWN FUNDING (percentage): 36,16 %

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The Polytechnic of Međimurje in Čakovec was established on 2nd November 2007 by a Decree of the Croatian Government.

Polytechnic of Međimurje in Čakovec has 817 students and delivers three (3) programmes: professional undergraduate study programme in Management in Tourism and Sport, professional undergraduate study programme of Computer Engineering and professional undergraduate study programme of Sustainable Development at bachelor level and one (1) professional specialist graduate study programme of Management in Tourism and Sport at graduate level. Dean of the Polytechnic of Međimurje is Nevenka Breslauer, PhD. The need for the establishment of the Polytechnic of Međimurje in Čakovec is based on the overall analysis of the economic situation in the six counties in the north of Croatia and the Polytechnic itself has become one of the key elements in strengthening the educational structure of Međimurje. At the very beginning, the Polytechnic was located in Ivana Mažuranića Street No.2 in Čakovec, where the first students were enrolled. On 24 April 2009 the Polytechnic of Međimurje in Čakovec moved to the adopted and equipped building at Bana Josipa Jelačića Street No.22, equipped according to the requirements of the professional studies. On the surface area of 1300 m² there are 5 lecture rooms, five laboratories equipped with computers, 8 teacher`s offices, a student affairs office, a library and a server room.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. MEV is an institution that recognises the needs of its surrounding and tries to align its programmes and activities with those, while taking into account the limitations set by that very surrounding.
2. MEV has a fit-for-purpose and efficient organisational structure, with units and bodies which include student and business representatives.
3. The organisational structure provides for establishment of new units predicted by the Strategic Plan.
4. The organisation of basic activities functions well. The vice-deans and department heads are young, active and interested in their jobs; they readily accept useful advice and cooperate well with the dean, the faculty, the students and the support services.
5. The institution is composed of relatively young and enthusiastic faculty who are oriented towards improving their knowledge, skills and competences in line with their legal obligations and personal ambitions.
6. The system for assuring and promoting institutional quality is mostly developed, and supported by relevant bodies and legal documents.
7. The Quality Assurance Committee also includes representatives of students and external stakeholders.
8. The study programmes are adequate and aligned with the institutional mission, and regularly monitored and updated.
9. The teachers use adequate teaching methods, which provide students with opportunities for teamwork and individual engagement. ECTS realistically reflect the student workload.
10. The necessary literature and additional contents, including the electronic journal databases, are made available to students.
11. The criteria for grading students and the quality of assessment are clear, uniform and transparent, and cannot be considered to cause the low pass rates.
12. The procedures for monitoring and improving study programmes have been introduced and are functional. In addition to the faculty and the students, these activities also involve business and public sector representatives.

13. MEV has implemented lifelong learning programmes (6 programmes, with a total of 750 hours and 190 students) of good quality.
14. Students use their right to participate in making key decisions regarding the quality of studying, changes (improvements) of the study programmes, their curricular and extracurricular activities, etc.
15. Students get feedback on the results of their evaluations of teaching and teachers.
16. MEV has a formal mentoring system with teachers helping students in studying and other activities.
17. The teachers receive comprehensive support by the Management in their teaching and scientific careers, which is regulated by adequate ordinances.
18. There is a good rate of outgoing student mobility to similar foreign higher education institutions. On the basis of bilateral agreements and the Erasmus programme, students are able to complete a part of their studying or work practice on similar institutions abroad. There is a mentoring system for outgoing mobility and a system of feedback on students' experiences abroad.
19. MEV is oriented towards innovative teaching methods, e-teaching in particular, and has a number of e-courses.
20. The allocation of financial and material resources, apart from the lack of a dorm and a student restaurant, is very good.
21. MEV has well-organised extracurricular activities as witnessed by excellent sports results of individual students.
22. The teaching space is adequate, as well as supporting facilities (the MEV building and sports facilities have recently been refurbished).
23. The conditions for studying are good, the space and the equipment are very functional and MEV has adequate capacities to carry out its basic activities.
24. Supporting services (student service, accounting office, library and the IT office) communicate well with students in performing their tasks (applying for exams, getting marks, administration of the information system for students, borrowing books and journals).
25. The IT equipment for students, teachers and supporting services is immediately repaired or updated.
26. The teaching and supporting staff ratio is beneficial, and the supporting staff participates in trainings (seminars, workshops, consultations).

