



CLASS: 602-04/18-09/0002

FILE NUMBER: 355-02-03-19-0018

**REPORT ON THE AUDIT OF
EDWARD BERNAYS UNIVERSITY COLLEGE**

Zagreb, January 2020

Contents

- Preface3
- Report Summary.....4
- 1. Introduction.....7
 - 1.1. Description of audit procedure7
 - 1.2. HEI's documentation for audit..... 10
 - Site visit to HEI 14
- 2. Description of HEI 15
 - 2.1. HEI's mission, vision and strategy..... 16
 - 2.2. Internal quality assurance system 17
- 3. Results of audit 18
 - 3.1. Quality policy 18
 - 3.2. Planning and management..... 21
 - 3.3. Implementation and monitoring 22
 - 3.4. Evaluation 24
 - 3.5. Improvements, innovations, impact..... 26
- 4. Conclusion 28
- 5. Annexes 29
 - 5.1. Table: Results of audit procedure based on Audit Criteria..... 29

Preface

Audit is an external evaluation procedure used to assess whether the internal quality assurance system (IQAS) of a higher education institution is effective and developed according to the ASHE Audit Criteria and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The purpose of audit is to stimulate a continuous development of IQAS and quality culture. This contributes to the overall development of higher education institution, and consequently the development of higher education in general, encouraging at the same time the autonomy of higher education institutions in terms of institutional visibility and development of quality culture, i.e. taking full responsibility for the quality assurance and achievement of institutional strategic goals.

The audit procedure is carried out in accordance with the Ordinance on Audit of Internal Quality Assurance Systems at Higher Education Institutions in the Republic of Croatia (CLASS: 030-02/17-02/0012, FILE №: 355-02-03-17-0001, Zagreb, 21 June 2017) (hereinafter: the Ordinance).

The annual Plan of Audits for 2019, adopted by the Accreditation Council of the Agency for Science and Higher Education (hereinafter: the Agency or ASHE) on its 100th session, included the **Edward Bernays College of Communication Management** (hereinafter: HEI).

On the basis of documentation submitted by the HEI and information collected during the site visit, the Expert Panel, appointed by the Accreditation Council, reached the conclusion on the degree of development, fitness-for-purpose, and coherence of IQAS of the Edward Bernays College of Communication Management, and provided recommendations for the following period.

The Panel members would like to thank all the employees, students and stakeholders of the Edward Bernays College of Communication Management for their efforts and cooperation during this procedure.

Zagreb, 24 January 2020

Panel chair

Prof. dr. sc. Sunčica Oberman Peterka

Report Summary

The Expert Panel appointed by the Agency for Science and Higher Education carried out the audit of the Edward Bernays College of Communication Management, in line with the Ordinance on Audit of Internal Quality Assurance Systems at Higher Education Institutions in the Republic of Croatia.

The procedure was conducted in accordance with **ASHE Audit Criteria** and **ESG**.

The Panel was tasked with assessing whether HEI's internal quality assurance system is functional, fit for purpose and coherent, and whether it adequately supports institutional mission and overall development.

During the course of this procedure, the Panel identified HEI's strengths, weaknesses and good practices, and provided recommendations for the following period.

Basic information on HEI:

Name of institution: Edward Bernays College of Communication Management

Address: Ratkajev prolaz 8, 10 000 Zagreb

Head of institution: Asst. prof. dr. Damir Jugo, dean

This report was made by the Expert Panel:

- Prof. dr. sc. Sunčica Oberman Peterka, Faculty of Economics, Josip Juraj Strossmayer, University of Osijek, chair of the Panel
- Prof. dr. Sandra Sofia Gaio, University Fernando Pessoa, Portugal
- Prof. dr. Peter Purg, School of Arts, University of Nova Gorica, Slovenia
- Anja Mahečić, B.Sc.EE, Siemens
- Nina Božičković, student, VERN Polytechnic.

In the analysis of the documentation, site visit to the HEI and writing of the Report, the Panel was supported by:

- Goran Briški, coordinator, ASHE
- Anna Maria Perović, assistant coordinator, ASHE.

Summary of audit results

Strengths:

- Small and flexible institution, with fair capacity to adapt to the quickly changing market and society.
- Highly motivated teachers, incl. external associates, with a shared vision, a strong positive identification with the institution, and a clear understanding of their position in the academic environment.
- Student oriented teaching bringing about high student satisfaction and an overall positive atmosphere.

Weaknesses:

- Not sufficiently defined and distributed duties per functions and competencies.
- Insufficiently optimised Quality Assurance System (QA system) as interacting with other institutional structures (Programme Revision, Strategy, Expert Council), especially in the view of the foreseen rapid development of study programmes.
- Many key processes in QA system and even key parts of pedagogical management and student mentoring are concentrated on a single-point position (Vice Dean for Science and Quality).

Good practice:

- A thorough understanding of outcome-based grading and assessment across the academic community, involving both management, teachers and students.
- A model of involving external stakeholders for deep and manifold connections, as well as knowledge transfer with the business (real) sector.
- Having students in Erasmus in Zagreb gives an opportunity for Croatian students to have a course on English language (Communication and Tourism study).
- White book
- Advisor for semester/study year (one teacher per academic year)

General recommendations:

- Consolidate the structure and protocols of the QA system to move from the person-centred toward a process-oriented approach.
- Process performance indicators should be quantitatively defined across all domains.
- In the view of future expansion plans, develop the current good informal practices into systematic, formalised procedures.
- Develop and consolidate a robust academic information management system that responds to current and future (both administrative and pedagogical) needs.
- A more integrated attention to internationalization should be a priority. HEI should consider to develop a formal and specific plan for internationalization, with deadlines, responsibilities and quantitative goals and performance indicators, with evidence of management support. More consistent planning should be made for international projects, especially EU projects.

Degree of development of HEI's quality assurance system according to Audit Criteria

Elements of evaluation	Initial phase	Developed phase	Advanced phase
1. Quality policy		X	
2. Planning and management		X	
3. Implementation and monitoring		X	
4. Evaluation		X	
5. Improvements, innovations, impact		X	

1. Introduction

1.1. Description of audit procedure

In line with the audit model defined by the ASHE Ordinance on Audit, the following stages of the audit procedure have been carried out: Planning, Site visit and Report. The fourth stage - the follow-up - starts upon the adoption of the Final Audit Report and is carried out as per the Ordinance on Audit.

