REPORT
of the Expert Panel
on the

RE-ACCREDITATION OF
Faculty of Teacher Education, University of Rijeka

Date of the site visit:

March 19th and 20th 2014

(month and year of publication)
....

Contents

INTRODUCTION

This report on the re-accreditation of the University of Rijeka, Faculty of Teacher Education 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, supporting documentation and a visit to the institution.

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 Re-Accreditation (...).

The members of the Expert Panel were:
- Prof. Elizabeth Regnault, Faculté de Psychologie et des Sciences de l'education, Université de Strassbourg, France.
- Prof. Carmen Alba Pastor, Facultad de Educación, Universidad Complutense de Madrid, Spain.
- Prof. Ninetta Santoro, Faculty of Humanities and Social Sciences, University of Strathclyde, Scotland.
- Prof. Martin Bauer, Karl-Franzens Universität Graz, Institute of Education, Austria
- Natalija Zovkić, student, Faculty of Teacher Education, University of Zagreb, Croatia.

In the analysis of the documentation, site visit and writing of the report the Panel was supported by the ASHE staff:
- Mina Đorđević coordinator
- Davorka Androić, support to the coordinator
- Đurđica Dragojević, translator

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

- The Management of the Faculty (Dean, Vice Dean for Sciencie and International Cooperation, Vice Dean for Academic and Student Affairs, Vice Dean for Business Affairs and Development and Secretary of the Faculty).
- The Working Group that compiled the Self-Evaluation and representatives of the Committee for Quality Assurance.
- Full-time teachers.
- Teaching/research assistants.
- The students, i.e., a self-selected set of students present at the interview.

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

Upon completion of re-accreditation procedure, the Accreditation Council renders its opinion on the basis of 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: **Faculty of Teacher Education, in Rijeka**
ADDRESS: Sveučilišna avenija 6, 51000 Rijeka

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Prof. Jasna Krstović, Ph.D.

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

- The dean is the head of the Faculty

- The dean is assisted in her work by three vice-deans:
    - the vice-dean for student affairs and classes
    - the vice-dean for science and international cooperation
    - the vice-dean for business affairs and development
- Faculty chairs:
    - The Chair for Educational Sciences,
    - The Chair for the Methodics of Instructional Subjects Belonging to the Fields of Natural and Social Sciences
    - The Chair for the Methodics of Instructional Subjects Belonging to the Fields of Human Sciences and Arts.

LIST OF STUDY PROGRAMMES (and levels):

- University undergraduate study of Early and Preschool Education

- University graduate study of Early and Preschool Education

- Integrated undergraduate and graduate study of Primary School Education

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

2013/2014	
Full-time students	338
Part –time students	103

NUMBER OF TEACHERS (full-time, external associates)

2013	FULL-TIME	EXTERNAL

	STAFF	ASSOCIATES
FULL PROFESSORS	1	3
ASSOCIATE PROFESSORS	1	2
ASSISTANT PROFESSORS	12	-
ASSISTANTS	7	5
COLLEGE PROFESSORS	1	-
SENIOR LECTURERS	8	1
LECTURERS	-	1
TOTAL	30	12

NUMBER OF TEACHERS (full-time, external associates): 23

NUMBER OF SCIENTISTS (doctors of science, elected to grades, full-time): 14

TOTAL BUDGET (in kuna): 9.418.686,00 kn

STATE BUDGET INCOME (percentage): 88,7 %

OWN ACTIVITY INCOME (percentage): 0

SPECIAL REGULATION INCOME (percentage): 10,9 %

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The decision on the foundation of the Faculty of Teacher Education in Rijeka as a constituent of the University of Rijeka was adopted by the Senate of the University of Rijeka at the meeting held on January 27, 2006. As the legal successor of the Teacher Training Academy of Rijeka and of the Teacher Training Academy of Gospić, the Faculty of Teacher Education has been providing only university studies since the academic year of 2010/2011.

