



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Baltazar Polytechnic in Zaprešić**

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5th – 6th November 2019.

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INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Baltazar Polytechnic in Zaprešić.

Members of the Expert Panel:

- Assoc. prof. dr. sc. Ivana Bilić, Faculty of Economics, Business and Tourism University of Split, Republic of Croatia, Panel Chair
- Prof. dr. sc. Eneken Titov, Estonian Entrepreneurship University of Applied Science, Republic of Estonia
- Anne Arkima, senior lecturer, Haaga - Helia University of Applied Science, Republic of Finland
- Dr. sc. Vladimir Krstić, College for Information Technologies, Zagreb, Republic of Croatia
- Ivana Katavić, student, VERN Polytechnic, Republic of Croatia.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management, (Dean, Vice Deans) and Secretary
- Heads of Department
- Erasmus Coordinator
- Students
- Heads of study programmes
- Full-time teaching staff
- Alumni
- External lecturers
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Baltazar Polytechnic in Zaprešić on the basis of Baltazar Polytechnic in Zaprešić self-evaluation report, other relevant documents and site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Baltazar Polytechnic in Zaprešić and writing of the Report, the Expert Panel was supported by:

- Matan Čulo, coordinator, ASHE
- Katarina Šimić Jagunić, assistant coordinator, ASHE
- Lida Lamza, interpreter at the site visit and Report translator, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

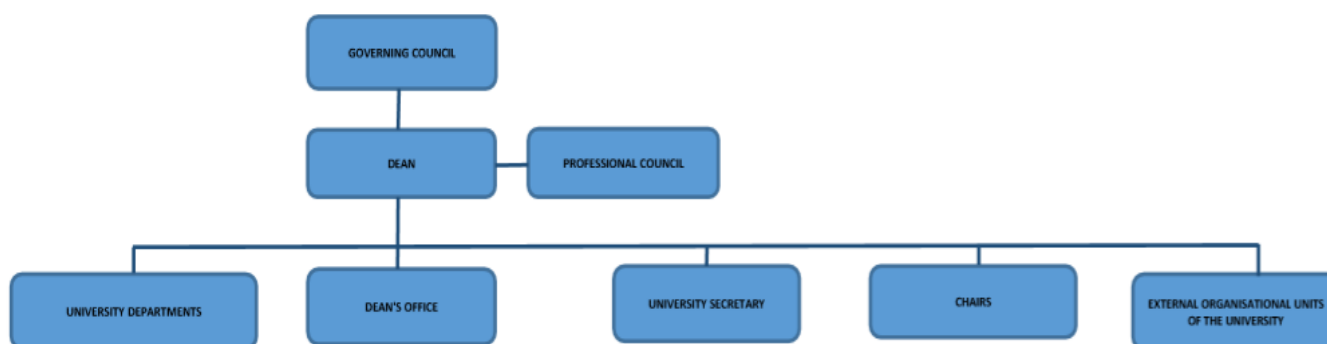
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Baltazar Polytechnic in Zaprešić

ADDRESS: Vladimira Novaka 23, 10290, Zaprešić

DEAN: prof. Vladimir Šimović, PhD

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

- Undergraduate professional study Business and Management in the scientific area of Social Sciences, the field of Economics, with three study programmes: Business Economics and Finance, Cultural Management and Office Management,
- Undergraduate professional study Information Technologies in the scientific area of Social Sciences, the field of Information and Communication Sciences,
- Specialist professional graduate study Financial Management in the scientific area of Social Sciences, the field of Economics,
- Specialist professional graduate study Project Management in the interdisciplinary science area, the field of Project Management,
- Specialist professional graduate study Communications Management in the scientific area of Social Sciences, the field of Information and Communication Science,
- Specialist professional graduate study Public Sector Management in the scientific area of Social Sciences, the field of Economics

NUMBER OF STUDENTS:

Table 3.1. Number of students per study programme for the current academic year

Study programme name	Full-time students	Part-time students
Business Administration (497)	431	767
Business Administration (498)	30	87
Project Management (500)	72	111
Communications Management (504)	31	67
Financial Management (506)	106	107
Information Technology (507)	23	35
Public Sector Management (508)	16	101
Total	709	1.275

NUMBER OF TEACHERS:

Table 4.1.b Structure of staff - for POLYTECHNICS AND COLLEGES in the current academic year

Staff	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
College professors with tenure	-	-	-	-	2	71
College professors	9	55,67	1	44	5	56,33
Senior lecturers	21	45,57	1	72	7	53,67
Lecturers	19	39,16	-	-	7	45,2
Lectors	-	-	-	-	-	-
Full professors with tenure	1	60	1	73	10	67
Full professors	-	-	-	-	2	57
Associate professors	1	40	-	-	5	46,5
Assistant professors	1	0	-	-	4	40
Expert assistants	-	-	-	-	-	-
Assistants	3	34,33	-	-	-	-
Technical staff	-	-	-	-	-	-
Administrative staff	23	42,32	-	-	-	-
Support staff	3	48,33	-	-	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The University has the status of an accredited non-profit higher education institution which is funded exclusively by student tuition fees. The surplus revenue is invested in further growth and development, improvement of working conditions, professional development of teaching and non-teaching staff and student standard.

At 23 Vladimira Novaka Street in Zaprrešić the University has at its disposal 11 modern and technically fully equipped lecture halls (with video conference system, projectors, Apple TV, air-conditioning etc.), two IT classrooms, 20 teachers' offices, a library (with more than 12,000 volumes, 52 self-published editions and 50 e-books – self-published textbooks and handbooks, which cover all the requirements of the courses taught as part of the study programmes) and other premises which are not for teaching purposes (student service, halls, sanitary facilities etc.).

At the Branch campus in Biograd na Moru, located within the premises of the Secondary School Biograd na Moru, the University has at its disposal three lecture halls, one teachers' office and other premises which are not for teaching purposes (halls, sanitary facilities etc.) that suit the needs of the study in this town.

At the Branch campus in Zagreb (23 Lastovska Street), the University has at its disposal eight lecture halls, two IT rooms, 22 teachers' offices, a library and other premises which are not for teaching purposes (student service, halls, sanitary facilities etc.) that suit the needs of the study in this city.

Based on a temporary licence issued by the Ministry of Science, Education and Sports in the academic year 2001/2002, the former Accredited College of Business and Management "Baltazar Adam Krčelić" from Zaprrešić launched a two-year study offering associate degrees in three study programmes within the professional study of Business and Management: Business Economics and Finance, Business Secretary and Organisation of Cultural Activities.

In the academic year 2004/2005, a three-year undergraduate professional study was introduced (180 ECTS). The content, outcomes and the name of the study programme Organisation of Cultural Activities were changed in the academic year 2005/2006 and the study programme Cultural Management was introduced.

In the academic year 2005/2006 the Accredited College of Business and Management "Baltazar Adam Krčelić" from Zaprrešić in collaboration with the Ruđer Bošković Institute from Zagreb initiated a two-year specialist professional graduate study Project Management (120 ECTS) as a direct continuation of the undergraduate professional

studies, which can also provide further education for students who have completed a four-year university study. In the academic year 2007/2008, the specialist professional graduate study Communications Management was set up (120 ECTS), and in the academic year 2011/2012, the specialist professional graduate study Financial Management (120 ECTS) was introduced. The specialist professional graduate study Public Sector Management (120 ECTS) and the undergraduate professional study Information Technologies (180 ECTS) were both introduced in the academic year 2016/2017.