Planning

Following activities have been carried out in this stage:

- ASHE and HEI have agreed upon the implementation of audit procedure
- Audit timeline has been defined
- Necessary data and documentation for audit procedure, submitted by HEI, have been collected
- Audit procedure coordinators have been appointed
- Members of the Expert Panel have been selected and appointed
- Relevant documents have been submitted to the Panel and HEI
- Site visit Protocol has been adopted and sent to HEI and Panel members.

Site visit

Following activities have been carried out in this stage:

- Panel members have analysed the submitted documentation and prepared their notes for the meeting of the Panel.
- Panel meeting was held on 25 November 2019 in Zagreb. At the meeting, the members appointed prof. dr. sc. Sunčica Oberman Peterka as the Panel chair.
- ASHE coordinator informed the Panel members on the content of Confidentiality and Non-Conflict of Interest Statement. Panel members read the statement, signed it and received their copy.
- In accordance with the Protocol of the site visit, the Panel visited Edward Bernays College of Communication Management on 26-27 November 2019. During the site visit, the Panel compared and analysed information collected from various sources, summarized their findings and reached conclusion on the development of HEI's quality assurance system, providing recommendations for its improvement. At the end of the site visit, the Panel informed HEI's management of their conclusions, as well as of the following steps in the procedure.

Report

After the site visit to HEI, the Panel produced this Audit Report.

The Report contains the following elements:

- Summary
- Introduction (general information on Panel members, description of the audit procedure, list of documents submitted by HEI and Protocol of the site visit.)
- Description of HEI
- Results of audit (including findings, assessment of the degree of development and efficiency of internal QAS, and recommendations for improvement).
- Conclusion
- Table: Results of audit procedure based on Audit Criteria.

Within 6 weeks after the site visit, the ASHE coordinator shall send the report in electronic format to HEI for consideration and comments. HEI shall submit its official response to ASHE coordinator within 2 weeks upon receiving the report. The coordinator sends HEI's official response and comments to the Panel for consideration, and the Panel submits the Final Report to ASHE coordinator. The Final Report is submitted to the Accreditation Council for adoption, and the adopted Final Report is published on the Agency's website.

Certificate

Requirements for the issuance of ASHE certificate are stipulated in Article 9 of the Ordinance on Audit.

The complaints procedure

The complaints procedure is defined by Article 10 of the Audit Ordinance.

Follow-up

Within 30 days after the adoption of the Final Report on Audit, HEI shall, in accordance with the recommendations contained in the Report, draw up an action plan of improvements for the period of 2 years. HEI's action plan is submitted to the Agency's coordinator, who shall forward it to the Panel.

The follow-up phase lasts 6 months from the date the Final Report is adopted. Upon the completion of the follow-up phase, HEI submits to the Agency a follow-up report, containing a description and evidence of the activities carried out, as well as an analysis of the effectiveness of implemented improvements. The Agency's coordinator submits the said report to the Panel, and within three weeks of its receipt, the Panel agrees upon

and finalizes the conclusion on the effectiveness of activities carried out during the follow-up phase.

A meeting is scheduled with the representatives of HEI, where one member of the Panel and ASHE coordinator present and discuss the implementation of HEI's action plan and conclusions of the Expert Panel.

1.2. HEI's documentation for audit

The list of documents submitted by HEI, and/or reviewed by the Panel during the site visit (original titles of documents):

REGULATIONS	
ANNEX A	Statut Edward Bernays Visoke škole za komunikacijski menadžment Statute of Edward Bernays College of Communication Management
ANNEX B	Pravilnik o studijima Edward Bernays Visoke škole za komunikacijski menadžment Regulation on Study Programmes at Edward Bernays College of Communication Management
ANNEX C	Pravilnik o unutarnjem ustrojstvu i sistematizaciji radnih mjesta Regulation on Internal Organisation and Systematisation of Positions
ANNEX D	Pravilnik o sustavu osiguravanja kvalitete Regulation on Quality Assurance System
ANNEX I	Pravilnik o međunarodnoj mobilnosti Regulation on International Mobility
ANNEX 1.3a	Etički kodeks Bernaysa
ANNEX 1.3b	Pravilnik o provjeri autentičnosti završnog i diplomskog rada
ANNEX 2.6a	Pravilnik o stručnoj praksi i terenskoj nastavi
ANNEX 2.7a	Pravilnik o cjeloživotnom obrazovanju
ANNEX 2.7b	Pravilnik o programu propedeutika psihoterapije
ANNEX 3.1b	Pravilnik o uvjetima upisa i prijelazima s drugih studija na preddiplomski i diplomski studij
ANNEX 3.5b	Pravilnik o studentskom savjetovalištu
ANNEX 3.10a	Pravilnik o radu Alumni kluba
ANNEX 4.3a	Pravilnik o nagrađivanju izvrsnosti nastavnika
STRATEGIES AND ACTION PLANS	
ANNEX E	Strategija razvoja Bernaysa 2020.-2025. 2020-2025 Development Strategy of Edward Bernays College of Communication Management
ANNEX F	Strategija razvoja Bernaysa 2015.-2020. 2015-2020 Development Strategy of Edward Bernays College of Communication Management
ANNEX G	Izvješće o realizaciji Strategije razvoja Bernaysa 2015.-2020. Report on Implementation of 2015-2020 Development Strategy of Edward Bernays College of Communication Management – III
Reviewed during the site visit	Akcijski plan provedbe Strategije razvoja Edward Bernays Visoke škole za komunikacijski menadžment i unaprjeđenja sustava osiguravanja kvalitete u akademskoj godini 2019./2020.
Reviewed during the site visit	Akcijski plan provedbe Strategije razvoja Edward Bernays Visoke škole za komunikacijski menadžment i unaprjeđenja sustava osiguravanja kvalitete u akademskoj godini 2018./2019.
Reviewed during the site visit	Izvješće o realizaciji Akcijskog plana provedbe Strategije razvoja Edward Bernays Visoke škole za komunikacijski menadžment i unaprjeđenja sustava osiguravanja kvalitete u akademskoj godini 2018./2019.
MINUTES	