The mission of the Faculty of Teacher Education in Rijeka is to achieve excellence in the education of students – future teachers and educators who will, on the grounds of the learning outcomes achieved, be able to readily respond to all the challenges their profession places before them and to represent the strength of progressive change and the development of the knowledge society within the community they are working in. Towards this aim, the mission of the Faculty is to research and create quality study programmes that increase understanding of human development, growth, learning and education activities and lead to an academic qualification in the area of early and preschool education and primary education. As its mission, the University of Rijeka has stressed the conduction of scientific, artistic and developmental research and creative and professional work based on the principles of public benefit and responsibility, academic integrity, systematic strategic management, excellence, international comparability and ensuring quality by taking responsibility for both personal and institutional development.

The Faculty of Teacher Education is not registered in the Register of Scientific Organisations, thus it does not possess the status of a scientific organisation. In the year 2009, the criteria for conducting scientific work were fulfilled, but the accreditation process cannot commence before the enactment of the strategic document ˝Networks of Public Research Institutions". of Higher Education Institutions and Study Programmes˝.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. **Management of the Faculty**

   a. The Management of the **Faculty of Teacher Education of the University of Rijeka (FoTE-UR)** is full-fledged and motivated. They have meetings at regular intervals among themselves, the faculty members and the student body. The institution, through its mission and all presented documents, sees itself as a higher education institution and a fledgling scientific organization.

   b. The Organisational structure of the Faculty is coherent, comprehensible and so far quite well documented. It is already offering diverse elective courses and has also established a Centre of Childhood Research.

2. **Study programmes**

   a. Study programmes are defined in line with the delimited student learning outcomes and they adhere to international standards for Teacher Education courses.

   b. Social needs analysis is carried out regularly and documented and results are taken into account to set quotas.

   c. Learning outcomes are described including information about course syllabi and the knowledge and skills students will obtain at the end of the program.

   d. Student workload allocation is quite realistic based on the standards to calculate the hours needed by the students to perform the activities in the courses; and it is in line with procedures used in other European institutions.

   e. According to the students' declarations, cooperation with kindergartens and schools is good and enables them to learn from experienced teacher colleagues.

3. **Students**

a. Information and communication among students is good. Students have the opportunity to volunteer and acquire more experience. Senior students act as mentors to help students in lower courses.

4. **Teachers**

   a. Students are satisfied with Professors. According to their testimonies, they are friendly, helpful, open for communication and available for students. Students recognize them as experts in their subject areas and well organized. Students find studying motivating.

5. **Scientific and Professional Activity**

   a. The faculty has aspirations to be a scientific institution and has a strategy that shows some evidence of being implemented.

   b. There is a number of young staff with doctoral qualifications - these staff has great potential.

   c. There is evidence that some research active staff are attending to the requirement to publish in international journals.

   d. It is also clear that although the faculty is not licensed for scientific activity, there is evidence that some national and international collaboration do occur - many between particular individuals on an informal basis. Although the faculty does not have a doctoral programme, some staff collaborate in doctoral supervision from one of the other faculties - thus, they are gaining some experience.

   e. There is some funding available for conference attendance, so that staff have opportunities to network with other academics beyond this institution and national context.

   f. There is a mentoring system in place that assists staff.

6. **Mobility**

   a. Some English classes and experience with an international visiting professor may provide opportunities for international collaboration and exchanges.

   b. Some Erasmus bilateral agreements exist which already enable students and teachers to begin to participate in mobility actions.

7. **Resources: Administration, Space, Equipment and Finances**

   a. The Faculty has not its own technical staff or supporting staff as they are inbound in and serviced by the centralized and responsible University departments. Their special capabilities (Buildings, equipment components, …) comes up to our and international expectations and standards. (Up to two people occupy one office and every teacher/associate has a computer at her/his disposal.).

DISADVANTAGES OF THE INSTITUTION

1. **Management of the Faculty**

   a. The development strategy, quality assurance procedures, monitoring and periodical revision of programmes and qualifications have only turned out partially satisfactory as the responsibility lies with the Management of the University of Rijeka and not solely with the management of the faculty.

   b. In the moment, there is no chance to become the leading national academic institution for the education of school teachers and kindergarten teachers as the financial strength is presently limited. The same problems apply to LLL programmes.

2. **Study programmes**

   a. According to national and European references, there is limited access for teachers and students to the most relevant and up-to-date sources of scientific and professional literature.