DISADVANTAGES

1. MEV vision contains unnecessary detail (financial operations, paper reviews, etc.)
2. They mistook mission for vision, which is fully amended in the 2014-2020 Strategy.
3. The current teacher-student ratio is 1:32 which does not meet the minimal requirement for quality teaching.
4. The same is true of the ratio between full time staff and external associates, which can indirectly affect the teaching delivery.
5. Admission quotas are not in line with the number of teachers (full time) or the inadequate teacher-student ratio (1:32), nor do they take into account the number of unemployed bachelors of computing (39,5%) and economics (39,3%).
6. Problems in quality assurance are tackled solely through applying the ISO:9001:2008 standard.
7. In spite of good preparations and activities implemented so far, the fact that MEV has no student dorm or housing limits the opportunities for international exchange of teachers, and students in particular.
8. The student standard is not fully supported, as there is no dorm or a student restaurant.
9. Work placements have no learning outcomes defined.

FEATURES OF GOOD PRACTICE

1. The organisation of all forms of teaching (lectures, exercises and seminars) and additional learning activities for students.
2. Striving towards excellence in different sports within the extracurricular activities.
3. Application of the code of ethics.
4. Adequate standards (ISO 9001:2008) are implemented in developing existing programmes and introducing new ones.
5. Cooperation with the surrounding community in project implementation.

6. Support to teachers in developing their knowledge and competences and, indirectly, their career progression in line with the legal regulations.
7. There is a good rate of outgoing student mobility to similar foreign higher education institutions.
8. Bilateral and Erasmus agreements with a number of countries.
9. Mentoring and feedback developed for teacher and student outgoing mobility.
10. Financial stability guarantees that study programmes will be carried out and that students will be able to complete them.
11. The funds that MEV earns on the market are invested in raising the quality of the basic activities and professional and scientific development of teachers and supporting staff.

RECOMMENDATIONS FOR IMPROVEMENT

1. Higher education institution management and quality assurance

- The implementation of the development strategy in all areas requires efficient monitoring mechanisms.
- It is necessary to try to provide adequate material and other conditions for international exchange of students and teachers.
- Indicators that are more exact need to be developed to monitor and control the cooperation with the surroundings.
- It is necessary to connect with the surroundings by monitoring and taking into account the needs of the surrounding community and, indirectly, provide additional employment opportunities for graduates.
- It is necessary to operationalise the activities of stakeholders in developing various study programmes' elements (contents of study programmes, learning outcomes, forms of teaching, etc.).
- Admission quotas need to be decreased to achieve the adequate teacher-student ratio (below 1:30) and improve the teaching quality.

- The MEV Alumni club (just being established) needs to be operationalised in order to provide formal information on the graduates' careers, usefulness of the study programmes and applicability of acquired knowledge, skills and competences.
- The methods of collecting and analysing information on MEV alumni need to be operationalised as to feed back into study programme development and work placement programmes fit for purpose.

2. Study programmes

- The contents of study programmes need to be defined on the basis of exact indicators of the needs and real interests of the surrounding.
- The study programmes need to be updated according to the needs and in line with the latest scientific and professional achievements, taking into account the legal framework.
- Tighter links between study programmes need to be developed in order to rationalise the teaching activities.
- Learning outcomes need to be more precisely defined, also for the work placements and internships, as a way to implement the highest level of the Bloom's taxonomy.
- The available literature needs to be continuously updated, and this is also true for the available knowledge databases.
- The curricula need to be continuously benchmarked with the similar and equivalent programmes in Europe and around the world.
- The curricula need to be developed as to serve as a basis for high-quality student mobility opportunities.
- The quality standards for content and delivery need to be implemented.

3. Students

- Increase activities providing knowledge and competences needed for permanent or temporary mobility.
- Insist on connections with institutions delivering similar programmes.
- Apply different teaching methods, e-teaching in particular, as a cheaper and more efficient form of delivery.
- Try to actively participate in improvement of certain teaching contents.
- More actively cooperate with teachers in certain professional activities in order to develop professionally.
- Define more precisely the work placement and internship implementation, as to provide for student self-promotion and promotion of MEV.
- Intensify p2p activities in the form of cooperation and support in producing final theses.