Reviewed during the site visit	Zapisnici sastanaka Dekanata koji se održavaju svakog utorka (s naglaskom na rasprave o kvaliteti)
Reviewed during the site visit	Zapisnici sastanaka svih zaposlenika koji se održavaju svakog četvrtka (s naglaskom na rasprave o kvaliteti)
Reviewed during the site visit	Zapisnici sjednica Povjerenstva za osiguravanje kvalitete
Reviewed during the site visit	Zapisnik sjednice Stručnoga vijeća na kojem je sudjelovao čitav Studentski zbor
INTERNAL QUALITY ASSURANCE AND SOCIAL ROLE	
ANNEX 1.1b	Odluka o osnivanju Centra za upravljanje kvalitetom
ANNEX 1.1c	Odluka o članovima Povjerenstva za osiguravanje kvalitete
ANNEX 1.1d	Odluka o razrješenju Tomislavke Ivande kao voditeljice Centra za upravljanje kvalitetom i imenovanje Lane Ciboci
ANNEX 1.1f	Odluka o imenovanju Lane Ciboci prodekanicom za znanost i kvalitetu Bernaysa
ANNEX 1.1g	Politika osiguravanja kvalitete
ANNEX 1.1h	Strategija osiguravanja kvalitete
ANNEX 1.1i	Priručnik osiguravanja kvalitete
ANNEX 1.1j	Primjerak anonimnih prijava zaprimljenih u sandučiću za anonimne prijave
MAIN AUDIT REPORT	Izvešće o unutarnjem sustavu osiguravanja kvalitete doneseno u 2019. godini Self-evaluation Report
Reviewed during the site visit	Izvešće o unutarnjem sustavu osiguravanja kvalitete doneseno u 2017. godini
Reviewed during the site visit	Izvešće o unutarnjem sustavu osiguravanja kvalitete doneseno u 2015. godini
ANNEX 1.3c	Rješenje kojim se odobrava prosljeđivanje završnog ili diplomskog rada u daljnju proceduru na temelju izvješća programa o autentičnosti radova
ANNEX 1.3d	Rješenje kojim se završni ili diplomski rad vraća studentu na ispravak na temelju izvješća programa o autentičnosti radova
ANNEX 1.4a	Informativni materijali o Bernaysu u digitalnom obliku
ANNEX 1.4b	Izvešće o predavanjima u srednjim školama
STUDY PROGRAMMES	
Reviewed during the site visit	Primjerci Ugovora o obrazovanju s obzirom na različite modele plaćanja studija
ANNEX H	Izvedbeni plan za akademsku godinu 2018./2019.
ANNEX. 2.1a	Pregled usklađenosti studijskih programa: preddiplomski studij <i>Komunikacijski menadžment</i> i diplomski studij <i>Upravljanje odnosima s javnošću</i> s preporukama strukovnih udruženja iz područja odnosa s javnošću
ANNEX 2.1b	Pregled usklađenosti studijskih programa: preddiplomski studij <i>Menadžment i marketing turističke destinacije</i> i diplomski studij <i>Upravljanje doživljajem u turizmu</i> s preporukama strukovnih udruženja iz područja turizma
ANNEX 2.2a	Silabusi svih kolegija
ANNEX 2.2b	Primjerak Upute za polaganje kolegija
ANNEX 2.2e	Matrica ishoda učenja
ANNEX 2.2f	Zapisnik zajedničkog sastanka i radionice s nastavnicima prije početka akademske godine 2018./2019.
ANNEX 2.2g	Zapisnici sastanaka katedri prije početka akademske godine 2019./2020.
ANNEX 2.2h	Izvešće o održanom seminaru o ishodima učenja i evaluacija
ANNEX 2.4a	Izvešće o tehničkoj reviziji studijskih programa za akademsku godinu 2018./2019.
ANNEX 2.4b	Izvešće o strateškoj reviziji studijskih programa za akademsku godinu 2019./2020.

Reviewed during the site visit	Izvješće o strateškoj reviziji studijskih programa za akademsku godinu 2017./2018.
ANNEX 2.6b	Popis studentskih radilišta
ANNEX 2.6c	Primjerak ugovora o partnerstvu
ANNEX 2.6d	Primjerak dnevnika prakse
ANNEX 2.6e	Primjerak molbe za priznavanje stručne prakse
ANNEX 2.6f	Primjerak rješenja za priznavanje stručne prakse
ANNEX 2.6g	Primjerak Uputnice za praksu
ANNEX 2.6h	Primjerak potvrde poslodavca o radnom odnosu
ANNEX 2.6i	Primjerak Potvrde o stručnoj praksi sa studijske posjete
ANNEX 2.6j	Primjerak rješenja kojim se odbija dokumentacija za stručnu praksu
ANNEX 2.6k	Primjerak zapisnika s obrane stručne prakse
ANNEX 2.6l	Izvještaj o zadovoljstvu studenata stručnom praksom
ANNEX 2.6m	Izvještaj o zadovoljstvu poslodavaca stručnom praksom
ANNEX 2.7c	Izvještaj o zadovoljstvu programom <i>Propedeutika psihoterapije</i>
TEACHING PROCESS AND STUDENT SUPPORT	
ANNEX 3.1c	Primjerci rješenja o prijelazu i priznavanju ispita s drugih studija
ANNEX 3.2a	Izvješće o akademskim rezultatima i studentima
ANNEX 3.3a	Izvješće o vrednovanju gostujućih predavača u akademskoj godini 2018./2019.
ANNEX 3.4b	Vodič za studente
Reviewed during the site visit	Bijela knjiga za nastavnike
ANNEX 3.4c	Izvještaj o radu nastavnika savjetnika u akademskoj godini 2018./2019.
ANNEX 3.5a	Rješenje o posebnom statusu studenata
ANNEX 3.6a	Sveučilišna povelja Erasmus+
ANNEX 3.6b	Izvješće KA103: 2017-1-HR01-KA103-034978
ANNEX 3.6c	Izvješće Project 2018-1-HR01-KA103-047012
ANNEX 3.6d	Primjerak dopunske isprave s naznačenom studentskom mobilnošću
ANNEX 3.7a	Information Package
ANNEX 3.7b	Course Catalogue
ANNEX 2.2b	Primjerak Upute za polaganje kolegija
ANNEX 3.8a	Primjerci ispita i kolokvija
ANNEX 3.8b	Izvješće o zadovoljstvu ispitnim postupkom
ANNEX 3.8c	Odluka - žalba na ispit i ocjenu iz kolegija
ANNEX 3.5a	Rješenje o polaganju ispita pod posebnim uvjetima
ANNEX 3.9a	Primjerak diplome
ANNEX 3.9b	Primjerak dopunske isprave
ANNEX 3.10b	Izvješće o radu Alumni kluba
ANNEX 3.10c	Izvješće o zaposlenosti završenih studenata i njihovim karijerama
TEACHING AND INSTITUTIONAL CAPACITIES	
ANNEX 4.1a	Životopisi nastavnika
ANNEX 4.1b	Pokrivenost nastave vlastitim kadrom – detaljan izračun
ANNEX 2.6b	Popis Bernaysovih radilišta
ANNEX 4.2b	Popis mentora završnih radova
ANNEX 4.2c	Popis mentora diplomskih radova
ANNEX 4.4a	Izvješće o vrednovanju rada nastavnika u zimskom semestru u akademskoj godini 2018./2019.
ANNEX 4.4b	Izvješće o vrednovanju rada nastavnika u ljetnom semestru u akademskoj godini 2018./2019.
ANNEX 4.4c	Analiza uspješnosti nastavnika u izvedbenom planu u akademskoj godini 2018./2019.