3. **Students**

   a. The institution does not show evidence of maintaining contacts with its former students to actively track their employment and career achievements, and to use this information to develop study programmes.

   b. Although student opinions are taken into consideration for improving the quality of the studies and the academic life at the institution, there is no evidence that systematic channels are established to collect this information, provide feedback to the students,

publish the results of these surveys or the specific improvements that have resulted from them.

4. **Teachers**
   a. There is not a defined policy, agenda or action-plan for scientific-teaching staff professional development. There was also no evidence of staff needs analysis to ensure the adequate level of scientific and teaching competencies, and support student learning and for improving the teaching and research activity of the institution.
   b. Teachers' workload is almost fully allocated to teaching, mentoring and student consultation, but there is not time recognized for professional development, for research and other academic activities. Scientific staff need more time for research and individual work with students.

5. **Scientific and Professional Activity**
   a. The faculty has not produced sufficient numbers of publications in high impact international journals and nor are there sufficient international and national collaborative projects taking place.
   b. The challenge for the faculty is to address what is required to get registration to be a scientific organisation. Budgetary constraints make it difficult to employ enough new research active staff. There are also budget constraints on subscribing to some of the more expensive journals that staff requires in order to further their research work.
   c. The faculty does not have a doctoral programme. There are few full professors and the imminent retirement of staff is an issue.

6. **Mobility**
   a. The FOTE shows very little mobility activity for teachers and students from and to other higher education institutions both, national and international.
   b. Mobility for students is very limited, only scheduled in the last semester.
   c. Lack of conditions for attracting teachers and students from abroad. Insufficient training and classes in foreign languages.

d. Missing strategies and actions for inter-institutional cooperation at national or international level, within the framework of European programs or other bilateral agreements, joint programs, etc.

e. Need for closer cooperation and linkage of FOTE with similar institutions in the European context, participation in associations and international networks to promote collaborative work and participation in the international scientific community to enable the exchange of advances in teacher training and the results of their scientific research.

7. **7. Resources: Administration, Space, Equipment and Finances**

a. Some relevant spaces are missed such as sport or playing ground and spaces or classes specially equipped for psychomotor activities and the Arts.

b. The academic or research library is not up to date and is very small. Access from home to journals needs to be made for students and the whole academic staff.

c. The financial strength of the faculty is also too weak to support and stimulate research and projects in a good and proper way. There is also no professional, detailed, plan for development of human resources for administrative staff.

FEATURES OF GOOD PRACTICE

- The efficient organizational structure focus in reaching excellence in teaching and promoting the quality culture which is formalized in its legal documents.
- The study programmes offered are in line with its institutional mission.
- The institution has defined control and monitoring mechanisms in relation to potential unethical conduct among teachers, researchers and students.
- The enrolment quotas are in line with the institutional resources in order to keep the quality of the teaching activity and the pass rate analysis.
- The institution provides academic and professional guidance and counselling services to students.

- The procedures and methods for assessing students' learning are established and published.
- Students receive feedback from teachers and in case of disagreement they have the possibility to appeal for reviewing the scores.
- External activities of the academic staff are allowed provided that they do not affect the teaching and research activities at the institution.
- The FOTE develops collaborative activities with public and private institutions in the education sector for knowledge transfer and cooperation in the training of students.
- The institution uses its own funds for purposes aimed at improving the quality of teaching and the scientific activity in accordance with its own goals and mission.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- Improve the communication between the management of the university and the management of the faculty concerning the responsibility to develop the strategy, quality assurance procedures, monitoring and periodical revision of programmes and qualifications.
- Continue developing procedures for monitoring and improving the quality of the study programs offered and the research activities, with the involvement of representatives of members of the academic community, students, public and private institutions and organizations and civil society representatives.
- Improve opportunities to raise funds to replenish the financial strength of the faculty.
- Improve opportunities to enable projects and research by cooperating with (inter-)national universities and the private sector
- Integrate alumni in research
- Cooperation in the field of LLL should be established

Good practice in this area requires the following:
- Cooperation between the Management of the university and the faculty concerning the responsibility developing, living, proving and monitoring the development strategy, quality assurance procedures, monitoring and periodical revision of programs and qualifications.
- Cooperation with different universities and faculties to become the leading national academic institution for the education of school teachers and kindergarten teachers.
- Lifelong Learning (LLL) programs and strategies are part of every university and faculty and part of the autonomy of every faculty.

