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REPORT ON THE AUDIT OF POLYTECHNIC OF RIJEKA

Zagreb, March 2020

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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 **Polytechnic of Rijeka** (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 Polytechnic of Rijeka, and provided recommendations for the following period.

The Panel members would like to thank all the employees, students and stakeholders of the Polytechnic of Rijeka for their efforts and cooperation during this procedure.

Zagreb, February 2020

Panel chair

Assoc. prof. Biljana Mileva Boshkoska, Ph.D.

Report Summary

The Expert Panel appointed by the Agency for Science and Higher Education carried out the audit of the **Polytechnic of Rijeka**, 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: Polytechnic of Rijeka

Address: Vukovarska 58, 51000 Rijeka

Head of institution: Dr. sc. Saša Hirnig, college professor

This report was made by the Expert Panel:

- Assoc. prof. Biljana Mileva Boshkoska, Ph.D., Faculty of Information Studies, Novo Mesto, Slovenia, chair of the Panel,
- Mr. sc. Silvija Grgić, senior lecturer, College Algebra, Zagreb,
- Prof. Henrique Madeira, Ph.D., University of Coimbra, Portugal,
- Morana Mratović, MBA, Head of Quality Assurance Unit, CEMEX Croatia,
- Marko Čačić, student at Rochester Institute of Technology Croatia.

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

- Anna Maria Perović, coordinator, ASHE,
- Vesna Dodiković Jurković, Ph.D., ASHE.

Summary of audit results

Strengths:

- Acknowledgement of the HEI management regarding the urgent need to improve the *Internal Assessment of the Quality Assurance System* and preparation of a new *Quality Assurance Strategy*
- The awareness of the HEI management regarding the need for allocation of resources for implementation of ISO 9001:2015 standard supporting the QAS.
- Stable body of experienced teachers with good connections to the local industry.
- Students' satisfaction as regards communication with teachers and administrative staff.
- The study programmes are generally adjusted to the market demands.

Weaknesses:

- Absence of implementation of a formal procedure for systematic knowledge transfer between consecutive holders of a management position.
- A clear link among prepared strategic documents and their follow-up documents (operational plans, reports, regulations, manuals, etc.) in the QAS is frequently missing which results in incomplete Plan-Do-Check-Act cycle.
- An insufficient systematic procedure for preparation of minutes of meetings, annual operational plans and reports on the annual operational plans for all strategic documents.
- Lack of systematization and implementation of and "closing the feedback loop" for several quality processes in practice.

Good practice:

- Well established involvement of experienced and highly motivated external teachers in the teaching process.
- HEI has a Quality Assurance Strategy, and is currently developing a new one, which will be an integral part of the institutional strategy.
- Conducted analyses of internal and external quality assurance processes.
- Investment in the equipment of laboratories according to requests and needs of stakeholders.
- Implemented information system used by students, teachers and administrative personnel to manage the academic activities of the HEI.
- Accessible communication and professional relationship between the teaching staff and the students

General recommendations:

- HEIs is encouraged to reinforce a coherent approach to quality assurance, derived from their institutional strategies and practices and in line with the ESG.
- HEI needs to improve the weak and incomplete implementation of ISO 9001:2015 standards (leadership, communication, risk management, Plan-Do-Check-Act cycle).

- In this context, the expert panel members advise the management of Polytechnic of Rijeka to develop explicit feedback loops between strategic management and quality assurance processes, including ways to monitor, in particular, the results and quality of activities to feed the information into the strategic planning process
- The QAS procedures should ensure that all strategic documents state all their follow-up documents. There should be clear evidence on the implementation of strategic documents (including a systematic adoption of annual operational plans and reports on the annual operational plans).
- Implementation of a document management system for keeping records on all QAS procedures. In particular, the document management system should allow easy access to current and past QAS procedures, including documentation of all planned actions, annual plans, minutes of all meetings, reports on the implementation of the annual plans.
- To place a procedure that would assure a systematic training and knowledge transfer of the QAS procedures to all involved internal and external stakeholders.
- Although a lot has been done in this respect, there is still a need for improving the participation of all stakeholders in all quality assurance processes to enhance the commitment to quality of all key processes. Participation of students in the follow-up activities of QA processes needs to be strengthened. The measuring of student workload has to be conducted. Promotion of the impact of QA processes among all stakeholders has to be performed.
- The panel expert members encourage the Polytechnic of Rijeka to review the information on their strategic goals and on how these goals are met, and to decide on efficient and transparent implementation and communication of the "Strategy of Polytechnic of Rijeka" and the "Strategy on quality assurance of Polytechnic of Rijeka" to all stakeholders.