4. Teaching Staff

- Continue with additional didactical-pedagogical-methodical training, internal and/or external.
- Continuously align professional and scientific development with the needs of courses being taught.
- Insist on more active cooperation between teachers, and teachers and students, in order to achieve the learning outcomes more efficiently.
- Try to improve the learning outcomes and align them with other courses.
- Use various forms of training and education to create opportunities for individual mobility.

5. Professional and scientific activity

- Increase the efforts to provide international mobility opportunities for students and teachers.
- Continue with and develop the existing cooperation with other institutions in organising symposia and ensuring presence at similar activities.

- Try to employ additional teachers, full or part time.
- Encourage outgoing mobility of teachers at similar institutions abroad, primarily within the European Union, in order to equip them with international experience.
- Intensify professional and scientific cooperation between teachers, teachers and students, and among students.
- Insist on integration into international research networks and scientific databases.

5. Mobility and international cooperation

- Try to provide material and other conditions for increased international cooperation and mobility.
- Create the legal framework (contracts etc.) for increased international cooperation and mobility. Participate more intensely in international projects and research with foreign researchers.
- Support the existing incentives for teachers' training and development.
- Provide opportunities for virtual mobility as a more efficient and cheaper form of mobility.
- Develop indicators for the recognisability of the institution as a place for exchange of teachers and students.

6. Resources: administrative and support services, space, equipment and finances

- Try to improve all forms of the necessary literature (compulsory and additional readings, hard copies and e-books and journals).
- Speed up the construction of the dorm by attracting donors and international support from the EU funds.
- Try to provide the remaining necessary elements for student standard, and improve the existing ones.

- Maintain the quality, functionality and updating of the existing equipment.
- Implement a partial BYOD as a solution for the existing lack of equipment.
- Try introducing elindex and other elcertificates.

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

1. Higher education institution management and quality assurance

- 1.1 The MEV mission is briefly described in the Self-Evaluation document. The definition does describe MEV as a higher education institution. The MEV mission emphasises the idea, role and importance of the institution for the development of the Međimurje County proper, as well as the surrounding counties. With this they are trying to meet the need for qualified and specialised professionals profiled in areas covered by the MEV study programmes. MEV vision is to become a leading centre for education, research and professional work. MEV defines itself as a socially responsible institution for educating qualified experts through various forms of lifelong learning. MEV implements appropriate strategic plans and tries to develop new, complementary and interdisciplinary study programmes. This they try to achieve by actively cooperating with the economy and local development partnerships, and by inclusion into the European Higher Education and Research Areas. The MEV quality management system is based on the requirements of the international ISO 9001:2008 norm and aimed at fulfilling the requirements for the quality of teaching as a service and a process. MEV mostly implements strategic planning, and also includes external stakeholders in defining the institutional goals, vision and strategy, in line with its mission. These activities are regulated by the following documents: MEV Statutes, Strategy, Quality Management System Manual and Ordinance on the Quality System. MEV was subject to an external audit, but it is not clear if a protocol was developed to continuously monitor the implementation of the strategic plan.
- 1.2 MEV has all the relevant legal documents formalising its organisational structure. MEV implements its Ordinance on Studying, Ordinance on Disciplinary and Material Responsibilities of the Employees, Ordinance on Disciplinary Responsibilities of the Students, Student Union Statute and the Ordinance on the Bases of Funding Higher Education at Public Institutions. These legal documents form a basis for full and complete definition of the MEV organisational structure.
- 1.3 The study programmes delivered - Computer Engineering, Tourism and Sport Management and Sustainable Development are aligned with the stated mission of providing higher education in the relevant areas. Each programme is fully aligned with the MEV mission.
- 1.4 MEV was not subject to external evaluation, but has since 2012 implemented the Quality Management System based on the requirements of the ISO 9001:2008 norm with IWA 2:2007 guidelines, ASHE requirements and the ESG. The Quality Policy is fully in line with the ASHE criteria for quality assessment of colleges and polytechnics, as

well as the European Standards and Guidelines (ESG). Quality Control also includes stakeholders and students.

1.5 MEV aligns its strategic plan, quality system, operations and defined learning outcomes (based on the Dublin descriptors and Bloom's taxonomy) and excellence assurance. MEV has formal mechanisms for monitoring and improving the teaching quality. Student survey results show that the majority of students are satisfied with the teacher's competences. MEV cooperates with its business surrounding through certain forms of student practice and joint projects, ensuring the full implementation of the teaching quality monitoring.