In accordance with the legal acts, the University bodies are the Governing Council, the Professional Council, the Dean, the Management Board and other professional and advisory bodies, whose establishment, constitution and competence are regulated by the Statute and/or other general acts.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Big variety of different and active study methods.
2. Well-equipped classrooms.
3. Orientation towards student.
4. Management initiate actions for improvements.
5. The diverse structure of full-time employees.

DISADVANTAGES OF THE INSTITUTION

1. The level of provided competences - LOs are not high enough for levels 6 and 7.
2. ECTSs allocation is inconsistent in terms of study level and students workload.
3. Cooperation with external partners – many possibilities, but no structured and systematic approach.
4. Communication between management and academic staff.
5. Understanding of their social role.
6. Strategy and sustainability of HEI.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Big variety of different and active study methods.
2. Project management curricula in cooperation with IPMA.
3. Orientation towards new technologies.
4. Practice based learning at Project Management programme.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis

Internal quality assurance system was introduced at the HEI, in line with the Act on Quality Assurance in Science and Higher Education (Official Gazette 49/2009), Standards and Guidelines for Quality Assurance in the European Higher Education Area and requirements of the ISO 9001 standard. For that purpose, the HEI established the Department for Quality Assurance and Quality Assurance Committee (SER).

Quality assurance policy has been defined, but there is no documentation describing how various activities of the HEI have been planned, actioned, controlled and developed and further aligned with strategic goals. The strategic work remains unfinished if full circle of actions is not performed. Many stakeholders are involved in quality assurance of the HEI (e.g. alumni and employers), but a systematic way of involving various groups is missing. The management is more oriented towards short-term goals and monitoring the HEI's success according to the fulfilment of the annual activity plans.

The HEI has addressed all the points in SER regarding the previous evaluation made in March 2013. Unfortunately, many recommendations are still in progress and have not been fully resolved or addressed. One of the emphasized areas in the previous evaluation was the ECTS allocation which was not in line with the Bologna requirement. In this area the HEI still has inconsistencies. Also, prior evaluation round noted the missing key performance indicators (KPI) to measure, follow and take actions on critical success factors of the HEI. KPI's are still not addressed.

Teacher workload issue has been addressed and improvements can be seen on this area. Same applies to modern learning facilities and offering of training opportunities to teachers and staff members. The HEI has also made some progress in internationalization, but this still remains an area for development, just like scientific and project activities.

In order to adhere to the principles of academic integrity, freedom and prevention of all forms of unethical behaviour, intolerance and discrimination, the HEI has just recently defined the Code of Ethics and established the Ethics Committee, as well as the Ordinance on Student Disciplinary Responsibilities (and the respective Committee).

The Panel found conflicting information regarding the adherence to ethical behaviour, although many interviewed staff members assured that the HEI applies strict policies. The HEI has not applied systematic plagiarism detection methods for students' papers, course assignments or thesis.

The HEI has a website that includes useful information for all stakeholders of the institution. Website informs both enrolled students as well as prospective ones. The brochure has been published also for prospective students giving relevant information

about admission criteria, study programmes, learning outcomes, exchange opportunities, learning aids as well as extra-curricular activities. However, information has been translated into English only for some parts and many official documents can be found only in the local language e.g. Strategy, statutes, codes, ordinances, curricula etc. Information offered for foreign incoming students was inconsistent with the evidence from the interviews. Official website contains a lot of information without any date or even year reference, and this can obviously lead to misunderstandings.

The HEI has defined in its Strategy that it develops the institution in cooperation with the economy and other entities in the community, included in the Croatian and European Higher Education Area. Furthermore, the objectives for the last strategy period aim at firstly, the opening of new study programs based on the experience gained through closer links with scientific institutes, the economy, the public sector and cultural institutions and secondly, continuous and systematic programmatic and other cooperation with domestic and foreign higher education institutions. The HEI has defined the goals but clear, systematic operational plan including the measurable targets and their monitoring is missing.

The HEI's social role was very much relying on the cooperation with the city of Zaprrešić, which is also the owner of the institution and thus not an unrelated party. Project Management programme has clearly been almost solely active in projects which cannot be seen fulfilling the requirements of developing the society, democracy and local community. Some activities, like public lectures, have been organized by the teachers and students have been volunteering in some fairs.

Lifelong learning has been defined as one of the key strategic areas of the HEI. However, clear goals have not been defined and it was only in June 2019 that the HEI issued the Ordinance on Lifelong Education. Lifelong learning is clearly in the starting phase and no clear syllabi has yet been defined. Some actions were taken in tourism business as well as German language, but the first one is already finished and the second one is originally only a pilot.

Recommendations for improvement

It is recommended that HEI introduces a systematic way of developing its strategy, using that strategy to define operational goals, of communicating this to different stakeholders and measuring success in fulfilling strategy, and finally of taking corrective actions if needed. Furthermore, the HEI should implement quality assurance for all its activities and effectively use collected data in its operations.

It is recommended that HEI defines the procedures in case some unethical behaviour takes place. Furthermore, all instructions must be clearly communicated to all staff members and students in order to guarantee equal approach in all study programmes.

It is highly recommended that HEI maintains its website and social platforms also in English. All inconsistencies should be traced and removed in order to give the same

information in all communication channels. The HEI should continue to develop its communication systematically and have a pre-defined strategy how the communication to various stakeholders will be organised.

It is highly recommended that HEI introduces sustainable lifelong learning programmes. Also, the HEI should utilize its well-developed Project Management programme for possible lifelong learning purposes. It is recommended to introduce lifelong learning programmes with a proper operational plan on how these programmes will be conducted in line with the strategy and the recently issued Ordinance on Lifelong Education.

Quality grade

Minimum level of quality

II. Study programmes

Analysis

According to the mission and strategic goals of the HEI, the focus is to provide students with the competences necessary in the job market and in the field of work. Students need to achieve the competences necessary to be successful employees in the study area. Although the LOs (learning outcomes) indicate the competences might be needed in the job market, there is no clear evidence (except Project Management) that provided LOs meet the companies' expectations and needs. Internationalisation is also one of the focuses of the HEI. Therefore, a much greater internationalisation perspective is needed in the study programmes - modern language pathway of the studies, close cooperation with employers with strong international business profile and curriculum enhancements with more international content should be seriously considered.

The LOs of the study programmes need to follow the requirements of the EQF and CroQF, based on the general principles of outcome-based learning, they need to be in accordance with the strategic goals of the HEI and reflect the general level and quality of higher education (e.g. labour market needs incl. transferable skills). However, the Expert Panel noticed several major problems with the LOs. First, the learning outcomes of the programmes are overlapping in the sense of the taxonomies. Second, the high number of the programme-level learning outcomes (e.g. 19 LOs in IT study programme) also shows a lack of focus and necessary generalisation at the level of study programmes. Third, there is also a lack of LOs relating to transferable skills and systematic approach of supporting the development of generic skills during the studies. Fourth, according to the requirements of the EQF and CroQF level 7, the programme level outcomes are too detailed and focused on specialist sub-competences and skills, but not so much on problem solving skills, development of new knowledge and procedures and integration of different areas/disciplines. Fifth, the coherence between courses outcomes and study programme outcomes is not justified and well-balanced. Sixth, most of the course syllabuses included two types of the learning outcomes – minimum level and desired level. According to the principles of the learning outcome-based studies (e.g. OECD), the

LOs are always given only in minimum level. Seventh, the cooperation with the professional bodies and basing on professional standards in developing the learning outcomes is small.