2. Study Programmes

- Establish criteria for evaluating the content and quality of the syllabus, in line with those used in other European institutions in the same field and with similar programs for teacher training and include the review of those fundamental elements based on the latest scientific findings.
- Encourage the use of different teaching methods which are suitable for each subject and different ways of learning, cooperation between teachers and that practices such as peer review are carried out. And for students, promote independent learning, cooperative learning methods and theory and practice integration.
- Improve access to relevant and updated scientific and professional literature for teachers, researchers and students both, national and international, as in similar HE renowned institutions, through increasing investment in this area from its own budget, shared with other Rijeka University centres or finding its own solutions.
- To continue improving on the offer for students of practical activities in organizations or educational institutions, highly valued by the students, who asked to have more choices and time devoted to this task. Collect data on these activities and analyze their effectiveness.

Some suggestions or examples of good practice:
- Promote faculty exchange agreements with national and international higher education institutions to enrich the teaching practices of faculty members.
- Establish agreements with other institutions to share the investment in relevant and updated library resources, especially digital resources, easier to share, and on- line loan systems.
- Improve access to library resources from off campus for researchers, teachers and students.
- Increase collaboration agreements with formal and informal/non-formal education institutions for students to collaborate and develop practical activities in both, the school year and the non- academic periods.
- Establish a system of monitoring and evaluation of practical activities involving academics, local and regional authorities' representatives, civil society organizations and students.

3. Students

- Support students in more and diversified extracurricular activities.
- Contact former students and get systematically information about their employment.
- Improving information systems for study programs, curricula, learning outcomes, employment opportunities, etc., taking care of its accuracy and updating the information regularly, through printed documents (brochures to share at students' fairs or public events), but also on websites or social networks.
- Create or improve systematic channels to collect information from students about the quality of the studies and the academic life at the institution
- Provide feedback to the students on the results of their proposals, publishing the results of the surveys or the specific improvements that have resulted from them.

Some suggestion or examples of good practice:

- Include more elective subjects in faculty so that students can learn more about their interests.
- Consider students with disabilities and what they think about their admission and if they have equipment adjusted to their needs.
- It is good to cooperate with Faculty of Philosophy, but it will be also be good to have faculty extracurricular activities, for example, own choir, sports teams... In many European institutions, some of these activities can be recognized as curricular activities.
- Provide sport facilities so students can prepare themselves in exercise for schools and kindergartens and also use the gym for their own practice.
- Students are surely in touch with students who have graduated on the same faculty that they attend. Also, it will be good to conduct research about students who graduated from the same faculty and to know how many of them are employed in their profession and how much of them don't work in their profession. Numerical data would demonstrate what to expect from their future careers.
- Organize or participate in Education fairs. Students will look for information about similar faculties to compare. Many universities participate or organized their own information events. Most faculties participate on their university fair

and faculty members and students are involved in it. Brochures are useful but personal interaction to solve doubts and answer questions can be more appealing to future new students.

- Some suggestions gathered from students testimonies in the process of reaccreditation: more emphasis on Croatian language; improve the equipment of the Library on the campus taking into account the number of students who need to use it; improve equipment for sports and music; revise the timetable organization, too overloaded in some periods and unevenly workload distribution along the years; study if the beginning of the internship could be scheduled to start earlier in the study program; practices in more than one school.

4. Teachers

- It is necessary to conduct a study of the current status of teaching and research staff and the needs that are expected in the coming years resulting from the study programs and teacher retirement, etc.

- The policy of growth and development of human resources has to be based in excellence of the teaching and research workforce, supporting good professionals already in the faculty and open the calls to international advertising, trying to attract experienced research staff, not just young assistants, to replace those being retired. Also a system for rewarding research excellence (reducing teaching hours, support for assistants, financial support,...) could be implemented.

- It is necessary to ensure that proper scientific fulltime faculty ratios are maintained.

- Design and implement a teaching and research professional program including training programs, activities for staff at different levels, linking to the Committee for quality assurance of teaching and research, based in the needs of the scientific-teaching staff.