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 2 December 2019 in Rijeka. At the meeting, the members appointed Assoc. prof. Biljana Mileva Boshkoska, Ph.D. 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 the Polytechnic of Rijeka on 3-4 December 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 Panel received the following documents, submitted by HEI:

- Posljednje Izvješće o unutarnjoj prosudbi SOK-a za razdoblje 2017./2018. i 2018./2019.,
- SWOT analiza Veleučilišta u Rijeci,
- O Veleučilištu u Rijeci,
- Shematski prikaz i kratki opis SOK-a,
- Kratka povijest SOK-a,
- Kratki prikaz prihoda i rashoda Veleučilišta u Rijeci,
- Statut Veleučilišta u Rijeci 2017.,
- Strategija Veleučilišta u Rijeci 2013. – 2020.,
- Strategija osiguravanja kvalitete Veleučilišta u Rijeci 2012.,
- Strategija uvođenja eUčenja 2014.-2018.,
- Etički kodeks Veleučilišta u Rijeci 2014. ,
- Politika kvalitete Veleučilišta u Rijeci,
- Izvješće dekana za 2018. godinu,
- Izvješće po Strategiji SOK 2012.-2017.,
- Izvješće o realizaciji Akcijskog plana za unaprjeđenje kvalitete Veleučilišta u Rijeci za ak. godinu 2017./2018.,
- Primjer strateške analize odjela – Poljoprivredni odjel.

During the site visit to HEI, the Panel additionally examined the following documents:

- Godišnji Akcijski plan provedbe Strategije visokog učilišta za 2019. godinu,
- Akcijski planovi po strategiji 2013.-2020.,
- Certifikati o edukaciji za internog auditora sustava upravljanja kvalitetom,
- Primjeri Izvješća korištenih za izradu godišnjeg izvješća,
- Upravina ocjena 2019.,
- Anketiranje stavova studenata o kvaliteti nastave, zimski semestar ak. god. 2018./19. (parcijalno anketiranje),
- Samovrednovanje nastavnika 2017./18.,
- Zapisnici sa sastanka Povjerenstva za međunarodnu suradnju,
- Baza podataka o samovrednovanju 1718,
- Odluke o financiranju tečajeva, seminara, usavršavanja,
- Odluka o plaćanju doktorata,
- Gantogram za nastavnu djelatnost,
- Konačno Izvješće po strategiji osiguravanja kvalitete Veleučilišta u Rijeci iz 2012.-2017. godine,
- Izvješće o realizaciji zadataka iz Strategije uvođenja e-učenja na Veleučilištu u Rijeci za razdoblje od 2014. do 2018.,

- Opisa stanja e-učenja na Veleučilištu u Rijeci, autor: mr.sc. Maja Gligora Marković, povjerenik za e-učenje,
- Izvješće o znanstvenim, nastavnim i stručnim aktivnostima nastavnog osoblja za ak. god. 2017./2018.,
- Pravilnik o cjeloživotnom obrazovanju,
- Izvještaj o planiranim aktivnostima usavršavanja na Veleučilištu u Rijeci, akademska godina 2018./2019.,
- Izvještaj o planiranim aktivnostima usavršavanja na Veleučilištu u Rijeci – nenastavno osoblje, akademska godina 2016./2017.,
- Dokumenti o korištenju programa mobilnosti i suradnje s EU-om preko nacionalne Agencije za mobilnost i programe Europske unije,
- Dokumenti za prijavu i vođenje projekata i programa strukturnih fondova EU-a,
- Dokumenti kojima se dokazuje konzistentno implementiranje postupaka vrednovanja,
- Popis ishoda učenja studijskih programa Veleučilišta u Rijeci,
- Akcijski plan unaprjeđenja kvalitete 2016. – 2018.,
- Izvješće o realizaciji Akcijskog plana unaprjeđenja kvalitete Veleučilišta u Rijeci za ak. god. 2017./2018.,
- Strukturne matrice,
- Primjeri pitanja svih anketa koje veleučilište provodi te postotak popunjenosti anketa.

Site visit to HEI

Protocol of the site visit to the Polytechnic of Rijeka

Day 1 – Tuesday, 3 December 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 Committee for internal evaluation of Quality Assurance System
11:15 – 12:15	Meeting with representatives of students of all study programmes and levels (full-time / part-time)
12:20 – 13:15	Meeting with full-time teachers
13:15 – 14:15	Internal meeting of the Expert Panel; working lunch
14:15 – 15:00	Tour of HEI (laboratories, practicum classrooms, library); peer-observation of teaching process
15:05 – 16:00	Meeting with the representatives of external stakeholders (partners from industry and local community, alumni)
16:15 – 18:00	Internal meeting of the Expert Panel; drafting of the Report

Day 2 – Wednesday, 4 December 2019

HOURS	ACTIVITY
09:00 – 09:45	Meeting with the Dean's Assistant for the promotion of Quality Assurance at the Polytechnic
09:45 – 10:40	Meeting with external associates
10:45 – 11:30	Additional meeting with stakeholders
11:30 – 13:15	Review of documents, IQAS tools, etc.
13:20 – 15:00	Internal meeting of the Expert Panel; working lunch
15:00 – 15:15	Exit meeting with the management (dean, vice deans)

2. Description of HEI

The Polytechnic of Rijeka was founded in 1998 by a Decree of the Government of the Republic of Croatia. The main task of the Polytechnic of Rijeka is to train experts oriented towards their future profession, with a focus on learning through practice and sharing knowledge specific for a certain field of interest. For that purpose, the Polytechnic of Rijeka carries out nine professional study programmes, five specialist graduate professional study programmes and special programmes for the continuous professional development in certain areas. Study programmes are carried out at the headquarters of the Polytechnic in Rijeka and at three external locations in the nearby counties. The Polytechnic of Rijeka also carries out scientific work in the field of technical, biotechnical and social sciences, and works continually on the development of its existing study programmes as well as new ones in line with market requirements. In 2005, the Polytechnic of Rijeka carried out a successful revision of study programmes according to the Bologna declaration requirements (3+2 model of study programmes).