The only possibility of assessing the achievement of intended learning outcomes of the study programmes is through the level of student competences after the studies. The achievement of all the LOs must be assessed at the course-level and the level of study programmes. Although the teachers assess students after a particular course, there is no assessment on study programme level. There are no agreed and clearly expressed LOs for final thesis and master thesis. There is an agreed system of the communication of the learning outcomes for the students; the syllabuses for each course are published in the Infoeduka and the teachers introduce the syllabuses to students during the first lesson. Teaching methods are adapted to achieving the desired learning outcomes. There are no pieces of evidence that the HEI collects and analyses the assessment results (grades) to get information/data according to which the improvements could be made in the study process and methodology.

The HEI changes study programmes almost every year in quite a significant amount, but it did not regulate on what the development process is based on and according to which stakeholders' feedback or expertise are the programmes changed. The HEI organises surveys to collect employers' feedback. However, feedback received from employers' representatives could not address exact areas of excellence of the students after graduating. According to the interviews, HEI does not have certain rules or requirements for opening or closing study programmes.

The student workload analyses bring out several problems and show a lack of clear understanding of the main principles of outcome-based studies; also, the HEI has not set up unambiguous rules and principles for study organisation and study programme development. ECTS credits for most courses are not properly allocated, and the criteria for ECTS credits allocation are not clearly defined. It is not apparent if ECTS credits are allocated according to the feedback from stakeholders, actual student workload or teaching hours. In general, the number of ECTS credits for the one course should come from the LOs of this course– how much time an average student needs to study – to achieve intended LOs in minimum accepted/passed level. Since most syllabuses don't include enough information about the students' home assignments and other individual work expected to be done outside the classroom, there are no bases to assess or control the students' real workload from the Expert Panel's side.

Study programmes include a different amount of internships. The internship mostly takes place in real companies, and students are encouraged to find internship placements themselves; it is allowed to do internship at the students' own workplace. Although the HEI enables different alternatives to pass the Internship course, those options are not clearly connected with the assessment of the learning outcomes, which is why such a huge variety is not grounded. The internship is not integral part of the programmes and the coherence with the study programme level learning outcomes and different courses is

weak. Learning outcomes of the internships are not correctly expressed, internship process is not documented, and assessment methods, criteria and assessors are unclear.

Recommendations for improvement

It is recommended for the HEI to carefully consider the initiation and development of the study programmes through evidence-based labour market analysis in close cooperation with professional bodies, employers and other labour market representatives. It is recommended for the HEI to set up clear and systematic process for collecting and implementing the information for study programme development from different stakeholders (students, employers, alumni, academic staff, professional bodies etc.). HEI should keep employers, together with alumni and senior students updated on recent programme improvements and circulate openness for constant and evidence-based development.

The HEI needs to have clear regulation for working out and developing the programme-level and course-level learning outcomes, based on outcome-based study principles (incl. taxonomies) and following the requirements of the EQF and CroQF. HEI needs to widen the assessment methods so that they are more appropriate for assessing the achievement of intended learning outcomes, and use more LO- and study content-oriented criteria in student assessment.

It is recommended that ECTS credits should be allocated in accordance with the actual student workload and/or teaching hours, and based on the analyses of feedback from students, teachers and stakeholders. Internship should be defined as an integral part of all study programmes, with appropriately allocated ECTS credits. The HEI is encouraged to set up a clear internship process for every study programme (from finding internship place to the final assessment), assuring that all the stakeholders know the intended LOs, process, roles of the parties and assessment principles. The role of final papers in the study programmes must also be analysed and expressed in proper amount of ECTS credits.

Quality grade

Unsatisfactory level of quality

III. Teaching process and student support

Analysis

HEI has three systems for the admission of students - they can enrol on the basis of the results of the National Secondary School Leaving Examination (via the National IT system for applications to higher education institutions - NISpVU), or the results of the college entrance exam, with each study program having a specific entrance exam. Students who enrol by transfer do not have an entrance exam, but apply via electronic application form on the HEI website. Transfer students can have course recognition, providing they file the syllabuses of the courses they passed on their previous HEI.

The HEI analyses student pass rates, drop-out rates, and the percentage of students completing study programs, but only for the last few years. Also, the HEI organizes a 'tutoring' program (professors have consultation hours with students who had problems passing exams, or who don't understand course content). This program is established, but based on information from meeting with students, students do not use this opportunity because they solve everything "face to face" with professors during the lectures. The HEI introduced a new information system Infoeduka, which replaced the ISVU system, in order to improve control over student attendance, grades, and pass rates; also, students have all administration papers available as users of this system.

The HEI encourages teachers to use different study methods within their lectures, depending on the type of course; for example, project work, role plays, analyses, guided debates, demonstrations, presentations (individual or group), case studies and some creative techniques like design thinking, also "ex-cathedra". For part-time students, the HEI has introduced "online study", so if students are not present at lectures personally, they can attend lectures using Moodle, i.e. the Baltazar system. Students evaluate lectures through student surveys; according to their results, most students are satisfied with professors and lectures. Regarding consultation hours, students have said that professors are available during scheduled hours and if that time doesn't suit students, they can reach them on their mobile phones to ask questions or schedule other consultation hours.

Enrolment information for future students can be found in the Regulations on studying, on the webpage and brochures of the HEI. Based on information from the meeting with Vice Deans, career support is provided by their professors/mentors. For support in study improvement there is the 'tutor' program. On the other hand, there is a Career centre, which is supposed to be the institution that would provide psychological, career and study support for students; the Centre was established, but has not been realized. According to the information from the meeting with students, they are satisfied with staff from student administrative office, library, Department for international cooperation and their services.

According to the meetings with the Management, contact points for students from vulnerable and under-represented groups are the student administration office, Vice Dean of Academic affairs or heads of departments, because there is no appointed person or established office that could lead them through the enrolment process. Based on information collected from the meeting with the Management, HEI tries to meet the needs of students with disabilities, to adjust teaching methods, types of examination, and infrastructure of the site to persons with disabilities (special parking spaces, lifts, etc.).

Students are informed about the opportunities for completing part of their study abroad, for one semester or the whole academic year, or internship as part of the Erasmus plus program. All information about international experience is available on the HEI webpage, and students can also contact the head of the Department for International Cooperation for any further questions. The Department for International Cooperation helps students

in all stages of mobility, from providing information on the application to finalising the procedure of recognising the obtained ECTS credits.

Information for potential foreign students on the opportunities for enrolment are available on HEI's webpage, on its English version. The Department of International Cooperation provides support to foreign students, organising their stay in terms of providing information, helping them prepare documentation, etc. HEI provides certain courses in English within the undergraduate professional study Business and Management and the specialist graduate study Communications Management. Foreign students are integrated with Croatian students, lectures are held in English or professors have consultative hours with Erasmus students in some classes; occasionally, there are courses in English especially for them, providing there are more than a few foreign students.

The criteria and methods for evaluation and grading can be found in syllabuses of the courses provided by HEI. At the meeting with students it was stated that they know the criteria for getting a specific grade, that outcomes were explained to them and they can see their syllabuses on their "Moodle" system, the "Baltazar". During the meeting with professors, the Panel noticed that the professors use various types of teaching methods, but they are not always aligned with LOs of the course. There is a survey for students, in which they grade professors and courses anonymously, professors get feedback and results are publicly published. There was no appeal procedure, because students clarify their dissatisfaction and professors try to meet them and solve the problem.