- It is recommended to introduce in the annual workload of the staff teaching, consultation and mentoring hours but also space for research and project participation to support and encourage these activities.

Some suggestion or examples of good practice:

- Conduct a study of teaching and research staff and develop a strategic promotion plan for the next five to ten years.

- Define a system for monitoring and evaluation of the selection, promotion and development of teaching and research staff system.
- Consider hiring academics from other towns or countries that could be interested in e.g. part time work for the institution FoTE.
- Establish systems to track the annual workload of scientific staff to assess whether it is appropriate and allows the development of different activities (teaching, research, publications and professional activities.)
- Set up a system for the recognition of excellence and innovation activities of faculty members, in line with the objectives of the strategic plan of the faculty.

5. Scientific and Professional Activity

- Increase opportunities for cross-institutional and cross-national research by; inviting key international scholars to the university, taking opportunities to build international networks via conference attendance at international conferences.
- Decide what the faculty wants to be known for in terms of its research speciality and target efforts towards building a reputation in only a select number of areas. Consider establishing research strands or grouping of staff who work towards a productivity plan
- The skills for publishing success in high impact international journals require knowledge and expertise that is not automatically gained through doctoral study. The faculty should consider implementing a programme of professional development for their staff that will develop such skills.
- Ensure staff has access to the journals and databases they require and that they can access these off campus.
- Put in place plans for capacity building and development of the young staff members.
- Establish a realistic yearly target for high quality international publications
- Have a plan for how to best promote the scientific activity of the faculty through: the university website, through public promotion and seminars. This will attract international scholars to the school.
- Find ways to give research active staff blocks of intense time for publishing. For example, having the majority of their teaching in one semester and the other semester free of teaching in order to conduct scientific activity.
- Establish a long-term workforce plan to recruit and attract scientific staff.

Good practice in this area requires the following:

- A plan that has publications targets and a project target over the short term and long term.
- A workforce plan for the employment of new research active staff in strategic areas of expertise.
- A balanced academic workforce of full professors and younger academics.
- Short and long-term plans for staff development and capacity building.
- Plans for the public promotion of the faculty's research.
- A vibrant doctoral programme.
- An international outlook and staff collaboration with international colleagues.
- Opportunities for international staff exchange - inwards and outwards.

6. International Cooperation and Mobility

- Continue to expand the number of exchange agreements with other faculties of teacher training and exploring other forms of collaboration in mobility.
- Make sure that Teacher mobility can be recognized in career advancement or hours abroad are included in their service and that foreign language training can be provided.
- Confirm that calendar for student mobility includes different options and not only in the last semester and that the Faculty has established different options on how to recognize courses equivalence.
- Improve your English website with curriculum, institutional vision etc., and add other major languages.
- Implement services on the mobility to foreign institutions of students and teachers, . both for teachers and students to foreign institutions that FoTE of Rijeka University participates in these programs.
- Implement information and promotion programs or services for mobility actions.
- Define the criteria for eligibility and participation in mobility and the recognition systems for courses taken at other institutions.
- Establish procedures and admission criteria to admit students in undergraduate and graduate programs coming from other institutions.

Some suggestions or examples of good practice:

- In many universities, the hours passed abroad by the Teachers within the Erasmus Program activities are included in their service.
- Make contacts and networking with other institutions with experience in mobility to facilitate the development of these actions and participation in international mobility programs (Erasmus, Fullbright, …)
- Courses taught in foreign languages are offered for mobility student and teachers.

7. Resources, Administration, Space, Equipment and Finance

- There should be a sports or playground and also enough space for performing and creating art.
- The library should be updated in the next few months and there has to be the possibility for the faculty body and the students to access necessary journals from their home.
- More emphasis should be laid on the appropriation of resources concerning modern equipment for research (access to databases, secure data storage facilities, statistical packages and relevant computer programs)
- Concentration should be laid on the issue Fund raising. Maybe there is a possibility to solve the financial challenges.

Good practice in this area requires the following:

- A space for art and sport
- An updated library with access from home to journals
- Enough money to support projects and research

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

Institutional management and quality assurance

1.1. University plans are implemented. However, the faculty would like to have more autonomy in this.

1.2. The FoTE has an efficient organizational structure working to reach excellence in teaching, and encouraging the quality culture as an effective part of the internal ordinances.