The quality assurance system at the Polytechnic of Rijeka is based on the Standards and guidelines for quality assurance in the European Higher Education Area (ESG), ISO 9001:2015 standards (Quality Management) and ISO 22301:2012 standards (Business Continuity Management). In 2012, an audit of the quality assurance system was carried out with the aim to establish the efficiency and development level of the Polytechnics' quality assurance system. Based on the report by the audit expert panel, the Agency for Science and Higher Education issued to the Polytechnic of Rijeka a certificate stating that the quality assurance system is in the developed stage. The Polytechnic of Rijeka aims to become a centre of excellence by supporting high-profile and scientific activities in the field of technical, biotechnical and social sciences, and by carrying out quality and efficient educational programmes based on learning outcomes and the concept of lifelong learning.

Organizational units

List of HEI's organizational units:

- Dean's Office,
- Departments: Transport Department, Business Department, Agricultural Department, Occupational Safety Department, Professional Study Programme in Telematics, Professional Study Programme in Sustainable Agritourism,
- Offices: Office for Finance, Office for teaching, publishing, planning and analytical activities, Office for IT operations, Office for general, HR and technical activities,
- Student's Office,
- Library.

Management

List of HEI's management bodies:

- Board of Governors,

- Expert Council,
- Dean.

Structure of employees and students

The Polytechnic of Rijeka has a total of 90 employees, of which 57 are teachers and associates elected into teaching and associate grades. Currently 28 employees of the Polytechnic hold a doctoral degree. In the academic year 2018/2019, a total of 108 teachers were included in the teaching process, of which 57 are full-time employees and 51 are external associates (data as of 31 December 2018). Enrolled at the Polytechnic of Rijeka are 1796 students, of which 1492 in undergraduate and 304 in graduate study programme (at the time the report was drafted, the enrolment process for the 2019/2020 academic year was still ongoing).

2.1. HEI's mission, vision and strategy

Mission

The main task of the Polytechnic of Rijeka is to train experts oriented towards their future profession, with a focus on learning through practice and sharing knowledge specific for a certain field of interest. The Polytechnic of Rijeka develops and carries out professional study programmes and specialist graduate professional study programmes as well as special programmes for the continuous professional development in certain areas. In order to fulfil its main task, the Polytechnic carries out scientific work in the field of technical, biotechnical and social sciences. Some of the study programmes focus on the need for professional staff in the business sector mainly in the area of Primorsko-goranska, Istarska and Ličko-senjska Counties, but also in other areas of the Republic of Croatia. For that purpose, the Polytechnic collaborates with higher education and scientific institutions in Croatia and abroad, and provides the opportunity to participate in mobility programmes to students and teachers, with a focus on rational use of human and material resources. The continuous supervision and development of quality in all fields of activity as well as of the competitiveness and competency of teaching and professional activities fall within the main tasks for the future existence of the institution.

Vision

The Polytechnic of Rijeka will be a centre of excellence in high-profile and scientific work in the field of technical, biotechnical and social sciences that carries out quality and efficient educational programmes based on learning outcomes and the concept of lifelong learning. Through active cooperation with the business sector, partnerships formed for the development of the community, inclusion in the European Area of Higher Education and the European Research Area as well as by maintaining a high level of organisation, the Polytechnic of Rijeka will demonstrate its public accountability and contribute to the

transition towards a society based on knowledge. The Polytechnic will encourage participation in mobility programmes, development of entrepreneurial skills and expression of personal talents of each individual (teachers, assistants, administrative staff and students). High flexibility of study programmes and development of new ones with the aim of training high-profile experts needed for the economy of the surrounding area will remain one of the main characteristics of the Polytechnic of Rijeka.

Strategy

The Development Strategy of the Polytechnic of Rijeka 2013-2020 has to enable a steady development based on the principles of strategic planning. The Strategy contains goals, tasks and indicators that have to be monitored in order to obtain information on how successful is the implementation of the Strategy and the fulfilment of the Polytechnic's mission. The Strategy is also an implementation plan including special tasks and measures that the Polytechnic intends to take in the period referred to in the Strategy.

The Development Strategy of the Polytechnic of Rijeka 2013-2020 defines:

- The mission and vision of the Polytechnic of Rijeka,
- The strategic goals and tasks of the Polytechnic with the pertaining measurable output indicators,
- Monitoring and development standards for the implementation of the Strategy,
- Staff and HEI bodies needed for the implementation of the Strategy and the monitoring of output indicators according to defined tasks and deadlines,
- Documents that the Polytechnic will adopt in order to implement the Strategy,
- Flow chart for Strategy activities.

The abovementioned activities are listed in the operational part of the Polytechnic's Strategy. An important part of the whole document is the Quality Assurance Strategy that was adopted on the 108th session of the Polytechnic's Expert Council held on 20 April 2012. The Polytechnic of Rijeka devised its Strategy on the basis of public accountability due to the fact that the Polytechnic is an institution largely financed from the State Budget of the Republic of Croatia. The implementation of certain Strategy activities foresees the inclusion of a significant number of employees, which will be included in the work of Committees responsible for drafting core documents and action plans, as well as for their implementation. In that manner, all employees and students will familiarise with the envisaged measures, which will be regarded as a real possibility for further development of each individual and the institution as a whole.