For undergraduate and graduate studies, the HEI issues a diploma in the Croatian and English language, which confirms that a student has graduated and obtained a particular degree. Apart from the diploma, the HEI issues a diploma supplement in Croatian and English in compliance with the current regulations. A copy of the diploma supplement or a diploma supplement in another language may be issued upon student's request, for which a fee is to be paid in accordance with the law. The diploma supplement contains additional information on the studies, the obtained qualification, level of qualification, etc., and a list of courses taken by the student throughout their studies with the obtained ECTS credits and grades as well as the acquired competences.

The HEI has a survey for the alumni and their employers, but that was one survey carried out for some 20-30 alumni and their employers for 2018/19. The HEI has quotas for enrolling students, but it has not done any market research (it was not provided during the site visit) to align quotas with market labour needs. There is no established institution to support future careers of graduate students, they get support from their mentors. There is opportunity for students to do their internship in partner organizations and continue to work there after graduation, but students do not use this opportunity.

Recommendations for improvement

It is recommended that the HEI develops more challenging questions for the entrance exams and encourage the admission of students with the State Matura. Also, it should consistently track student progress to stimulate students to pass their courses and increase the completion of study. It is recommended to organize classes for full-time and part-time students separately (sometimes they have classes together) because of the different contact hours, level of knowledge and experience that furthermore result in a need for using different teaching methods. It is recommended to establish a Career Centre that would provide students with the psychological, career and study support they need. Teaching staff needs to have training or an Ordinance on teaching students with disabilities, for example, using some education materials so they can improve their teaching methods towards students with disabilities. It is recommended to introduce appointed person for students with disabilities to encourage them to apply for their study programs. The HEI should increase the number of outgoing students to get international experience, and encourage them to go for internship within the Erasmus+ program because internship is obligatory in professional studies. The HEI should offer more courses in English for incoming students, especially at the specialist graduate study, encourage more classes in English for the HEI's internationalization purposes and less in the form of consultative hours. HEI needs to conduct a special survey for incoming students, so that they individually write their experiences and what future improvements the HEI can make in classes and the overall student experience. HEI should evaluate objectivity and reliability of grading. The HEI needs to pay attention when issuing diploma supplements for study programs which have recently change over 25%, especially concerning ECTS credits. It is necessary to consistently conduct surveys about employability of graduate students, so that the HEI has insight into which study programmes are needed on the labour market, which would also have an impact on making decisions on enrolment quotas.

Quality grade

Satisfactory level of quality

IV. Satisfactory level of quality Teaching and institutional capacities

Analysis

At first sight, the data presented in the Analytic Supplement to the Self-evaluation report, ASSER (tables 4.1.b, 4.3. etc.) gave an impression that this HEI has adequate teaching and institutional capacities. However, deeper analysis provided some important concerns which will be elaborated. Teaching capacities of the HEI are stretched due the mostly maximum of allowed teaching hours for most of the teachers, accompanied with the responsibility for a huge number of teaching courses across several study programs, along with dislocated ones. Due to the special design of the syllabi for part-time students, teachers need to present the same teaching material in a smaller number of teaching hours, and in addition to holding a certain number of courses, they need to be in charge of many more courses as performers.

Quality of some external associates is doubtful; 1/3 of them are retired professors, and the site visit (interviews) and student feedback have showed they do not bring additional value to the HEI in terms of the university-industry cooperation, or rather of connecting theory and practice with new knowledge and internships. Furthermore, students had complaints regarding the quality and availability of external associates.

Teacher recruitment and promotion are accompanied by the minimum legal requirements without any additional requirements such as English proficiency, scientific excellence, professional achievement or pro-bono professional contributions.

Support to teacher's professional development is minimal, accompanied by HEI's contribution to professional training, conference expenses, and 50% of Master and PhD tuition fees. There is no evidence of promotion plan for HEI teachers, which can be linked to the teachers' complains about their uncertainty regarding future development.

Buildings of the HEI that were covered by this site visit were in good shape and well maintained. There should be a future investment in more IT rooms, as a request of students and as a future direction of higher education; no such plans were presented to the Panel.

Library, though very spacy, is not available to all students with its location in Zaprešić, and its working hours from 8:00-18:00 Monday – Friday. Aside from the location, although it is equipped with a certain number of books, particularly the ones published by the HEI, some things should be noted: most of the books are on Croatian, published by HEI staff and associates, with an evident lack of recent books published by other authors. Also, English books are barely presented, there are very few of them, especially per study programs, along with no additional scientific bases except CROSBİ and Hrčak. Lack of English literature makes it impossible for the HEI teachers and students (especially ERASMUS+) to find appropriate literature for study and research activities.

The presented financial resources - income statement at the moment of the site visit - look fine. Main observations are related to the income structure, since scholarships are decreasing over time, life-long learning follows that trend. Efficient use of real estate support part of the HEI income. Considering all observed aspects of income and expenses, along with the reservations for some future tax payment issues, this HEI needs to carefully plan its future financial stability.

Recommendations for improvement

It is recommended to HEI to make some further improvements regarding teachers' workload - not only a change of 'official' teaching hours, but more in the direction of teachers' responsibility for huge numbers of students and courses.

Awards system need to be established based on teachers' excellence. It is recommended to put additional efforts in the empowerment of current teachers in terms of training, international cooperation, and international projects, along with decreasing teacher

workload. Internal communication needs to be improved and teacher workload planning needs to be performed more in advance. It is recommended to HEI to develop and implement selection requirements for external associates in terms of teaching excellence and university-industry co-operation. Also, it is recommended to introduce additional excellence criteria for new appointments and promotions that would include proficient knowledge of English, professional, teaching and scientific work, together with social activities of all employed teachers. International mobility and international cooperation should be improved for many reasons: teachers, students, and additional funding.

It is recommended to HEI to continue with material resources maintenance, and additional investment in IT classrooms. Library resources need to be improved regarding the portion of books and academic papers in English. For the financial sustainability of the HEI, it is recommended to pay special attention to the efficiency of managing its financial resources and assuage reservations concerning unexpected expenses in the upcoming period, especially to keep teacher's promotions and salaries at an average level. Additional cost-benefit analysis of dislocated studies and each study program is recommended, along with assuring additional financial resources other than scholarships, real estate and the City of Zaprešić funding.

Quality grade

Minimum level of quality

V. Professional and/or scientific activity

Analysis

The main priority of the HEI as a non-scientific educational institution is to provide good quality and practical-oriented education. Professional and scientific activities are not in the HEI's focus. However, the teaching staff of the HEI published, on average, 3 publications per teacher in the last five years. This result is satisfactory if we ignore the fact that the corresponding distribution is very broad: 9 teachers with 0 publications on one side, and one teacher with 33 publications on the other side. In addition, around 50% of publications from the category of publications in which the HEI is the best are in the Croatian language.

The HEI does not organize its professional and/or scientific activities around projects: it is not a holder of any scientific projects, and has been a partner in only two professional/commercial projects funded by ERASMUS+ (ASSER, Table 5.3a and 5.3b). The HEI's professional activities are mostly based on small pro-bono projects in which students also take part, which the Panel finds very positive. However, the Panel cannot consider these small pro-bono projects as adequate substitutes for professional and/or scientific projects.

According to the SER, the HEI rewarded its teaching staff "who significantly contribute to the development and improvement of the University". In the last five years, 25 teachers got the reward. However, neither in the SER nor during the interviews was it clarified

why these teachers got the rewards. If the criteria for rewards/awards are missing (the Panel didn't find them in the SER or on the HEI website, and they were not presented during the interview), the Panel recommends the HEI to develop those criteria and communicate them to their teachers.