1.6 N/A.

1.7 MEV has, through full implementation of the Code of Ethics, Ordinance on Studying, Ordinance on Disciplinary and Material Responsibilities of the Employees and Ordinance on Disciplinary Responsibilities of the Students, ensured a level of ethical conduct adequate for a higher education and research institution. The teachers and students are acquainted with the rules of ethical conduct.

2. Study programmes

2.1 MEV monitors the labour market needs, especially within Međimurje County, and tries to align the activities with the County Strategic Plan. The Plan aims to achieve: improved educational structure and better competences of the human potentials; support to employment of young people with higher education qualifications; support to development of higher education within the county; support to cooperation between higher education and the business sector. By defining the study programmes and learning outcomes in particular, MEV actively responds to the requirements arising from the active work surrounding. This is particularly visible in the lifelong learning programmes, developed in direct response to the needs of the surrounding. Individual programmes have been modified on the basis of the results of a survey conducted among employers and students. The surveys are regularly conducted.

2.2 In line with the stated social needs, MEV admission quotas are justified. They are based, primarily, on the guidelines from the "Međimurje County Development Strategy 2011-2013" which indicates the need to improve the unfavourable educational structure as a basis for economic development. The admission quotas are fully in line with the needs of the county as the immediate surrounding, but also the neighbouring counties and Croatia as a whole.

2.3 Taking into account the social needs, but also the teacher-student ratio, MEV admission quotas are justified, but they are not aligned with the available resources for quality teaching or the pass rate. The new study programme brought about the need to hire numerous additional external associates. Solving the problem of the number of

permanently employed teachers, as the fundamental resource, is a part of the development strategy.

- 2.4 Learning outcomes are aligned with the relevant recommendations, documents and reports guiding the implementation of the Bologna Process in higher education. In determining the learning outcomes MEV used the Dublin descriptors and Bloom's taxonomy. The learning outcomes are adequate both at the course and the study programme level. Defined learning outcomes clearly describe the knowledge and skills students obtain upon the completion of study programme. The exception are work practice programmes, which lack well-defined learning outcomes and, particularly, quality feedback on the level achieved.
- 2.5 Student workload is spread over various forms of learning: lectures, exercises, seminars, practical work, mentoring, and work at home. Assessment is done in line with the learning outcomes and the qualification level, via exams and tests and implementation of work practice. The exception is the lack of formalisation of learning outcomes for work practice.
- 2.6 ECTS are based on the portion of each course within the total student workload which is in line with the European system - 60 ECTS per year. The allocation of ECTS takes into account all forms of student workload. The current allocation was valorised by the student survey, in which most students confirmed its adequacy.
- 2.7 MEV tries to align its programmes with comparable programmes at European higher education institutions working in the same, similar or complementary fields. The Self-Evaluation listed such institutions and programmes, and this was confirmed in the discussions. The alignment does not necessarily involve application of international quality standards, which is an aspect MEV should insist on.
- 2.8 The teaching methods are adequate for course content and the professional nature of the study programmes. Depending on the course in question, frontal teaching is combined with work in small groups, pair work or individual work. Students receive tasks and topics requiring them to submit an essay or develop a prototype of a complete system or product, or a segment. MEV also uses Moodle (Loomen, since 2013) in distance teaching, personalising teaching and encouraging students to work independently.
- 2.9 In addition to compulsory literature and leaning sources, teachers provide adequate additional learning resources and adequate support for student work. Online materials are available for a number of courses. Moodle (Loomen) e-learning system is applied as an LMS (Learning Management System).
- 2.10 Work practice is one, although not the only one, form of learning activities through which, in line with the planned learning outcomes, students can revise and apply what they learn. Students are also able to apply their practical knowledge within work practice. In order to increase the quality, MEV is recommended to provide other forms of

practice, such as internships or volunteering in adequate programmes. Correctly defined learning outcomes can help in establishing goals to be achieved during work practice or internship.