2.2. Internal quality assurance system

The basic documentation of the quality assurance system of the polytechnic of Rijeka consists of the following documents:

- Development Strategy of the Polytechnic of Rijeka 2013-2020 (note: at the moment a new strategic document is being drafted and its adoption is expected at the end of 2019),

- Quality assurance strategy of the Polytechnic of Rijeka,
- Quality policy of the Polytechnic of Rijeka,
- Regulation on the quality system of the Polytechnic of Rijeka,
- Regulation on the procedure of internal periodic evaluation of the quality assurance system of the Polytechnic of Rijeka,
- Regulation amending the Regulation on the procedure of internal periodic evaluation of the quality assurance system of the Polytechnic of Rijeka,
- Code of ethics of the Polytechnic of Rijeka,
- Self-evaluation reports and other performed analysis,
- External evaluation reports,
- ESG 2015 quality guidelines in higher education,
- ISO 9001:2015 standard.

The Polytechnic of Rijeka has on its web pages (www.veleri.hr) a special category Quality Assurance System (link Quality) where, in addition to the above mentioned basic documents of the Polytechnic of Rijeka, other documents and useful information in the field of quality assurance are published, which serve employees, students and also external stakeholders.

Bodies of the quality assurance system at the Polytechnic of Rijeka are:

- Committee for quality assurance of the Polytechnic of Rijeka,
- Committee for management and development of quality at Departments of the Polytechnic of Rijeka.

The quality assurance system bodies share responsibility for quality assurance and development in all fields of activity of the Polytechnic. The Committee for quality assurance of the Polytechnic of Rijeka was established by decision of the Polytechnic's Expert Council. The Committee brings together and coordinates all activities related to quality assurance and can adapt the quality assurance system procedures according to the specific needs of the Polytechnic. Members of the Committee are: Assistant of the Dean for the promotion of quality at the Polytechnic, Heads of Department (4), one student representative, one representative of non-teaching staff and one representative of external stakeholders. The Assistant of the Dean for the promotion of quality at the Polytechnic is the president of the Committee.

The Regulation on the quality system of the Polytechnic of Rijeka envisages the establishment of a Committee for management and development of quality at Departments of the Polytechnic of Rijeka. Members of the Committee are: Head of Department, one teacher representative and one student representative. At the moment, the Committees are not active; Heads of Departments are members of the Committee for Quality Assurance and issues regarding quality assurance are dealt with by the aforementioned Committee. The Committees for management and development of quality at Departments are being kept in the quality assurance system in case the need for their active engagement arouses.

The Regulation on the procedure of internal periodic evaluation of the quality assurance system of the Polytechnic of Rijeka defines the key objectives of the QAS internal evaluation. The internal evaluation is being carried out in two-year cycles. Members of the Committee for the Internal Assessment of the Quality Assurance System are appointed by the Polytechnic Expert Council; the Committee has at least five members: one Vice Dean, two teaching staff representatives, one representative of non-teaching staff and one student representative. The Committee's President can include also other relevant stakeholders in the work of the Committee. The internal evaluation is being carried out based on ESG 2015 and ISO 9001:2015 standards.

The quality assurance system at the Polytechnic of Rijeka is based on the following key business processes:

MANAGEMENT PROCESSES

- Planning (goals, strategy, financial activities)
- Organisation (Offices, Departments)
- Monitoring (goal achievement, internal audit)

BASIC PROCESSES

- Teaching processes
- Student issues
- Professional and scientific work
- Publishing
- Mobility and institutional cooperation
- Project Management
- Quality Assurance
- Other (web-page editing, social media promotion, Student Council, lifelong learning etc.)

SUPPORT PROCESSES

- Student's Office
- Library
- IT Support
- Finance and Procurement
- Legal Service and other Offices.

The Management is inclined towards raising consciousness of the importance of individual contribution to the overall institution's quality on all levels. The higher education institution promotes quality culture and makes efforts to integrate quality assurance mechanisms in all aspects of the organisational culture. All system stakeholders (especially students, HEI's staff, external associates, local community and employers) are active factors in the quality assurance system at the Polytechnic of Rijeka.

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:

- The Polytechnic of Rijeka has developed, adopted and use a document "*Quality policy*" since November 2019. The "*Quality policy*" document states that the current and future development of the HEI is based on high quality which is achieved by following the ISO 9001:2015 as well as ESG standards. It also states that the policy of Polytechnic of Rijeka is in line with its basic activity and quality performance of professional and specialist graduate studies as well as training of practitioners oriented towards the practice with the aim of independent application of professional and scientific methods specific to a particular field of education.
- The "*Quality policy*" lists the required actions that follow up the document in the process of assuring a quality system. As a result, the leadership of the Polytechnic of Rijeka has prepared many follow up documents. One of them is a "*Quality Assurance Strategy of Polytechnic of Rijeka*" for 2013 - 2020. However, there is no evidence of a systematic production of annual operational plans and reports on the annual operational plans as follow up documents to the "*Quality Assurance Strategy of Polytechnic of Rijeka*". There is however a "*Report on the Quality Assurance Strategy for 2012 - 2017*".
- The HEI prepares biennial "*Reports on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka*", and biennial "*Reports on the work of the quality committee*". Some of the documents contain a lot of information about the quality process in the HEI, however, they are not well structured, difficult to follow and the connection to the "*Quality policy*" is frequently not explicitly stated. For example, during the audit, the expert panel members reviewed the "*Report on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka*" together with the members of HEI. The review showed that the document lacks an interpretation of all mentioned quantitative evaluation scales and percentages in Tables 5 - 9. The review, however, showed evidence of collected data and performed an analysis in the form of a database which was provided in Excel format to the expert panel members, however, is not available publicly. Hence, the "*Report on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka*" leads the reader to its inadequate understanding due to missing explanations.
- The HEI has prepared the strategic document "*Strategy of Polytechnic of Rijeka*" and its follow up documents "*Strategy implementation*" (annually from 2008 - 2016; the web page does not provide a link to the annual implementation of the Strategy for 2013 and 2017 - 2018). There is a lack of a stand-alone document for