ANNEX 3.3a	Izvešće o vrednovanju gostujućih predavača u akademskoj godini 2018./2019.
ANNEX 4.4d	Odluka o nagrađivanju nastavnika za najbolje ocjene studenata u akademskoj godini 2018./2019.
PROFESSIONAL AND RESEARCH ACTIVITIES	
ANNEX 5.1a	Odluka o plaćanju sudjelovanja na znanstvenim i stručnim konferencijama za zaposlenike – primjerak odluke
ANNEX 5.1b	Znanstveni i stručni radovi zaposlenika u akademskoj godini 2018./2019.
ANNEX 5.1c	Potvrde o sudjelovanjima zaposlenika na znanstvenim i stručnim konferencijama u akademskoj godini 2018./2019.
ANNEX 4.5a	Odluke o nagrađivanju nastavnika za izvrsnost za 2018./2019.
ANNEX 5.4a	Prezentacije nastavnika kao dokaz o uključenosti istraživanja u predavanja

Site visit to HEI

Protocol of the site visit to the Edward Bernays College of Communication Management

Day 1 - Tuesday, 26 November 2019

HOURS	ACTIVITY
09:00 – 10:00	Meeting with the management (Dean, Vice Deans)
10:05 – 11:00	Meeting with the representatives of Quality Assurance Committee and Centre for Quality Management
11:15 – 12:00	Meeting with representatives of students of all study programmes and levels (full-time / part-time)
12:00 – 12:45	Tour of HEI; peer observation of teaching process
12:45 – 14:15	Internal meeting of the Expert Panel
14:30 – 15:15	Meeting with full-time teachers
15:20 – 16:10	Meeting with external associates
16:15 – 16:30	Meeting with HEI's coordinator
16:30 – 18:00	Internal meeting of the Expert Panel

Day 2 – Wednesday, 27 November 2019

HOURS	ACTIVITY
09:00 – 09:45	Meeting with the representatives of BLab, Centre for International Cooperation, Centre for Career Development and Bernays Academy
09:55 – 10:45	Meeting with the representatives of external stakeholders (partners from industry and local community, alumni)
10:45 – 11:30	Additional meeting with stakeholders
11:30 – 12:15	Review of documents, IQAS tools, etc.
12:15 – 15:00	Internal meeting of the Expert Panel; lunch
15:00 – 15:15	Exit meeting with the management (Dean, Vice Deans)

2. Description of HEI

On 8 May 2013, Edward Bernays College of Communication Management received a licence for conducting higher education activities, issued by the Ministry of Science, Education and Sports. Since then, six generations of students have passed through the higher education institution in three study programmes: undergraduate professional study programme *Communication Management*, undergraduate professional study programme *Tourist Destination Management and Marketing* and specialist graduate professional study programme *Public Relations Management*.

Organizational units

List of HEI's organizational units:

- Dean's Office,
- Departments: Communications Department, Tourism Department,
- Centres: Centre for Quality Management, Blab (Centre for Research), Centre for International Cooperation, Centre for Career development and Market Cooperation, Bernays Academy (Centre for Lifelong Learning),
- Offices: Dean's Office, Office for Finance, Office for Public Relations, Office for Sports, Office for Student Counselling
- Secretariat,
- Library.

Management

List of HEI's management bodies:

- Board of Governors,
- Expert Council,
- Dean.

Structure of employees and students

As on 30 September 2019, a total of 10 teachers and two teaching assistants are employed at the higher education institution. At the beginning of October 2019, three further lecturers have been employed, while one teacher's employment contract was terminated. Consequently, during the 2019/2020 academic year, there will be 12 teachers with academic grade and two teaching assistants employed at the higher education institution. The higher education institution has also 6 non-teaching full-time employees – 2 representatives of technical and 4 representatives of administrative staff. Enrolled at the higher education institution are 363 students, of which 243 in undergraduate study programmes (159 full-time and 84 part-time) and 121 (53 full-time and 68 part-time) in the graduate study programme (at the time the audit documentation was compiled, the enrolment process for the 2019/2020 academic year was still ongoing).

2.1. HEI's mission, vision and strategy

Mission

Edward Bernays' mission is to provide students with a quality education that will enable all conditions necessary for students to be competent for today's labour market immediately after completion of studies. Our goal is to serve and mentor our students during their education in order for them to be ready to step into the future with a background of existing qualifications and work experience.

Vision

The vision of Edward Bernays is to be a leading educational institute in the field of communication management and public relations. Following the latest trends and at the same time respecting all the specifics and requirements of regional markets, Bernays will educate the best communication managers and PR experts in Croatia and the region of South-eastern Europe.

Strategy

The 2020-2025 Development Strategy of Edward Bernays College of Communication Management was adopted on 25 July 2019. Along with a review of the implemented development activities from the 2013-2015 and 2015-2020 cycles, the document states HEI's values, SWOT analysis and Development Plan for the next strategic period, 2020-2025.

The Development Plan consists of seven parts:

- Development of a new Edward Bernays study vertical
- Scientific research and Publishing
- Teaching, teaching process and teachers
- Development and internationalisation of study programmes
- Upgrade of space capacity and equipment
- Life-long Learning
- Development of commercial business and professional activities

The strategic goal of developing a new study vertical was taken over from the previous strategic cycle and refers primarily to the launching of a new study vertical (carry out the initial accreditation of undergraduate professional and specialist graduate professional study programme in the field of business psychology, begin to hold courses as part of the aforementioned study programme, adapt the organisational structure of the HEI, establishment of the Psychology Department), with the aim of developing into a polytechnic.

Other main strategic goals in the following cycle are:

- Accreditation of HEI as a scientific organisation and creating opportunities for launching scientific projects
- Enhance teaching capacities
- Stronger inclusion of employers in work placement programmes
- Introduction of a e-learning system
- Internationalisation of study programmes
- Furnishing of new premises and relocation
- Further development of life-long learning programmes
- Further development of commercial and professional activities and projects

2.2. Internal quality assurance system

The key document for the quality assurance system, i.e. the *Regulation on Quality Assurance* (amended on 18 February 2015), was adopted by the Expert Council on 31 October 2013. On 13 September 2018, the Expert Council adopted the *Quality Policy* and the *Quality Assurance Strategy*, and on 11 April 2019 the Expert Council adopted also the *Quality Manual*.