1.3. The Faculty has to follow the Rijeka University strategy, while they would prefer to be able to apply or adapt them to their own documents.

1.4. The content and structure of the study programmes and their learning outcomes are in line with the defined FoTE mission and goals. And their standards are comparable to the study programs in other European institutions.

1.5. All stakeholders are involved, except cooperation with private organizations. An alumni organization should be established and cooperation with private sector. However, efforts have already been made towards monitoring and analysis.

1.6. Evaluations have just been introduced at the university level, but they seem to be well on their way and time will show if the system is working. The documents and mechanisms are there and have been used at the faculty level before. However processes for improving teaching should be introduced, such as workshops, peer monitoring of teaching (which now only assistants do), etc.

1.7. The steps have been taken, such as individual plans for research - it is baby steps however.

1.8. There is an ethics committee, student ombudsman and teacher evaluations. University has rules on research ethics.

Study programmes

2.1. For monitoring and improving the quality of the study programmes, the FoTE in Rijeka has conducted a survey among stakeholders, with students' participation.

2.2. The institution provides evidences of labour market analysis conducted regularly to set the enrolment quotas.

2.3. Information provided showed that quality teaching is a priority and enrolment quotas are based to the institutional size and available resources for teaching at every study programme, with data on statistics, pass rates, class sizes for different types of courses, teaching workload and student structure.

2.4. Documents provided showed that the description of the study programmes including learning outcomes, courses syllabi and the level of the learning results expected are coherent for the study programmes level.

2.5. According to the pass rates and students' feedback, the assessment of student learning is consistent with the defined learning outcomes.

2.6. Information provided showed consistency between allocation of ECTS and student workload for each course. Students' feedback is taken into account for adjustments as teachers and students have stated. This is really an example of good practice internationally.

2.7. There are evidences that the institution has procedures for approving and revising study programmes and to define the syllabi for each study programme and teaching plans. They seem to be tuned with similar programs in the international scope but there is no evidence of realistic comparative analysis of the offered programs, to identify their positions comparable to other renowned European institutions offering the same or similar programmes. There is scant access to international journals and professors fail to recognize courses from abroad, maybe because they consider the courses do not have the quality or do not provide for acquiring sufficient competences; or maybe because they do not have sufficiently developed procedures for recognizing studies from abroad. This means that international benchmarking is not done. A wider view of teacher training - as having the opportunity to visit a Montessori school, practicum or having internships in schools in other countries ...- is strongly recommended.

2.8. Information provided by students and collected during the visit are evidences of variety of teaching methods suitable for teacher training programmes. Practical learning is part of the syllabi and is done in cooperation with schools. There is some attention given to e-learning, but there is room for introducing more on-line activities (virtual campus, blended learning, cooperative activities,...)

2.9. Teachers provide relevant resources in their teaching, but there is limited access to international journals and up-to-date learning resources. The library has their limited resources accessible and teachers make available what they have access to.

2.10. Practice in schools is planned and conducted as part of the study programmes and evaluated. There is a lot of practical application in real contexts, but theoretical subjects could also include practical components (e.g. observation in schools connected to classes in psychology).

Students

3.1. There are ethical issues with introducing ability testing, which faculty would like to introduce; this should be thought through.

3.2. Student union is organizing a number of activities and there are volunteering opportunities, but these should be better monitored by the faculty and possibly recognised for credits. It is necessary to provide sports facilities.

3.3. University provides counselling services; there is a support of older students to younger ones organized by student union.

3.4. According to what we heard from the students, they know well what is expected of them. Students give evaluation of assessment methods and get feedback on changes. However, it was perceived that more systematic procedures and formal channels should be introduced.

3.5. No alumni organization exists, and labour market data is not collected directly from them. This should be introduced.

3.6. The university fair stopped being organized, there are open days etc. This could be improved by introducing open days, students visiting schools to attract prospective applicants, etc.

3.7. Students are happy with the communication with teachers, and represented in all bodies, plus this is a small institution. However they only started teacher evaluations and students should have more influence on designing syllabi, e.g. introducing more practical work etc.