annual operational plans for implementation of the "*Strategy of Polytechnic of Rijeka*" as they are an integral part of the "*Strategy of Polytechnic of Rijeka*".

- The audit showed that HEI strives towards staff training for Quality Assurance, however, there is no systematic evidence of all staff training in terms of Quality Assurance management, for example, minutes of meetings, annual plans for staff training as well as reports on the training.
- The meeting with the stakeholders showed that they did not have a clear understanding of their role in the internal quality assurance systems.
- All existing strategic documents are available on the public website of the Polytechnic of Rijeka (<https://www.veleri.hr/>) and are available for all interested stakeholders.

Level of development:

- INITIAL PHASE

Recommendations:

- The HEI needs to define and encourage the quality culture in the policy documents.
- All strategic documents, including "*Quality Assurance Strategy of Polytechnic of Rijeka*", have to state all follow-up documents. There should be clear evidence on the implementation of strategic documents, for example, systematic adoption of an annual operational plan and a report on the annual operational plan.
- All follow up documents (operational plans, reports, regulations, manuals, etc.) need to be adopted and publicly available to the stakeholders.
- Both internal and external stakeholders have to be included in the creating and development of policies for QAS.
- The preparation of strategic documents, as well as all, follow up documents need to follow the ordinance on QAS, for example, to keep minutes from all meetings, provide them to the relevant participants, etc.
- To place a system that would assure a systematic training for internal QAS of all involved stakeholders (for example through annual plans and reports on the implementation of the annual plans).

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:

- The Polytechnic in Rijeka has a "*Strategy of Polytechnic of Rijeka*" for the period of 2013 -2020 with established strategic goals. However, during the audit, no

evidence of operational annual plans was presented. The "*Strategy of Polytechnic of Rijeka*" has a section at the end of the document labelled as "*The flowchart of the Polytechnic Strategy activities for the period 2013-2020*" which lists planned annual activities however lacks the definition of required resources, responsibilities, involved staff members and clear performance indicators and finances for each activity. Since the period covered by the "*Strategy of Polytechnic of Rijeka*" is fairly long, the expert panel members advise that it would be appropriate to define annual operational plans taking into consideration continuous changing of the circumstances. During the interviews, the expert panel members were informed that some of the set strategic goals have been abandoned or modified (e.g. establishment of interrelated programmes, e-learning etc.). However, no evidence was presented in forms of formal decisions.

- At the audit, the Polytechnic in Rijeka provided the "*Reports on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka*" which contains the operational audit plan 2018 - 2019. There is no evidence if stakeholders were interviewed in 2019 because the list of interviews mentions five occasions in 2018 without any prepared minutes of meetings on the interviews. Therefore, it remains unclear how the internal auditors assessed the requirements for 2019. During the interviews with the teaching staff and external stakeholders, the impression was that they are unaware of any planned internal audits in the next period which implies that the audit plan for 2019/2020 (assuming there is one) has not been communicated to QAS stakeholders. Also, during the interview with external stakeholders, the representatives stated that they were approached voluntarily. No evidence of systematic approach was shown (there isn't any formal plan on the inclusion of external stakeholders in the future activities of the QAS).
- During the field visit the head of the library confirmed that the management of the Polytechnic of Rijeka (with the Dean in particular) have a great deal of understanding in ensuring resources for the library. However, it was mentioned that the textbooks and other literature for the newly established study program Sustainable Agritourism (Održivi agroturizam) had not been budgeted and consequently had to be purchased ad-hoc.
- At the meetings with the external teaching staff, one lecturer who has more than 20 years of experience conveyed the message that he was not satisfied with the pass rate at his course, however, he was not aware of the management shared his opinion. Similarly, other teachers could not comment on the activities regarding the improvement of the student pass rates leading the expert panel members to the conclusion that planned and communicated activities for improving or retaining the student pass rate are missing.
- Teachers confirmed that there are dedicated finances for training and development of employees every year (for example, for attending conferences etc.) however it was not clear who uses the finances and how often.
- It seems that at the Polytechnic of Rijeka a holistic approach when appointing someone to a new responsibility/function is missing. For example, the interviews

with the members of the Quality Committee and the Internal Auditing Committee some members explained they were recently appointed to their position and hence did not have training regarding the work of their predecessors. On the other hand, the Polytechnic of Rijeka has designed the “*Onboarding Plan*”, which is a checklist that is used in the procedure for introducing new staff members in the teaching process.