The HEI should also ensure a system/procedure for recruiting the best teachers available to strengthen its professional and scientific capacity. The current system, which is common in Croatia, includes the Expert Committee (approved by the Professional Council), which is responsible for the evaluation of candidates and proposing the best candidate to the Professional Council (SER). The Panel recommends the HEI to ensure that Expert Committee is awarding enough credits to the candidates' professional and/or scientific work as well as to their proficiency in the English language.

Recommendations for improvement

It is recommended to HEI to encourage teaching staff to use English (instead of Croatian) in their scientific and professional publications.

It is recommended to HEI to encourage and provide support for teaching staff to publish more high-quality papers and increase the number (and the amount of external financing) of professional/commercial projects and, if feasible, scientific projects.

It is recommended to HEI to develop rewards/awards criteria to encourage professional and/or scientific work at the institution.

Quality grade

Minimum level of quality

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I. Internal quality assurance and the social role of the higher education institution

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis

Internal quality assurance system was introduced at the HEI in line with the Act on Quality Assurance in Science and Higher Education (Official Gazette 49/2009), Standards and Guidelines for Quality Assurance in the European Higher Education Area and requirements of the ISO 9001 standard. For that purpose, the HEI established Department of Quality Assurance and Quality Assurance Committee (Evidence: SER 1.1.). Quality Assurance Committee and Internal Audit Committee both have representatives of external associates and students.

The quality assurance system is set up on two grounds: (1) requirements imposed by various certifications and accreditations (e.g. ISO 9001) and (2) results of students' satisfaction surveys or employers' satisfaction surveys.

Quality assurance policy (document at HEI) has been established. However, there is no documentation describing how various activities of the HEI have been planned, actioned, controlled and developed, and further aligned with strategic goals. The strategic work remains unfinished if full circle of actions is not performed. Management of the HEI has clearly recognized many development areas in the HEI's operations, but numerous plans and actions have not yet been implemented or communicated.

Many stakeholders are involved in quality assurance of the HEI, e.g. alumni and employers, but systematic way of involving various groups is missing. The HEI should carry on with collecting feedback via several surveys like student feedback and employer survey, and use this information for its quality assurance and development work. The HEI had also performed an employee satisfaction survey in 2017 (discussion at HEI), but no formal development discussions with employees have been conducted where, e.g. teachers' workload for the upcoming semester would have been discussed and agreed upon (interviews). It is recommended to implement human resource management policies and processes aligned with the strategy of the HEI.

The HEI has defined its strategy, mission and vision (HEI website) for the period 2016-2020. The HEI has also embedded an internationalization strategy into its strategy. This sub-strategy was introduced only in September 2019, for the years 2015-2020.

No evidence was found about how the different stakeholders have been involved in the development of the strategy of the HEI. However, stakeholders had been involved in the development of study programmes (interview with partners and alumni). The HEI is not

using strategy developing tools like SWOT analysis or similar in its analysis or strategic work.

The HEI has not defined its key performance indicators (KPIs) and has not communicated them within the organization nor to the stakeholders (interview with the management). KPIs are not used for monitoring the achievement of strategic goals. The management is more oriented toward short-term goals and monitors the HEI's success according to the fulfilment of the annual activity plans.

Recommendations for improvement

It is recommended that the HEI introduces a systematic way of developing its strategy, of using the strategy in defining the operational goals, communicating it to different stakeholders, measuring its progress, and finally taking corrective actions if needed.

HEI should carry on the activities necessary for closing the quality loop. Sustainable and systematic implementation of created procedures, processes and collected improvements must be encouraged.

Quality grade

Minimum level of quality

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.

Analysis

The HEI has addressed all the points in the SER regarding the previous evaluation from March 2013. Unfortunately, many recommendations are still in progress and have not been fully resolved or addressed. One of the emphasized areas in the previous evaluation was the ECTS allocation, which was not in line with the Bologna requirement. In this area the HEI still has inconsistencies.

The HEI has addressed that teacher workload issue and has achieved much better student: teacher ratio (ASSER), which is now within the legal requirements. International mobility of students has also grown, as did scientific activity based on the number of student and teacher exchanges or involvement in research projects (ASSER 3.6., 4.5., 4.6., and 4.7.). However, the international activities in the HEI are still on a remarkably low level, and the responsibility lies solely on the Department of International Cooperation. Additionally, the HEI was recommended six years ago to benchmark its scientific effectiveness, but the Panel did not find evidence that this was performed in some way.

Attention has been paid to the teaching quality by offering training opportunities for teachers (interview) and providing modern, IT-equipped learning facilities (site visit). The HEI has also implemented ethical rules and established a Committee (SER 1.2.), but since it has been implemented just recently there is no evidence of its effect yet.

Previous evaluation pointed out the need for key performance indicators for measuring HEIs critical success factors, but this is not yet in place. Prior evaluation also noted the inconsistencies regarding the internship – the way of organizing and including internship in various programmes should be clarified, and the process should be consistent across all study programmes.

Recommendations for improvement

It is recommended that the HEI performs the planned, actioned, monitored improvements, in a proper manner and based on recommendations of reaccreditations.

Quality grade

Minimum level of quality

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.

Analysis

In order to adhere to the principles of academic integrity, freedom and prevention of all forms of unethical behaviour, intolerance and discrimination, the HEI has defined a Code of Ethics and established an Ethics Committee (SER 1.3.), as well as introduced an Ordinance on Student Disciplinary Responsibilities (and the respective Committee). The Code of Ethics and the Ethics Committee have both been recently introduced, in September 2019 (document at HEI). There are students represented in both committees.

There was very little evidence of any examples of unethical behaviour (interview). One case that was mentioned concerned cheating, which had been forwarded to managerial level for resolving (interview). Staff members assured the Panel that all kind of unethical behaviour is strictly forbidden and would be immediately addressed in case it would be revealed.

The Panel found conflicting information regarding the adherence to ethical behaviour, although many interviewed staff members stated that the HEI applies strict policies. English course syllabi allowed plagiarism by only reducing the marks for course assignments and exams (HEI website). Furthermore, the Panel found a highly-ranked thesis without any citing and references, which is obviously a case of plagiarism (document at HEI).

The HEI has not applied systematic plagiarism detection methods to students' papers, course assignments or thesis. Two different plagiarism software were mentioned by the staff, precisely two staff members, one full time employed and one external associate. But when we take a deeper glance, the procedure of using the report generated by the system was unclear among the staff (interview). For example, the tolerance level of detected matches was not defined.

Recommendations for improvement

It is recommended that HEI defines the process in case some unethical behaviour takes place. Furthermore, all instructions must be clearly communicated to all staff members and students in order to guarantee equal approach in all study programmes. For example instructions for thesis writing process and for all other academic writing assignments must be developed and made available for all involved parties in order to safeguard academic integrity. Since the HEI is moving more and more towards online learning methods, it should make sure that unethical behaviour is managed, addressed and resolved properly.

Quality grade

Unsatisfactory level of quality

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).

Analysis

The HEI has a website that includes useful information for all stakeholders of the institution. The website informs both enrolled students as well as prospective ones. A brochure has also been published for prospective students that gives relevant information about admission criteria, study programmes, learning outcomes, exchange opportunities, learning aids as well as the extra-curricular activities. However, information has been translated into English only for some parts and many official documents can be found only in the local language e.g. the Strategy, statutes, codes, ordinances, curricula etc. (official website).