On 31 October 2013, the Centre for Quality Management was established by a decision of the Board of Governors, upon proposal by the Dean.

The Centre for Quality Management is responsible for the organisation and operation of the quality assurance system at the higher education institution. Within the framework of the Centre for Quality Management, the HEI implements various forms of evaluation of the quality of the teaching process; in addition to the evaluation of teaching, teachers and study programmes, exam processes and student placements, The Centre for Quality Management collects and analyses the experiences of teachers related to the conditions of teaching performance, the quality of teaching and study programmes, and the experience of employers regarding the implementation of student work placements. Surveys among students and teachers are conducted continuously every year, while teacher evaluations are conducted every semester. Once a year, the Centre for Quality Management submits to the Dean a report on all procedures under the competence of the Centre and the Committee conducted over the course of the year. In addition to the Centre, the competent bodies of the quality assurance system are the Quality Assurance Committee and the Expert Council. The Expert Council considers the opinions and proposals of the Committee, decides on the strategy, plans and measures for improving teaching and activities related to quality assurance, monitors and periodically evaluates study programmes, as well as life-long learning programmes, and decides on other measures and activities in accordance with the requirements of the quality assurance system. The Committee is an advisory and expert responsible to the Dean. According to the Regulation on Quality Assurance, the Quality Assurance Committee consists of the Head of the Centre for Quality Assurance, a representative of teachers with scientific-teaching or teaching grade, a representative of supporting organisational units (Secretariat, Student Administration Office and Library), a representative of external associates and a student representative.

3. Results of audit

3.1. Quality policy

The basis and the core of the process; general direction and goals related to the quality of all activities and processes whereby HEI mission statement is achieved.

Findings and conclusion:

- HEI's has a clear vision and development strategy (as shown in 2015-2020 and 2020-2025 Development Strategy Documents) and tools in place that are aimed at helping the development of the business strategy as manifested in the SWOT analyses; these are regularly updated.
- The maturity of the quality system is clearly on an interim, but fairly well-developed level. The key people are aware that the institutional QA system is in the stage of consolidation and in need of further adjustments to the internal needs as well as external demands. This is reflected in the Self-Evaluation Report documentation, the action plans and is being followed up, in a structured way according to the ESG. The Action plan is followed up once a year and revised.
- The QA documents and responsibilities are well-aligned internally and externally, and the awareness is spread among the key stakeholders; it is also strongly supported by the management. The IQAS processes are fairly transparent across the institution, and measures are by and large visible (website, file system available to all IQAS participants, BEduca).
- The quality policy is predominantly aligned with the institutional profile, its mission and vision; it is in line with national and international standards and relevant frameworks; the institution's quality culture is clearly developing in a positive way and so are all key business processes of the institution, the same goes for its strategies and agendas.
- Data for Self-Evaluation Report is forwarded from different units to the Center for Quality Assurance (lead and represented solely by the Vice Dean for quality and science). Currently the Center is covering mostly student satisfaction (work placements, administration and student wellbeing), therein it is supported by staff of the Student Office to handle big data. However, the loop seems not to be entirely closed through a visible follow up of the key actions, even if the Center sends action plans to the Expert Council and once a year gives an executive summary to the Academic Council. The data quantity is mostly triangulated through regular meetings with their advisory mentors (appointed teachers, one per year per programme, including the ABD's - "apsolventi"), who both formally

(regular meetings, once per semester) and informally relate to the student community (mentors available for consultancy, one-on-one). A further channel of semi-formal feedback seems to be the Student Council, even if the contact seems largely informal at present. The regular meetings within the dean's collegium informally complement the loop. The Department for Development is very active in terms of keeping work placements (internships) relevant for actual employment, and the quality loop with the employer partners seems to be mostly well in function. At the moment there is no employee satisfaction evaluation (due to the small number of full-time employees, anonymity is hard to keep). Also, no academic development plan is established or revised yearly with full-time (also part-time) teachers.

- The internationalisation part of the QA cycle is mostly based on the Erasmus+ student exchange programme. In terms of the internationalization strategy it is planned to offer 50+ courses in English
- Centre for Quality Management is closely involving Secretaries of the Departments, largely dealing with "big data" (student questionnaires). The Quality Committee acts as an advisory board and an interface to the Expert Council, and thus also to the External Associates, the employers; they meet before every semester starts.
- There was no evidence for external associates having been involved in the Self-Evaluation Report production, neither was this the case for alumni or industry partners.
- (Good practice :) WhatsApp group as a complement and speed-up measure to mailing or quick communication between school's leadership, the QA Committee and the Student Council. Once per year Student Council meets with the Expert Council, meetings are minuted and actions are mostly followed up.
- Learning outcomes are the basic orientation for grading of student performance as well as the employment, both teachers and students are well aware of this. Learning outcomes are reviewed once a year.
- Trainings and seminars of the Agency for Science and HEI are regularly visited by the Quality Committee members.
- Alumni and employers, especially the external associates, are included into revising the programme, however the employers and especially work practice and placement partners miss being more involved, especially being informed about the student experience and their value or relevance for the institution.

- Even if professional and scientific development of teachers is followed, annual plans of professional development or clear criteria are missing as explicit documents in the QA system, even if professional development seems to be followed up on individual level between employees and the dean.
- HEI has an adequate public information policy, keeping information accessible to all key external stakeholders and up-dated through public access sources like, for instance, the HEI's website.

Level of development:

- DEVELOPED PHASE

Recommendations:

- Assure systematic ordering and numbering of documents, as well as the introduction of the overall IQAS framework, and make them a consistent (clearly referenced) part of the Self-Evaluation Report. (Quality Manual, 11 April 2019, has a list of basic documents of IQAS; this list should be complete, with the last revision dates of the documents).
- Better align the process of improvement coordinated by the QA Committee (now only acting as advisory board) with the work of the Study Programme Revisions Committee, as well as with the Expert Council. The QA Committee should introduce a clear follow up to the tasks and activities in terms of implementing the agreed improvements and following their impact on the level of Expert Council, in close cooperation with all other formal executive entities of the institution.
- Develop the internal QA training programme, e.g. by making it an (interactive) seminar with active participation of all relevant stakeholders (internal and external).
- Consider redefining the roles of the QA Center and the QA Committee so that it may accommodate the future expansion plans and avoid all possible conflicts of interest.
- Diversify and strengthen the QA system in terms of staff, addressing the critical finding that many key processes in QA and even crucial parts of pedagogical management and student mentoring are currently concentrated on a single-point position (Vice-dean for S & Q) that needs to be unburdened to focus on the QA process.
- Develop the mechanism of measuring teacher satisfaction towards full objectivity, possibly by adjusting the present self-evaluation reporting practices and complementing it with regular individual (yearly career planning) meetings.
- Consistently develop a strategic approach to internationalisation also towards international research and/or development projects and alliances (consortia, international visibility and proactivity) to support the ambitious development

agendas of the institution, not least with complementary funding, especially in EU projects and networks; involve the Academic Council in this process in a more structured way.