- There is a defined SWOT analysis for the Polytechnic of Rijeka.
- There is a policy for student rewarding, however, it lacks for teachers.

Level of development:

- INITIAL PHASE

Recommendations:

- Develop annual operational plans for the key processes of the Quality Assurance System with defined resources, responsibilities, deadlines, outcomes, clear performance indicators and methods of reporting for each activity.
- Define the procedure for modification of plans in cases when it is required due to changes in the internal or external environment (set criteria, responsibilities, process) especially if objectives have to be modified.
- Develop planning skills of key personnel and include all relevant stakeholders in the planning processes.
- Recognize the “*Onboarding Plan*” as a good practice and implement it in other QAS processes. For example, the same principle could be implemented when current employees are appointed to different roles in the Quality Assurance Process.
- Develop a reward system for teachers.

3.3. Implementation and monitoring

Implementation of planned processes; monitoring of implementation.

Findings and conclusion:

- During the meetings with the management and the stakeholders of the Polytechnic in Rijeka, it became apparent that the meaning of quality culture is not documented and consequently the quality assurance procedures that stimulate its development, implementation and monitoring are missing.
- Also, there is no clear procedure in place that would assure the implementation of the activities defined in the strategic and follow up documents. For example, in the “*Dean’s report on the realization of the goals of the Polytechnic of Rijeka’s 2016 Strategy*” dated on September 25, 2017, is stated that a Committee should be appointed to review and amend the existing “*Strategy of Polytechnic of Rijeka*” for 2013 - 2020 for the years 2018, 2019 and 2020. However, no evidence of

implementation was presented to the expert panel members during the audit. On the contrary, the submitted *"Reports on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka"* (in Croatian *"Izvješće o unutarnjoj prosudbi sustava osiguranja kvalitete na Veleučilištu u Rijeci 2017./2018. i 2018./2019"*.) dated September 2019, states in Table 10 on page 21 an activity of "Development of a new strategic document of the University of Rijeka, an integral part of which will be the quality assurance strategy" by September 25, 2019, with a note that the Strategy should have been completed by the end of November (presumably of the same year). During the audit, no evidence was presented either that the actual *"Strategy of Polytechnic of Rijeka"* was modified or that a new strategy was adopted.

- The adopted regulations and procedures of the Polytechnic in Rijeka cover all main institutional processes and they are available on the webpage of the HEI. However, they do not include completely clearly defined procedures and performance indicators of the achieved goals.
- During the meetings, the expert panel members were presented with documents for the appointment of responsible bodies and definition of their responsibilities for the implementation and monitoring of the institutional process. However, due to lacking a plan of their activities as well as the minutes of meetings of such bodies, it is apparent that their true strength and influence in implementation and monitoring is questionable. Hence, it is uncertain who of the representatives of external stakeholders participated in this process.
- The Polytechnic of Rijeka puts a lot of effort in educating newly engaged staff. For example, when hiring new teachers, the Polytechnic of Rijeka organizes workshops about learning outcomes and rules of HEI. However, the expert panel members learned during the meetings that the attendance of the newly engaged staff on the workshops in the past has been low and to compensate that, HEI organises individual approach which fails to guarantee consistency in the conveyed messages.
- There is a procedure in place for involvement of teacher staff in the process of teaching competences in the development programmes. However, its implementation seems to be vague. For example, the Polytechnic of Rijeka organised a workshop on how to write learning outcomes, but even though, at the meetings with the teachers, it was apparent that most of them do not have accurate information on specifics such as concepts related to the level of study programmes, the level of learning outcomes and the correlation between them. Also, in 2018, the HEI commenced with study programme updates, aiming to improve the quality of learning outcomes. However, the update procedure of courses and study programmes was not performed systematically. In particular, the audit showed that teachers have a different understanding of the newly developed learning outcomes in the process of updating the courses and study programmes. Also, there lacks an overall analysis of the scope of the performed updates that would help in determining the direction of further courses and study program improvements.

- There are student surveys in place and the overall results by study program are publicly available. Results by course and by teacher staff are provided only to the teacher for review and discussed on the management level. Students get feedback on student surveys results from a limited number of teaching staff. Administrative or support staff surveys are not conducted.
- Teacher and student mobility are encouraged mainly through ERASMUS programmes. Several teachers and students attended such mobilities in the last years.
- At the HEI, there is an alumni organization that brings together a small number of alumni. Meetings are rare and there is limited support by the HEI. For instance, there is a subpage on the main website of HEI dedicated to the alumni organization, but it does not provide information about the activities of the organization.
- Website of HEI contains information packages mainly on the Croatian language.
- The Polytechnic of Rijeka uses centralised, non-integrated information system (data on different activities are not gathered in one data warehouse) to monitor and produce analysis related to the daily work of the student service. However, the system does not have a role in supporting the QAS in terms of its implementation and monitoring.