3. Students

- 3.1 At all study programmes, the majority of students come from vocational and technical schools. Average grades achieved during studying indicate that students continue with quality work. The level of previous knowledge among students is mostly sufficient. Students who fail to collect the necessary number of ECTS are allowed to change their status in order to adapt their dynamics of studying.
- 3.2 MEV admits directly to its programme in tourism and management accomplished sportspeople in the categories I to III of the Croatian Olympic Committee. They get a mentor who continuously follows their work. MEV students are active in various activities. Every year they participate in sport meetings of polytechnics and colleges. They also participate in various projects with the business sector, in which they combine professional work with their hobbies.
- 3.3 MEV supports its students through consultations, mentoring, additional classes, online support and financial awards for successful students. Consultations timetable is available on the Internet and the notice board. Mentoring is usually used when writing the final theses and during work practice. Upon the suggestion of the course teacher, the Expert Council appoints students as teaching assistants, who help the teacher in exercises and students in mastering the contents of the course.
- 3.4 Teachers use various assessment methods - exams, tests and seminars, which include feedback on the results achieved. Assessment methods are transparently published together with the syllabi at the beginning of every teaching period. Students can use one of the following mechanisms to protect their rights: Student Union, student ombudsperson and student representatives in the Expert Council.
- 3.5 MEV is in the process of establishing the Alumni Club - its Founding Assembly and executive bodies. Information on graduate employment is provided by the Croatian Employment Service, Čakovec office.
- 3.6 Informational and promotional packages are available to prospective students year-long. MEV provides relevant information on its study programmes via various channels: website (with detailed information on programmes and courses), posters, notice boards, brochures and leaflets, billboards, via the student service (via telephone, e-mail or personal contact), regional press, "Job Fair", "Open Day" and visits to secondary schools in the region.
- 3.7 MEV students are able to express their opinions and suggest improvements of the quality of studying through their participation in the decision-making bodies. Their

opinions are also collected via surveys. Student Union directly protects students, and one of the instruments they have available is the suspensive veto.

3.8 MEV discusses results of the student surveys, aiming to increase the quality. After the teaching, courses, teachers and external associates have been evaluated by the students, the suggested changes are prepared for certification according to the ISO 9001. The surveys are conducted once per semester, and the results are reported to the Expert Councils which also has student members.

4. Teaching Staff

4.1 The current number of teachers and their qualifications are mostly in line with the MEV strategy. There has been a visible increase of the level of education of all teachers, acquired through additional education provided (doctoral training). MEV also tries to self-fund cumulative employment of teachers in order to meet the criteria.

4.2 MEV's policy of human resource growth and development is adequate. A trend of decreasing average age of staff can be noticed, indicating that MEV takes into account the potential retirements and study programme sustainability. Teachers are supported in additional trainings, attending courses, seminars, symposia and conferences in Croatia and abroad, depending on their fields.

4.3 The number of full-time teachers is insufficient at all study programmes to achieve the full continuity of teaching and learning, and this needs to be improved.

4.4 The enthusiasm and interest among teachers is noticeable, for their work, for institutional development, and for accepting useful advice in order to improve. MEV supports professional development and further education of its teachers. MEV follows the development of their teaching competences and ways of preparing them for international exchange. The teachers get partial funding for attending doctoral programmes.

4.5 Teachers' workload is in line with the norms in the Collective Agreement for Science and Higher Education. External associates perform a relatively large portion of teaching, which indicates the necessity to employ additional teachers. Taking into account the forms of teaching, workload is on average well balanced.

4.6 Engagements of MEV teachers at other institutions are in line with the Collective Agreement for Science and Higher Education. The dean has to agree with every teaching contract with another institution, and has recourse to appropriate measures if this is detrimental to MEV. Student surveys are used as a control mechanism for impact on the quality of studying.

5. Professional and scientific activity

- 5.1. MEV has formally adopted regulations regarding the current and planned scientific and professional activities. These establish the priorities and procedures for research in line with the institutional mission and strategic plan. MEV supports its researchers and professional activities of its teachers. It also organises international professional symposia, intensifies cooperation with businesses, and encourages its teachers to develop professionally and participate in symposia and conferences. All planned activities are aligned with the MEV strategic development plan.
- 5.2. In line with the Strategic Development Plan, MEV plans to implement and monitor the following: increase the number of publications in journals listed in the relevant databases, increase the number of national professional projects, establish international cooperation, organise professional lectures, discussions, round tables and consultations, increase the number of professional and research publications and projects, encourage publication of professional papers co-authored with students, etc.
- 5.3. MEV develops good relations with businesses, institutes and other institutions through various projects and other activities. The panel holds that this requires additional formalisation to be fully implemented.
- 5.4. MEV supports professional activities through several journals - around 60 professional and 60 scientific papers were published, along with 5 research projects and participation in national and international symposia.