3.2. Planning and management

Establishing goals for the purpose of accomplishing HEI's mission; determining processes and resources necessary for achieving these goals; identifying risks and opportunities; managing processes.

Findings and conclusion:

- HEI develops annual action plans and annual reports on implementation of strategy of development and improvement of quality assurance system (“Akcijski plan provedbe strategije razvoja Edward Bernays Visoke Škole za komunikacijski menadžment i unaprjeđenja sustava osiguravanja kvalitete; Izvješće o realizaciji akcijskog plana provedbe strategije razvoja Edward Bernays Visoke Škole za komunikacijski menadžment i unaprjeđenja sustava osiguravanja kvalitete”). The plans and reports show responsibilities, indicators of execution and deadlines for core activities.
- Action plans and feedback from internal stakeholders show evidence that planning and management at all organizational levels follow HEI’s general strategic direction, including departments, centres and individual development plans.
- Planning, decision-making and managing processes are flexible and adjustable to macro and micro-environment dynamics and to relevant data from QA system.
- Internal Quality Assurance System shows coverage of processes related to human resources monitoring and management, namely promotion and scientific/professional productivity.
- HEI’s Internal Quality Assurance System covers key processes related to managing material resources, through, for instance, surveys of stakeholders’ satisfaction. HEI’s shows detailed knowledge of the weaknesses that may compromise the achievement of its strategic goals (namely physical capacity and equipment), and shows action plans to minimize those weaknesses.
- HEI shows a pro-active and learning position regarding recommendations from external and internal stakeholders’ evaluations and shows effort to articulate improvements suggestions with strategy and business model.

Level of development:

- DEVELOPED PHASE

Recommendations:

- Having in consideration HEI's development/growth strategy, HEI's should gradually transform its generalized practices of informal quality procedures into more systematic and formalized approaches in order to avoid managing quality gaps along the growth process.
- HEI's should include, in a more clear and formal way, contributions from all of its stakeholders in the development of strategic and Internal Quality Assurance System documents.
- More attention should be given to the definition of quantitative performance indicators in the process of planning in order to better support management and the achievement of strategic goals.
- Introduce and consolidate the system of annual planning of professional development for all key employees, and especially of staff involved in the realm of QA system.
- More attention should be given to the development of more modern and efficient mechanisms for collecting and evaluating information to support planning and management.

3.3. Implementation and monitoring

Implementation of planned processes; monitoring of implementation.

Findings and conclusion:

- Young teachers are seen as an asset by the students; they bring major trends and sub-expert partners for specific topics; they bring future digital challenges in the lectures (or additional lecturer within one course)
- Learning outcomes are a known concept to the students, connected to study topics. They understand the meaning of this and use it as the structure of their planning of learning. They are aware of their role and value in employment. Diploma supplement is seen as a career tool.
- External associates agreed that compared to state institutions the institution puts a lot of focus on staff development (lectures, workshops, mentoring, internships

and practise); supporting interdisciplinary and innovative teaching is an asset that has attracted good external teachers.

- Due to a large network of partners, and an insufficiently systematized communication on different kinds of opportunities, internship mentors in companies are not consistently coordinated and trained for mentorship, resulting in very different quality of student experience and satisfaction on both sides.
- Alumni and employers hold that the practical training should be longer and better adjusted in work times and opportunities to those who already work (part-timers)
- There are defined regulations and procedures for HEI processes; some have defined performance indicators
- Results of scientific activities are used in the teaching process (Appendix 5.4a from the self-evaluation report)
- Regular conduction of student satisfaction survey (after each semester), internship satisfaction survey of students and employers (after finishing internship); there is no satisfaction survey of full-time employees
- There is evidence about self-evaluation of teaching staff (full-time and part-time teachers, Appendix 3.3a, 3.4c, 3,8b, 4.4a, 4.4.b, 4.4c from the Self-evaluation report)
- There are regulations on rewarding teacher excellence, one category is scientific/research, and there is a report about rewarding for the academic year 2018/2019
- Workshops and ASHE trainings organized for teaching competencies development; at the beginning of each academic year, teachers get the “White book”, a book of instructions on “how to”, which is especially good for external teachers
- Encouragement for mobility programmes is present as awareness of the vice deans, still rather slow response
- There is a report on the work of alumni club (Appendix 3.10b)
- Systematic approach in organizing internships is missing; activity plan for the internship (a basic suggestion on what should be covered and what are the outcomes of the internship) is missing; surveys are conducted each academic year; no information is collection of work placement sites (to have an overview of the characteristics).

Level of development:

- DEVELOPED PHASE

Recommendations:

- Make better use of the entire network of business partners. The internship mentoring process would need to be of better (and more even) quality. True coaching should be improved in internships.
- Think about presenting to students some evaluation report or any information about survey results (in order to keep students interested in filling surveys)
- Promote the Self-Evaluation Report and the QA cycle among all students, not only student representatives
- Working hours of Student Office should be visible on the doors (and general business hours of the institution too).
- Introduce a consistent coordination of study practice (internship) opportunities with HEI, including mentor training and an objective, two-way, possibly digital information sharing of opportunities that goes beyond the single (person) point course; possibly connect this to the consolidating alumni system; activity plan for the internship (a basic suggestion on what should be covered and what are the outcomes of the internship) should be developed from both sides (HEI and external partners).
- Information about internship could be collected (to have an overview of the characteristics, expectancies) for students to have information in one place
- Organize in more structured way all processes (within QA documentation) and clearly define performance indicators for most important processes
- Reconsider collecting information on the satisfaction of full-time employees (although difficult because of the small number of employees, also external part-time teachers)
- Planning of development path of teachers (collecting information on teacher satisfaction, discussion of expectations and defining annual targets), scientific and academic, could be done as an annual (or bi-annual) meeting/discussion, in order to encourage their development.
- To improve participation in mobility programmes or delivering courses in a foreign language, regulations on rewarding teacher excellence could be improved by adding more categories.