3.8. A transparent process should be introduced that indicates to student results of evaluations and that their complaints were acted upon.

Teachers

4.1. The staff is insufficient, so all have to teach overtime. The process of employing more new people has started, and there a number of assistants, however there are problems with funds and policies of universities and ministry. There is no doubt that the qualified teachers are there and are doing the best they can. There is not a critical mass of older teachers feeding into the teaching and research process.

4.2. Much of this is determined at central level which is an obstacle for institution. However, there is no testing upon employment, there is no workforce planning due to lack of funds, there is self-evaluation but no institutional planning of professional development, there is no planning for sustainability, risk management for worst case scenarios, etc.

4.3. They have just managed to meet the minimum, and there is good size of working groups for practical courses and seminars. There has been a lot of improvement in the TS ratio over the past 5 years however teachers do have to work overtime and more staff should be employed.

4.4. As noted above, there is some professional development but not too much.

4.5. Staff needs more time for research and work with students on their research.

4.6. Faculty requires written confirmation to work outside, and their primary duty is to the institution.

Scientific and professional activity

5.1. There is a strategy with commendable goals, however most need to still be operationalized and implemented.

5.2. There is not a designed research agenda with plans for national or international cooperation with other scientific organizations.

5.3. Not implemented yet, much needs to be done. The institution had not implemented yet a strategic research agenda defining the adequate number and profile of researchers.

5.4. Workshops are necessary to teach them to do scientific publishing. Current publications are not in high quality journals and thus not able to make a global contribution.

5.5. There are no additional incentives for excellence while it is recognized via the self-evaluation templates.

5.6. See above.

5.67. They did get some projects at university level, other types of projects were not possible to get.

5.78. There is lot of cooperation with the public sector - schools and national agency. They could think about more cooperation with the private sector.

5.9. See above.

5.10. There is no doctoral program, while they do participate in teaching at such programs and their students at other Doctoral programs are happy with their work.

International cooperation and mobility

6.1. Some students did transfer from other institutions in the country.

6.2. Students should have their courses recognized from abroad, so they can be mobile whenever they like and not only in the last semester.

6.3. Conditions are established. Teacher mobility should be recognized in career advancement and foreign language training should be provided.

6.4. Teachers need to self- fund individual memberships due to lack of funds, and the institution is a member of national networks and some international, however activities should be increased in this regard.

6.5. There is a programme for English and thus English classes, conditions are there along with agreements.

6.6. Conditions are there, a Fulbright professor is coming. However the English website should be much improved, with curriculum, institutional vision etc., and maybe some other major languages should be added.

6.7. The agreements are there while they could be more numerous, there are no other forms of cooperation.

Resources: administration, space, equipment and finances

7.1. There is no space for art which should be created now, for painting, sculpture, other instruments like shakers, triangles, drums, things students could do themselves. University should make them a gym. The rest is excellent.

7.2. Non teaching staff seems to be lacking, and, although it is normal that this is centralized at the university, teachers want to be provided with much more administrative support. Maybe the student service staff can also be trained to help them in project administration, etc. There should be more people at the library, so it can also be open in the afternoon, or even night long before the deadlines. It can also be organized that one person is working in the morning, one in the afternoon, as it is small enough to sustain that. However, it is clear that a needs analysis is necessary, as teachers complain on the administrative burden. This review cannot provide this, but faculty is recommended to organize such itself.

7.3. There is no professional, detailed, plan for development of human resources for administrative staff, and teachers lack support for research and projects. However, staff do have opportunities for training.

7.4. Laboratories of the Physics department of the university are used.

7.5. There are resources for teaching, save for arts and kinesiology, but no modern equipment research, such as access to databases or data storage facilities; library resources should be developed, statistical packages, databases and other programs should be available for individual use at home.

7.6. The library needs much better access to journals and more funding for books, although it is commendable that compulsory literature is provided to students in an on-line platform (Moodle) and that space for study is available. Access from home to journals needs to be enabled.

7.7. Transparency could be improved making documentation on funding more accessible.

7.8. Maintenance of the building is expensive, but the rest of funds are used for quality improvements and research.