6. Mobility and international cooperation

- 6.1 Internal mobility from other, similar professional courses is assured by recognition of ECTS. Each study programme has formed a committee for recognition of ECTS gained at other institutions. Their task is to assess the equivalence of courses from other institutions with MEV courses.
- 6.2 MEV supports student mobility primarily by recognizing the ECTS achieved at other European institutions within Erasmus. MEV uses the ECTS system to describe students' achievements. ECTS gained during mobility periods are for all students listed in the diploma supplements. Student transfer is formalised and defined by an Expert Council decision.
- 6.3 So far, MEV staff and teachers have participated in mobility through Erasmus. The exchange consisted of holding a lecture or participating in a training lasting up to one week. The teachers have participated in international cooperation and mobility in adequate numbers, but their opportunities to spend longer periods abroad are limited by internal obligations and funding.

- 6.4 Through the Croatian Council of Polytechnics and Colleges, MEV is a member of the European Association of Higher Education Institutions (EURASHE), and is nominated for the Europe Business Assembly Prestigious International Award.
- 6.5 In order to attract foreign students, MEV offers a part of their courses in English. In addition to this, incoming students are provided with literature in English. Because the number of incoming students is small, most of their classes are delivered through consultations. In the following period, MEV will offer a number of courses in English to incoming students. The panel holds this criterion to be partly implemented due to issues with the student standard.
- 6.6 In order to attract teachers, in addition to programmes to be delivered in English, it is also necessary to prepare students for participating in such classes. The panel holds this criterion to be partly implemented due to issues with the teacher standard - the lack of adequate housing and restaurants for foreign students and teachers.
- 6.7 MEV has signed the Erasmus Charter and tries to increase the number of student, teacher and staff mobilities in order to internationalise. Other contracts and connections are listed under 6.3.

7. Resources: administrative and support services, space, equipment and finances

- 7.1 MEV owns sufficient learning resources. Classrooms and laboratories are adequately equipped. Teachers' offices are adequate. Classrooms are equipped with computers. The library is sufficiently spacious. There is an adequate number of books. Students complain on the lack of available computers outside the teaching hours.
- 7.2 The qualifications of support staff are adequate and sufficient to meet the needs, and all tasks are performed in a timely manner. All employees have qualifications adequate for their tasks and responsibilities.
- 7.3 Support staff has opportunities for further training via seminars, workshops and other forms of training. Their training procedures are formalised on the basis of an annual activity plan.
- 7.4 MEV equipment - lecture halls, computer classrooms, teachers' offices, library and server hall - are in line with the ESG standards required by the Bologna process. However, MEV stated the current need to increase the number of large lecture halls and laboratories for professional work and research.
- 7.5 The project *I3CT crossborder clustering* provided funding for a computer laboratory used in trainings and seminars organised for local SMEs. MEV does not have separate laboratories for teaching, but uses the same laboratories both for teaching and students' and teachers' professional work and research. In addition to this, all practical teaching

is done in cooperation with businesses in the county which own specialised laboratories.

- 7.6 The library size, usability, availability and equipment are not fully adequate, as it is sometimes used for lectures, thus not being fully available to support students in studying and research. Although MEV students are able to use their own laptop computers, in other facilities it is necessary to introduce additional steps for this criterion to be fully implemented.
- 7.7 MEV ensures its financial sustainability in line with its mission. Out of the total MEV income, 64% comes from the state budget and 36% is its own market income (2012 data). The budgetary funds are mostly spent on staff salaries (66%) and other business costs (19%). If their budgetary funds are increased, MEV plans to employ additional teachers, which would solve other problems. The legal framework of its work and decision making do not limit MEV's business autonomy.
- 7.8 Most of the market funds are earned by charging tuition fees. A decrease in, or even a complete lack of other forms of market funding, would not seriously threaten MEV functions. Budgetary funds (2012 data) were sufficient to cover the basic business costs. Other types of market income represent 1-2% of the total income, and are allocated in line with the Ordinance on Allocation of Own Funds, without seriously affecting MEV functions and basic activities. MEV invests into staff training and education (6 contracts on covering the costs of doctoral studies) and thus uses a part of its market funds to raise its quality in line with its mission.