The HEI has two different websites in English. First one can be accessed via main page by changing the language option (<https://www.bak.hr/en>), while the second one has a different URL-address (<https://english.bak.hr/discover-baltazar/>). The HEI should assure that these pages are not giving any contradictory information about the institution.

The HEI organizes annual Open Days for prospective students and pays visits to secondary education institutions (SER 1.4.). The HEI is using social media channels to announce its activities in various fields; the channels used are Facebook, Instagram and YouTube. All social media channels as well as news section on the official website have been updated only in the local language.

Information offered for foreign incoming students was inconsistent with the evidence from the interviews: courses in English were mostly offered in way of consultation, while the website gives information of large course offering in both semesters, 11 courses in the winter semester and 12 in the summer (HEI website, interviews).

Official website contains a lot of information without any date or even a year reference, and this can obviously lead to misunderstandings. No evidence was found if stakeholders were informed about any KPIs. Career paths linked to different study programmes were not shown clearly or were given only minor attention in the communication.

Recommendations for improvement

It is highly recommended that HEI also maintains its website and social platforms in English. All inconsistencies should be traced and removed in order to give the same information in all communication channels.

It is recommended to HEI to continue with the development of its communication systematically and to have a pre-defined strategy on how the communication to various stakeholders will be organised. This would strengthen the HEI's social role.

Quality grade

Minimum level of quality

1.5. The higher education institution understands and encourages the development of its social role.

Analysis

The HEI has stated in its strategy that it develops the institution in cooperation with the economy and other entities in the community, included in the Croatian and European Higher Education Area. Furthermore, the objectives for the last strategy period aim at, firstly, opening new study programmes based on the experience gained through closer links with scientific institutes, the economy, the public sector and cultural institutions and, secondly, continuous and systematic programmatic and other cooperation with domestic and foreign higher education institutions (SER 1.1., link to the Mission and Vision statement). The HEI has defined the goals, but clear, systematic operational plan including the measurable targets and their monitoring is missing.

It was not possible to assess the impact of various initiatives listed in the SER since the proper follow-up was missing; projects during the last five years seemed to be in various stages, some of them closed and some reaching into the future. The role of the HEI in each project was not clearly stated. Tables in ASSER 5.3. also showed a noticeably low number of both scientific projects (none) as well as professional projects (two).

The HEI has an important role in the city of Zaprešić, and a lot of cooperation has taken place with the City, which is even the HEI owner. The HEI also emphasized its important role as the biggest private employer in the city of Zaprešić (interview). There were good results achieved in the project (SING) wherein students closely collaborated with the City and came up with useful outcomes to be further utilized by the City of Zaprešić (SER 1.5.,

interview). This type of collaborative projects were unfortunately low in number and only initiated in the Project Management programme.

Partner capacity, both Croatian and international, has not been used in its full strength, and there was no evidence of international benchmarking in order to develop the HEI's social role. Partner companies have not been used for, e.g. internship purposes, as effectively as they could be; the biggest programme Business and Management has only one signed agreement with one bank to conduct internship and only one student so far has done the internship there (SER 2.6.1). So far there are some public lectures organized by the HEI and participation of students in the city fair as volunteers.

The HEI enables students and graduates to carry on extra-curricular activities, e.g. in the form of the Alumni Club, Student Council, Sport Association, and Career Center, all contributing to students' well-being, networking and smooth transition to the labour market. Additionally, the HEI has made efforts to support student ability to study while working by offering technical solutions like Baltazar (online course platform) and Adobe Connect (communication platform), as well as by offering more online courses.

Recommendations for improvement

The HEI is a non-profit organization and it is recommended to pay attention to teachers' and other staff members' personal development and encourage them to become active contributors to the development of economy, society or local community.

It is recommended to use its modern, well-equipped facilities in various ways, e.g. by organizing event, conferences, start-up and incubator activities in order to network the students and teachers better into the society, and/or actively offer their skills and competences to be actively used in cooperation with the companies.

It is highly recommended to initiate more projects across the study programmes together with students, companies, associations, and public sector bodies.

Quality grade

Unsatisfactory level of quality

1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Analysis

Lifelong learning has been defined as one of the key strategic areas of the HEI. However, clear goals have not been defined and only in June 2019 did the HEI issue the Ordinance on Lifelong Education (documents at HEI). Lifelong Education and Learning Department was already established in January 2014 (SER 1.6.). HEI has defined a list of various methods for lifelong learning. The HEI states that there are no specific study programmes,

but that it is conducted through individual activities (SER 1.6.) Website of the HEI is provides information on specific programmes (official website).

The Panel was informed that one lifelong learning initiative in tourism business was earlier implemented, but has been put on hold for now. There are no course syllabi for the lifelong learning courses nor specific teachers responsible for these. The HEI should immediately take action to establish lifelong learning and education in accordance with its Ordinance on Lifelong Education. German language was introduced, and listed at the website, but the Panel was informed that it was just a pilot.

Recommendations for improvement

It is highly recommended that HEI introduces sustainable lifelong learning programmes in line with its Strategy. Furthermore, the HEI could utilize the good results and cooperation of the Project Management programme and consider lifelong learning opportunities in this area.

It is recommended to introduce lifelong learning programmes with a proper operational plan on how these programmes will be conducted in line with the strategy and the recently issued Ordinance on Lifelong Education.

Quality grade

Unsatisfactory level of quality

II. Study programmes

2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.

Analysis

According to the mission and strategic goals of the HEI, the focus is to provide students with the competences necessary in the job market and in the field of work. Students need to achieve the competences necessary to be successful employees in the study area. Although the LOs (Learning Objectives) indicate the competences might be needed in the job market, there is no clear evidences (except Project Management) that provided LOs meet the companies' expectations and needs. Based on the HEI's mission and vision, the initiation of new study programmes is highly supported (interview), but there is no clear procedure or criteria which the new study programme must answer (e.g. costs analysis, justified number of potential students, resources analysis etc.).

Although all “elaborati” include a short description of the job market, most of those analysis are not based on evidence-based researches or analysis (document HEI). The HEI has some good examples of collaborating with external partners in initiating a new study programme (interview, e.g. cooperation with the city municipality - development of the new study programme was paid by the City, and a public meeting was organised to involve social partners). Despite the HEI's goal to find additional funding from external partners, there was no evidence of that and almost all interviewed students paid study fee by themselves (interview). In spite of the same good examples, the initiation and development of the study programmes is not a clear process, the process description and requirements are not provided. The management stated that the HEI collects the feedback from the market, with a very low rate response (document HEI) (labour market analysis, employers' needs analysis etc.), but there is no defined process, how the content for the study programme is set up (general requirements for the structure, amount, allocation of the ECTS, requirements for the internship to be included into the study programme etc.).

Unemployment rate of the alumni is high (even if the management indicated that the unemployment data may be incorrect), especially when we see that most of the HEI's students are employed during the studies (interviews). This may indicate that the competences students get from the studies are not in accordance with the competences needed in the labour market. The alumni who confirmed that it was not hard to find a job were all representatives of the Project Management study programme, where labour market needs are included through close cooperation with IPMA.

According to the mission and goals of the HEI, internationalisation is one of the focuses. Therefore, a much greater internationalisation perspective is needed in the study programmes - modern language pathway of the studies, close cooperation with employers with strong international business profile and curriculum enhancements with more international content should be seriously considered. Considering the general

background, the e.g. EU-related subjects may be reviewed and embedded into study programmes in an integrated approach.