3.4. Evaluation

Evaluation of planned processes and the results thereof against the defined goals and objectives; analyses and reports on the results of this evaluation.

Findings and conclusion:

- There is a systematic bi-annual internal audit
- There is no organized training for employees included in quality processes, but they participate regularly in training and workshops organized by ASHE
- Many internal evaluation processes are regular, defined and discussed regularly at meetings of Expert Council

- Action plans and reports on the implementation of action plans exist, although some indicators should be defined more precisely and the achievement is easier then to follow
- External associates and full-time professors are informed about the results of internal evaluation of their work and the students' satisfaction by e-mails. Summary of that results are also available on the web site of the HEI (<https://www.bernays.hr/Home/Page/hr-HR?name=vrednovanje-kvalitete-rada-nastavnika-i-gostujucih-predavaca>).
- Internal Quality Assurance System documents are aligned with management processes - some evidence of these processes: Action plan for implementation of Development Strategy of Edward Bernays University College in academic 2018/2019, Report on Implementation of 2015-2020 Development Strategy of Edward Bernays University College in academic 2018/2019 etc. All documents are discussed at the Expert Council meetings and they are available to all employees through intranet.
- Reports on the implementation of the annual strategic operational plans and implementation reports are available
- Research on employee satisfaction has been done once, but since the institution is very small, it is difficult to keep the survey anonymous; it is done on a daily basis through the informal channels of communication.
- The teaching workload is analysed on a regular basis. There is an Ordinance of awarding teachers on different criteria.
- There are regularly organized workshops about learning outcomes for full-time teachers and external associates.
- Reports on student mobility are produced, and they are discussed on Expert Council meetings.
- There are no systematic analyses of professional development of teaching and non-teaching staff and consequently there is no evidence of evaluations of the resulting impact.

Level of development:

- DEVELOPED PHASE

Recommendations:

- It is suggested to put the names of the people responsible for the processes of developing the documents at the beginning of a document.
- Consider organizing QA training for employees involved in quality processes
- Consider developing a simple system for collecting information on employee satisfaction; e.g. an annual employer-employee discussion that could be expanded to systematic analysis of professional development.

3.5. Improvements, innovations, impact

Implementation of measures for improvement based on the results of process evaluation; innovation in processes; impact of QA processes on the development of HEI.

Findings and conclusion:

- Self-evaluation was done twice, last report in October 2019.
- HEI is in a specific position since it has not yet gone through the process of re-accreditation. Data obtained through internal audit are those on which improvements and innovations are based.
- HEI ensures the collection and analysis of information relevant to the improvement of internal processes. The above is evident from a series of documents that the Panel had in view, beginning with the core documents: 2020-2025 Development Strategy of Edward Bernays University College and Action plan for implementing the same activities. Information is collected through various surveys, which are then analysed through the Quality Center.
- An example of the measures introduced to increase student pass and completion rates is the so-called mentor system for each year and each study programme. Student mentor or advisor is an example of good practise.
- Another example of improvement is visible through the student internship system. Based on feedback received, mostly from informal interviews and surveys, HEI revises the list of employers students are referred to, and gives students recommendations for a specific employer.
- Data collected in these surveys ensure that the improvements described above are implemented, however the other parties involved (employers) do not receive systematic feedback that is followed up in terms of a closed loop.
- HEI ensures the competence of its teachers and also rewards their excellence (Report on Evaluation on Teachers in Winter Semester of 2018/2019 academic Year; Report on Evaluation on Teachers in Summer Semester of 2018/2019 academic Year; Regulations on Rewarding teacher Excellence; Decision on awarding Teachers with Best Evaluation Results n 2018/2019 Academic Year). Although there is a teacher reward system, there are more criteria that could be included in this process (teaching in English, mobility etc.) to make it more challenging.
- HEI ensures that the learning outcomes are adjusted to the ever-changing needs of the economy (Syllabi of all courses; Learning Outcomes Matrix; Report on Held seminar on Learning Outcomes and Evaluation; Report on Technical Audit of Study Programmes for 2018/2019 Academic Year; Report on Strategic Audit of Study Programmes for 2019/2020 Academic Year)
- An informal yet very efficient practice of using WhatsApp groups for fast communication among bodies that interface students with faculty is being used and is bringing positive effects.

Level of development:

- DEVELOPED PHASE

Recommendations:

- A complete assessment of the data collected and an appropriate analysis is to be carried out. It needs to be quantified through performance indicators and followed up.
- As HEI conducts numerous internal surveys, the system should be optimized as much as possible (e.g. by establishing a database that will provide relevant information for each employer to whom students are referred to for work placement or practice training. Based on such database, innovations and improvements can and should be continuously monitored, and thus reflected in the Self-Evaluation Report).
- Rewarding teacher excellence regulation could be improved by adding more criteria like one for mobility of teachers or teaching in English.
- Bring student surveys completely online, make them leaner in terms of complexity; think about presenting to students some teacher evaluation (as concise report).
- Improve and make completely functional the BEDUCA app, and make it functional also for iOS; make sure the user experience is followed up by regular monitoring and responsive development of the entire digital support system to the study process; informal communication practices (such as WhatsApp groups) should be formalized as far as possible
- Introduce regular meetings with all stakeholders to keep the system running coherent. Establish a single written procedure for collecting improvement proposals from all stakeholders, e.g. in a global table that also comprises deadlines and singular (personal) responsibilities for each action.
- Initiate and empower Alumni Association activities, create and follow up an annual activity plan and monitor its implementation also through the IQAS (e.g. involve the Alumni community in order to obtain useful information from the labour market and thus make and follow up concrete improvements to study programme syllabi and their implementation).

4. Conclusion

On the basis of an analysis of submitted documentation, interviews conducted with HEI's stakeholders, and other evidence collected during the site visit, the Expert Panel reached a conclusion that internal quality assurance system of the Edward Bernays College of Communication Management is in the following stage of development (by individual audit criteria):

- 1) Quality policy: DEVELOPED PHASE
- 2) Planning and management: DEVELOPED PHASE;
- 3) Implementation and monitoring: DEVELOPED PHASE;
- 4) Evaluation: DEVELOPED PHASE;
- 5) Improvements, innovations, impact: DEVELOPED PHASE.

Panel's assessments are also presented in the Table: Results of audit procedure based on Audit Criteria (Annex 5.1 of this Report.)

The Expert Panel also provided recommendations for the following period, in order to ensure a continuous improvement of HEI's internal quality assurance system, and consequently, the overall quality of all institutional activities.