Level of development:

- INITIAL PHASE

Recommendations:

- All regulations and defined procedures for the institutional processes should include defined performance indicators.
- All bodies responsible for implementing and monitoring institutional processes should comprise representatives of all internal and external stakeholders.
- Ensure better response of teacher staff to organized workshops and check knowledge acquisition.
- Prepare overall analysis of study programme changes to determine the scope of updates and the direction of further processes.
- Systematise and clearly define the process of study programme updates and ensure that all necessary steps are followed.
- Place a procedure that would ensure that feedback on student surveys is provided to all students from all teachers on time.
- Provide students with the opportunity to evaluate administrative and support staff.
- Explore what can encourage students and teachers to participate in mobility programmes and implement that into the mobility incentive system.
- Support the work of alumni organization and ensure better visibility of their activities.
- On HEI's website provide information packages in one foreign language.

- Ensure that the information system supports the QAS in terms of monitoring.

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:

- The Polytechnic of Rijeka has prepared a range of internal biennial reports called *"Summary reports on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka"* starting from 2011/2012 and are publicly available on the web page of the HEI in the Croatian language. However, the internal evaluation and internal audit are largely informal and rely mainly on individual efforts. There is a clear lack of adequate structure and process formalization, covering the whole internal evaluation and internal audit life cycle. In general, people involved have a fragmented view of the internal evaluation process and the awareness on the relevance of an accurate and precise internal evaluation for the quality culture is quite low.
- The latest *"Summary reports on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka for 2017/2018 and 2018/2019"* mentions only once development of a detailed action plan for the review of study program outcomes and learning outcomes. However, the report on the implementation of the action plan is missing.
- The latest *"Summary Report on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka"* states that the overall quality objectives are embedded in the Strategy of the Polytechnic of Rijeka, whose implementation is regularly monitored. For example, each year, the Quality Committee submits to the Management of the HEI a report on the work done in the previous period. However, the reports lack documented data, minutes of meetings, action plans and reports on the action plans. In this regard, the expert panel members encourage the Polytechnic of Rijeka to review the information on their strategic goals and on how these goals are met, to decide on an efficient and transparent implementation and communication of the *"Strategy of Polytechnic of Rijeka"* and the *"Strategy on quality assurance of Polytechnic of Rijeka"* to all stakeholders.
- The visibility of the measures taken based on IQAS activities are on the very basic level and consists of several reports that are publicly available on the web page of the Polytechnic of Rijeka (www.veleri.hr) under "Quality Assurance System" link. The documents provided on the web page serve employees, students, but also external stakeholders. Although this is a good practice, the number of documents has to be increased with the further development of the QA system.
- From the provided documentation during the visit and from the meetings with various students, and stakeholders at the HEI it was evident that levels of understanding and awareness among staff of the quality systems and purpose of

the institutional QA and the internal and external requirements were variable, and consequently, the process of implementation was still in initial stage. However, the expert panel members fully endorse the importance attached by the HEI to acknowledging the of the current "*Strategy on quality assurance of Polytechnic of Rijeka*" and trying to make early progress in securing improved QAS by issuing a decision for its early preparation.

- During the meetings with the various groups drawn from the HEI it became apparent that Mobility is performed mainly through ERASMUS+ programmes and is more common among teachers than students. Different reports regarding the ERASMUS+ are available on the web page of the HEI under a special tab ERASMUS+ (<https://www.veleri.hr/?q=node/847>) in the Croatian language, however, a specially documented analysis regarding mobility is missing.
- The web page of HEI provides tables with student pass and publicly available completion rates.
- There is a publicly available "*Action plan for 2013 - 2020*" as a follow-up document to the Strategy of the Polytechnic of Rijeka, which includes actions and key indicators, however, the reports on the action plan are missing.
- During the site visit, a document called "*Report on the Strategy for 2013 - 2020*" was presented, however, the document fails to provide a date when it was created, who prepared it, and the latest data were for 2018 regardless of the name of document that suggests that it covers the period up to 2020.

Level of development:

- INITIAL PHASE

Recommendations:

- Expert panel members encourage the Polytechnic of Rijeka to review the information on their strategic goals and on how these goals are met, intending to decide on efficient and transparent implementation and communication of the "*Strategy of Polytechnic of Rijeka*" and the "*Strategy on quality assurance of Polytechnic of Rijeka*" to all stakeholders.
- The action plan of the "*Strategy of Polytechnic of Rijeka*" has to be followed with reports on the planned activities, minutes of meetings, and assessment of the performance indicators.
- Analysis of student, teacher and administrative mobility should be prepared annually.
- Make steps towards a common level of understanding and awareness among staff of the quality systems and purpose of the institutional QA and the internal and external requirements.

3.5. Improvements, innovations, impact

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

Findings and conclusion:

- During the conducted meetings at the Polytechnic of Rijeka, the expert panel members learned that the development and improvements of quality of some activities and processes in the past years have not completely based on analyses and data collected through the quality assurance system. However, the panel expert members learned from the management team about the recent developments being taken forward to secure improvements in QA processes. Head of Quality Assurance System has been appointed to take responsibility for operational QA issues; the Dean has requested the development of a new and better strategy for QA; these improvements are supported by the appointed Deputy Deans.
- In this manner, the Polytechnic of Rijeka has established a team for preparation of a *“Report on the implementation of the Action plan for improvement of the quality of Polytechnic of Rijeka for 2017./2018.”* which comprises a list of recommendations, activities, responsible bodies, deadlines and measurable result of the *“Action plan for improvement of the quality of Polytechnic of Rijeka”*. During the site visit, the expert members were provided with various documents for improvement of the study programmes, all recently dated as of September 2019. Such documents include *“Decision for appointment of members for revision of the study program for Entrepreneurship”*, *“A guideline on the procedure for modification and amendment of approved study programmes of the Polytechnic of Rijeka”* as well as *“Minutes of the 198th session of the Expert Council of the Polytechnic of Rijeka”* at which the documents were adopted for usage.
- During the site visit, the expert panel members learned that there are several activities which commenced at the Polytechnic of Rijeka to support innovation. For example, a lifelong education was introduced and successfully implemented. Also, a student innovation project called *“Mind (y)our own business”* started in 2018 in collaboration with the company Bine-Istra d.o.o and as a result, an HEI student was awarded in the competition for innovation.
- The Polytechnic of Rijeka produces teachers' annual self-evaluation reports since 2011, and provides them publicly on their web page (although the reports for school years 2014/2015 and 2015/2016 are publicly unavailable). The self-evaluation reports include a quantitative analysis of student surveys of teaching quality for all departments and studies of the Polytechnic of Rijeka. In addition the report includes teachers' suggestions for improving the quality of teaching. However, the teachers' suggestions for improvement of the teaching quality are general and need to be improved with more specific action plans and deadlines in future.

- The information system that is used at the Polytechnic of Rijeka keeps records about the students' pass, completion rates and dropouts. However, a feedback process for taking measures for their improvements is not evident. The discussions with students and teachers revealed that the improvements are based on undocumented, informal and ad-hoc meetings among students and teachers.
- Each semester students fulfil surveys which invites them to comment on different matters such as assessment, teaching and professional organisation for each study course. This process has been recently included in the information system and is conducted anonymously and paperless. The Quality Committee of the HEI analyses the survey. Considering the student feedback aspect of this process, it was apparent from the meetings with students and staff that, while this was an area of potential good practice, and despite the obvious opportunities for using this as a tool for quality improvement, these arrangements are not working well for students. In particular, students do not view the system as transparent or effective since they are not provided with feedback or information on the follow-up of any actions taken to improve or change courses or teaching and learning.
- The site visit showed that the Polytechnic of Rijeka has invested in the equipment of laboratories according to requests and needs of stakeholders.
- Taken altogether, the given examples above are all critical aspects of the drive of Polytechnic of Rijeka towards the improvement of the quality assurance of its key processes. However, most of the improvements have taken place in 2019, thus it is highly recommended to continue the process of improvements in future and ensure a coherent quality assurance system for all key processes.

Level of development:

- INITIAL PHASE

Recommendations:

- We recommend that Polytechnic of Rijeka should continue the already started improvements of all key QA processes. In this context, the expert panel members advise the management of Polytechnic of Rijeka to develop explicit feedback loops between strategic management and quality assurance processes, including ways to monitor all key QA processes.
- To provide an overall information cycle for all key QA processes that consists of their planning, development, formalization, data collection, data analysis and documentation, evaluation and validation.
- All QA documents, including action plans for implementing recommendations from external panels, should be visible and promoted to stakeholders.
- To develop a formal feedback mechanism on measures taken and implemented for the improvement of students pass and completion rates. Regarding student survey

analysis, the HEI needs to improve the mechanism for "closing the loop" on the issues the students raise in the evaluation forms.

- Continue the promotion of lifelong education to make it sustainable.

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 Polytechnic of Rijeka is in the following stage of development (by individual audit criteria):

- 1) Quality policy: INITIAL PHASE;
- 2) Planning and management: INITIAL PHASE;
- 3) Implementation and monitoring: INITIAL PHASE;
- 4) Evaluation: INITIAL PHASE;
- 5) Improvements, innovations, impact: INITIAL 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 Accreditation Council of the Agency for Science and Higher Education

It is the opinion of this Expert Panel that the evaluated higher education institution **does not meet** the requirements for certification.

Zagreb, February 2020

Panel chair

Assoc. prof. Biljana Mileva Boshkoska, Ph.D.

5. Annexes

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

Elements of evaluation	Initial phase	Developed phase	Advanced phase
1. Quality policy <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>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>
2. Planning and management <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>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>

3. Implementation and monitoring <i>Implementation of planned processes; monitoring of implementation</i>	<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.</p> <p>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.</p> <p>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.</p> <p>QA procedures have a positive effect on the development of quality culture and all institutional activities (in line with ESG).</p>
4. Evaluation <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>QA system occasionally goes through internal and external evaluation procedures.</p> <p>Institutional processes are evaluated during and at the end of a process.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The quality of process results is fully the result of collective efforts at the level of the entire HEI.</p>
5. Improvements, innovations, impact <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>Development and improvement of quality of some HEI activities and processes are based on analyses and data collected through the quality assurance system.</p> <p>There are some activities related to the efficiency assessment of QA system.</p> <p>HEI conducts analyses of internal and external quality assurance processes.</p> <p>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.</p> <p>The effectiveness of some aspects of the internal QA system is based on evidence.</p> <p>HEI carries out assessments of the impact of internal and external quality assurance processes.</p> <p>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.</p> <p>The effectiveness of all the aspects of internal QA system is based on evidence.</p> <p>The joint impact of internal and external quality assurance processes on institutional development is analysed and monitored.</p> <p>Quality assurance system is coherent and fit for purpose.</p>