Recommendations for improvement

It is recommended for the HEI to carefully and through evidence-based labour market analysis consider the initiation and development of study programmes. HEI needs clear requirements and procedure for the initiation and development of study programmes. LOs should be put in constant review process involving stakeholders, and curriculum should be updated based on up-to-date needs of prospective specialists ready to work in the ever-changing local and international environment.

Since the HEI is in the beginning of the new strategy period (current Strategy is valid till 2020), it is highly recommended to analyse the study programme coherence with the new strategic goals, mission and vision, and to make the necessary changes of the focus in the development of study programmes.

Quality grade

Minimum level of quality

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

Analysis

Every study programme has defined learning outcomes on the programme and course level. Seeing how the HEI's current mission and goals are quite general, there are common relationship between programmes' learning outcomes and the mission and goals of the HEI – all study programmes somehow help to support the increase of the education quality, internationalisation and students' success in labour market. Still, if we look specifically at the programmes' learning outcomes, then the connection with the aforementioned focuses (quality, internationalisation and readiness for labour market) is not so clear (see Table 1).

The learning outcomes of the programmes are overlapping in the sense of the taxonomies (e.g. in order “to apply”, students already need “to understand”, which mean that “applying” is higher level outcome and “understanding” is already achieved and included) – only the highest verb is indicated in programme-level learning outcomes. The high number of programme-level learning outcomes (e.g. 19 LOs in IT study programme) also shows a lack of focus and generalisation at the study programme level.

There is also a lack of LOs to relate to transferable skills (known also as key competences, general competences etc., these include teamwork, communication, and ethical behaviour). Some of the transferable skills like analytical skills and IT skills were mentioned, but there is a lack of systematic development and support for the transferable skills among study programmes and study levels (see Table 1).

The LOs for specialist graduate professional programmes must follow the requirements of the EQF and CroQF 7th level. Basing on that, the programme level outcomes are too detailed and focused on specialist sub-competence and skills, but not so much on problem solving skills, the development of new knowledge and procedures, and the integration of different fields (e.g. source: <https://ec.europa.eu/ploteus/et/node/1440>).

Table 1. Analysis of the LOs' accordance with the different requirements.

Study programme	Accordance with the mission and goals of the HEI	Accordance with the EQF and CroQF	Accordance with the LO taxonomy	Use of transferable skills in LOs	Accordance with the needs (labour market, LLL, society etc.)	Accordance between programme and course level LOs
Business and Management (Business Economics and Finance, Cultural Management and Office Management; 6 th level)	Internationalisation – no LO refers to the international sight or analysis. Labour market needs – study programme LOs are dedicated to the Financial Management, which is still one competence and specialisation – other competences e.g. Cultural and office management and general management (e.g. HRM or CRM) are not shown.	In general, LOs are in a necessary level, but ability to deal with and solve complex and interdisciplinary problems is not so well focused. Even more – 11 th LO says clearly that “simple business cases” are the level of expected outcomes, which is not in accordance with EQF level 6.	Overlapping of the levels of taxonomy: E.g.: learning outcomes “understand”, “improve”, “apply” and “manage” the business processes – can be separate LOs for the courses, but in SP level must be integrated into one – highest as a final LO of the programme.	LOs bring out transferable skills like ethical behaviour, but cooperation and teamwork skills, language skills, communication etc. are missing.	Focus on problem-solving, financial skills and some specialist skills (e.g. marketing), but no systematic approach on which principles a study programme is based on.	The goal and position of some courses in the study programme is not justified. Traineeship is connected only to LOs describing understanding of the business processes, but internship is the study form where student can practically apply the skills and knowledge gained during the other courses. Business ethics should be the course supporting students' ethical understanding and behaviour concerning all the areas of business and management, but according to the table is connected only with one LO.

Information Technologies (6 th level)	Neither the study program LOs nor course LOs refer to internationalization.	The 16 LOs out of 19 are describing the “apply and using” level of detailed specialist skills. The 6 th level requirements indicate the need for “the ability to deal with and solve complex problems”.	The variety of taxonomy levels is really small and whole study programme stresses only 3 rd (applying) level. The student of undergraduate studies should also be able to analyse, create, evaluate.	Transferable skills such as problem-solving, data analysis, or mathematical modelling are scattered throughout courses. but there is no any indication of systematic developing of generic skills (teamwork, communication, ethical behaviour etc.) in general	It is not clear to which IT skills and future job positions the study programme is oriented. IT field is really wide and it is impossible to teach all IT skills needed in labour market. Basing on certain IT specialisation or area would be useful to set up clear focus and increasing the employability of the graduates.	The study programme LOs are mostly just copies of some course level outcomes and the forming of final competences through sub-competences and learning of part of competences (knowledge, skills and attitudes) with the aim to achieve whole study programme level competence is not visible.
Financial Management (7 th level)	Generally in line with the strategy of the HEI. Internationalisation has not been addressed properly, not in programme LOs, nor on the course LOs.	On level 7 for the most part. On the course level, LOs show large variances – some course level LOs not reaching level 7.	LO taxonomy is unclear; some LOs are on “understanding” level, some on “applying” level.	Some transferable skills included into LOs e.g. communication, organizational and international approach, but no teamwork.	Focus on traditional, general financial management, but no reference to future trends or current needs of the job market.	Each course is basically linked to one LO. There are inconsistencies between the course level LOs and programme level LO, e.g. Capital Budgeting is linked to FM06, but course LO does not mention this in any form.
Project Management (7 th level)	Internationalisation is indicated only through communication ability in foreign	The LOs are more suitable for 6 th level, because indicate the specialist level	A correct LO can consist of only one verb, which shows the level of the LO. In this programme,	Only the teamwork and communication and ICT skills are mentioned.	Basing on last labour market analysis, project management is also focused on	The courses directly connected with transferable skills (e.g. languages, business ethics

	language. International projects, cross-border cooperation etc. are not mentioned. Labour market needs – LOs follow the project cycle and seems to give a student competence in whole project management process.	(competences to manage with regular processes), and not the ability to cope with original, integrated and complex problems and systems.	LOs include 2, 3, 4 or even six (PM06) verbs and the level is not clear. In LOs, only the highest LO must be presented (see above – overlapping verbs).		HRM and emphasises the importance of process management – those trends are not shown (HRM is only connected with the teamwork, but it is much wider). Agile project management is a good finding and expresses the modern project management form in organisations.	etc.) should be better integrated with the LOs and other courses.
Communications Management (7 th level)	Internationalisation – LOs do not indicate any focus to internationalisation or corresponding competences. Labour market needs may not be met because of the same issue – international communication/relations are one of the top priorities of many organisations.	Although according to the EQF 7 th level requirements, all the important “keywords” are there, then some LOs should be kept at the course level and are not appropriate level concerning the study programme LOs (e.g. KM08 and KM09 – preparing different plans and KM05 – a general ability to	Some of the LOs are more like an assessment criterion (e.g. KM02 – “4 perspectives) and show that they are too detailed for study programme level. All the taxonomy levels are represented. One LO should include only one verb.	Traditional transferable skills are mentioned – teamwork, some analytical thinking skills. Communication skills are essential in this study programme. Ethical and ICT competences should be better stressed.	Needs proper labour market analysis and study programme should base on some professional standard (e.g. IABC Communication Profession standards). Study programme seems to lack cultural and ethical issues etc.	Some connections between course and LOs also show that LOs are too detailed (e.g. KM02 and KM08 – connection with only 2 or 3 courses). In general, courses are quite well integrated with the study programme LOs. Course syllabi should be carefully analysed and developed to be following the linkages given in a study programme LOs and