Expert Panel's recommendation to the Agency for Science and Higher Education

It is the opinion of this Expert Panel that the evaluated higher education institution **meets the requirements for certification.**

The Panel thus recommends that the Agency for Science and Higher Education issues a certificate to the HEI for a developed internal quality assurance system, valid for a five-year period upon the adoption of this Report.

Zagreb, 24 January 2020

Panel chair

prof. dr. sc. Sunčica Oberman Peterka

5. Annexes

5.1. Table: Results of audit procedure based on Audit Criteria

Elements of evaluation	Initial phase	Developed phase	Advanced phase
<p>1. Quality policy</p> <p><i>The basis and the core of the process; general direction and goals related to the quality of all activities and processes whereby HEI mission statement is achieved.</i></p>	<p>Quality policy represents a common understanding of quality at the level of the entire HEI, and a framework for action at the institutional, national and international levels.</p> <p>Quality policy is in line with strategic direction, mission and vision of the HEI, and is achieved in some activities and organizational processes.</p> <p>In creating and adopting developmental policies, HEI uses QAS data to some degree.</p> <p>Internal and external stakeholders are not included, or are insufficiently included in this process.</p>	<p>Quality policy represents a common understanding of quality at the level of the entire HEI; it adequately reflects the general direction and goals related to the quality of all activities and processes, and represents a framework for action at the institutional, national and international levels.</p> <p>Quality policy is in line with strategic direction, mission and vision of the HEI, and is achieved in main activities and organizational processes.</p> <p>In creating and adopting developmental policies, HEI uses relevant QAS data.</p> <p>Internal and external stakeholders are included in this process.</p>	<p>Quality policy represents a common understanding of quality at the level of the entire HEI; it adequately reflects the general direction and goals related to the quality of all activities and processes, values, ethical principles and good practice in quality assurance, and represents a framework for action at the institutional, national and international levels. QAS reflects HEI's strategic direction and relevant and rational goals; there is a clear link between HEI's strategic goals and sustainable development of society as a whole.</p> <p>Quality policy is clearly discernible in all activities and organizational processes.</p> <p>In creating and adopting developmental policies, HEI uses relevant QAS data in order to create a stimulating environment for further development.</p> <p>Internal and external stakeholders are actively involved in this process, and contribute to the development of QAS.</p>
<p>2. Planning and management</p> <p><i>Establishing goals for the purpose of accomplishing HEI's mission; determining processes and resources necessary for achieving these goals; identifying risks and opportunities; managing processes</i></p>	<p>HEI uses QAS data in planning to some degree.</p> <p>The planning process involves defining resources, responsibilities, deadlines, outcomes, performance indicators and methods of reporting on the implementation of plans for some HEI's activities.</p> <p>HEI has some mechanisms for collecting and evaluating information related to human resources.</p> <p>HEI has some mechanisms for collecting and evaluating information related to physical resources.</p>	<p>Relevant QAS data is used in planning.</p> <p>The planning process involves defining resources, responsibilities, deadlines, outcomes, performance indicators and methods of reporting on the implementation of plans for core activities of the HEI.</p> <p>HEI has mechanisms for collecting and evaluating information related to human resources.</p> <p>HEI has mechanisms for collecting and evaluating information related to physical resources.</p>	<p>Relevant QAS data, including risk assessment results, is used in planning.</p> <p>The planning process involves defining resources, responsibilities, deadlines, outcomes, performance indicators and methods of reporting on the implementation of plans for all activities of the HEI.</p> <p>HEI has efficient mechanisms for collecting and evaluating information related to human resources.</p> <p>HEI has efficient mechanisms for collecting and evaluating information related to physical resources.</p>

<p>3. Implementation and monitoring</p> <p><i>Implementation of planned processes; monitoring of implementation</i></p>	<p>QA system provides support to monitoring the quality of the implementation of processes and activities, and to the achievement of defined goals and objectives. HEI collects, analyses, and uses data for managing some of the core institutional activities. QA procedures stimulate the development of quality culture.</p>	<p>QA system provides support to monitoring the quality of the implementation of processes and activities, and to the achievement of defined goals and objectives. HEI ensures the collection, analyses and use of data for managing relevant institutional activities. QA procedures stimulate the development of quality culture and some activities of the HEI.</p>	<p>QA system provides support to monitoring the quality of the implementation of processes and activities, and to the achievement of defined goals and objectives. HEI ensures the collection, analyses and use of data for managing all institutional activities. QA procedures have a positive effect on the development of quality culture and all institutional activities (in line with ESG).</p>
<p>4. Evaluation</p> <p><i>Evaluation of planned processes and the results thereof against the defined goals and objectives; analyses and reports on the results of this evaluation</i></p>	<p>QA system occasionally goes through internal and external evaluation procedures. Institutional processes are evaluated during and at the end of a process. The quality of process results is largely based on individual efforts.</p>	<p>QA system periodically goes through internal and external evaluation procedures, and is partially revised based on the results of these procedures. The stakeholders are informed on the outcomes of these procedures in a timely manner. Institutional processes are evaluated during and at the end of a process, and the results of these evaluations are used in planning and decision-making. The quality of process results is mainly based on group efforts at the level of HEI.</p>	<p>QA system is periodically revised and improved on the basis of regular internal and external evaluation procedures in line with the ESG, and the stakeholders are informed on the outcomes of these procedures in a timely manner. Institutional processes are evaluated during and at the end of a process, particularly with regard to their fitness-for-purpose, and the results of these evaluations are systematically used in planning and decision-making. The quality of process results is fully the result of collective efforts at the level of the entire HEI.</p>
<p>5. Improvements, innovations, impact</p> <p><i>Implementation of measures for improvement based on the results of process evaluation; innovation in processes; impact of QA processes on the development of HEI</i></p>	<p>Development and improvement of quality of some HEI activities and processes are based on analyses and data collected through the quality assurance system. There are some activities related to the efficiency assessment of QA system. HEI conducts analyses of internal and external quality assurance processes. Quality assurance system is not fully coherent.</p>	<p>Development and improvement of quality of HEI's core activities and processes are based on analyses and data collected through the quality assurance system. The effectiveness of some aspects of the internal QA system is based on evidence. HEI carries out assessments of the impact of internal and external quality assurance processes. Quality assurance system is coherent.</p>	<p>Development and improvement of quality of all institutional activities and processes are based on analyses and data collected through the quality assurance system. The effectiveness of all the aspects of internal QA system is based on evidence. The joint impact of internal and external quality assurance processes on institutional development is analysed and monitored. Quality assurance system is coherent and fit for purpose.</p>