		form messages).				courses connections table.
Public Sector Management (7 th level)	Internationalisation is brought out concerning the EU legislation and application of international standards, which is far too little to cover the public sector need for international cooperation, network, co-funding, membership, which is necessary to understand for every public sector manager.	The study programme level LOs do not need to describe all the detailed fields of knowledge or expertise. On the contrary – too detailed LOs reduce the flexibility of the studies and do not give any additional value (e.g. lists of knowledge areas in LOs e.g. MJS04 and MJS12, but also the others). The general level of outcomes is little bit directed to the knowledge level and not so much on dealing with complex issues.	The LOs refer mostly to “apply the knowledge” (understand) level, some LOs also for “apply the skills” (apply) level, which are both too low for 7 th level programme s. The graduates of 7 th level programme s should be able to analyse, evaluate and create solutions, models and new practices.	There are some signs of transferable skills in programme level LOs – ethicality, self-development, but ICT skills, teamwork skills, communication skills, etc. are still missing.	Public sector management is quite a well standardised field – there are many requirements for public sector managers, special lists of public sector management activities and roles, standards for public sector work-organisation and activity fields etc. That is why it is not understandable why exactly those competences are chosen to be in focus (e.g. property management is focused, but not PPP, or budgeting is brought out, but not costing or effectiveness of public services etc.).	Most of the programme level LOs are achieved through more than 12 courses (out of 20 courses) and the links between courses and LOs are too distant and casual (e.g. how crisis management course is helping to “apply knowledge of public property management”? etc.).

According to the document LO_Baltazar.pdf, provided by the HEI, which includes tables showing the connections between study programme level LOs and courses of this study programme, some subjects support almost every programme level LOs (then only this course is necessary to meet programme goals and LOs, but then why are the other courses needed at all? Also, the focus of the course is not clear then, and particular course is too compartmentalised).

Most of the course syllabuses include two types of learning outcomes – minimum level and desired level. The teachers and the Vice Dean for Academic Affairs explained that minimum level outcomes are not changeable and are given by the Professional Council as required LOs for the course that the teachers must follow. The desired LOs are expected outcomes set up by the teacher, and show the level that the teacher hopes to reach with the students. According to the principles of learning outcome-based studies (e.g. OECD), the LOs are always given only for the minimum level. The possible higher competences must be indicated as grading criteria (e.g. to differentiate between grades “4” and “5”).

There is one example of the study programme-level cooperation with professional bodies – in development of the Project Management programme with IPMA, but this good practice is not used for other study programmes. IPMA requirements are met in Project Management study programme, but there is no evidence for what the other study programmes development is based on – professional standards, recommendations and requirements of professional bodies, international labour market trends in this study field etc.

Recommendations for improvement

The cooperation with professional bodies, employers and other labour market representatives is highly recommended in order to develop modern programmes, which provide students with the competencies necessary on the labour market.

The HEI needs to have clear regulations for working out and developing the programme level and course level learning outcomes, based on the outcome-based study principles and following the requirements of the EQF and CroQF. All the LOs must be in accordance with those requirements and principles.

It is recommended to initiate the discussion inside the HEI, and between the HEI and employers and professional bodies, with the aim of clarifying what kind of transferable skills are needed, why are they important in different study levels and study fields concerning the HEI's mission and goals and labour market expectations, and how those transferable skills are developed (methodological view) during the studies.

The learning outcomes of the subjects must be in accordance with the LOs taxonomy – especially in the 7th level programmes, where student should be oriented in analysing and creating something new based on their knowledge and experiences, not just to understand and describe the facts and constructs.

Quality grade

Unsatisfactory level of quality

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis

Only the student competences after the studies show the achievement of the LOs. The achievement of all LOs must be assessed at the course level (through course assessment) and at the study programme level (e.g. through the defence of the final thesis, internship, final examination, certification exams etc.). Although the teachers assess students after a particular course, there is no assessment on study programme level. Every study programme has a final thesis and/or internship, which could be used as summative evaluation of the programme level outcomes. There are no agreed and clearly expressed LOs for the final thesis and internship.

There is an agreed system for communicating the learning outcomes to the students: the syllabuses for each course are published on the Infoeduka, and teachers introduce the syllabus to students during the first lesson. Teaching methods are adapted to achieving the desired learning outcomes. The internal coherence of the study programmes is not systematic – the achievement of some LOs should be gradual through different courses (e.g., knowledge and skills theoretically learned in specialty courses will be developed and implemented during the internship).

Although, there are some pieces of evidence (grading analysis for 2018/2019) that the HEI collects and analyses the assessment results (grades) to get information/data about the students' general results, there is no deep analysis of the results and conclusions according to which improvements could be made in the study process and methodology (e.g. if the grades are too high in general in some particular subject, then the syllabus and teaching methods and criteria must be revised to understand whether the LO's are too easy for the study level, or assessment criteria are too low, or some other mistake have been made in the study process and teaching methodology).

Recommendations for improvement

The variety of course-level assessment methods is small. It is recommended to widen the assessment methods to be more appropriate for assessing the achievement of intended learning outcomes. It is also recommended to use more LO- and study content-oriented criteria in student assessment, and not to focus on assessment criteria that mostly indicate the formal requirements (e.g. participation rate).

It is recommended to have clear LOs for the final thesis/master thesis and internships; those LOs should be in clear coherence with the programme level LOs. The HEI must implement the system for analysing and using students' results to collect feedback for the constant improvement of the study programmes and student assessment.

The Panel suggests that the HEI should not only try to assess the employment and unemployment rates of graduates, but also focus on the competencies that the students have achieved during the time of study. As actual student numbers also show a decline

concerning some study programmes, it is an important issue of sustainability and the focus of the programmes.

Quality grade

Minimum level of quality

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis

The HEI changes the study programmes almost every year in quite a significant amount, but it did not regulate the development process this is based on, nor which stakeholder feedback or expertise are considered in the process. The HEI hasn't established a systematic and sustainable process for collecting regular and content-rich feedback about the students'/graduates' coping with the labour market. The Professional Council makes the decisions on the necessary improvements of the study programmes, but the sources and the collection of data these are based on is not clear – systematic and “every-stakeholder-involved” overview of the improvement needs is missing.

The HEI organises surveys to collect the employers' feedback. However, feedback received from employer representatives could not address exact areas of excellence of the students after graduating. Thus, a more systematic approach and skill-set oriented towards labour market needs could be better developed throughout studies to develop relevant LOs and creating potential ad hoc specialists/managers for the market. It is not clear how the quality assurance loop is closed taking into account information from surveys, the student voice, the comments made by employers and other stakeholders to ensure decisions and recommendations inform the future planning in order to develop the most appropriate education and learning strategies.

According to the interviews, the HEI does not have certain rules or requirements for opening or closing the study programmes. Although some programmes have only few students enrolled and studying, the HEI hasn't closed these programmes. The new study programmes are initiated, but there is no evidence of a proper (financial) analysis (e.g. how the new specialisation may impact the admission to the other study programmes, how many students are needed to admit for the brake-even point, necessary resources, etc.) either in the SER or during the interviews.

Recommendations for improvement

It is recommended for the HEI to set up clear and systematic process for collecting and implementing the information for study programme development from different stakeholders (students, employers, alumni, academic staff, professional bodies etc.). HEI should keep employers, together with alumni and senior students updated on recent programme improvements and circulate openness for constant and evidence-based development.

The HEI should map the general sources for getting at least annually information about the need for changes in every study programme (e.g. changed professional standards, legislation, competence models of the professions, new labour market analysis, regional strategies etc.) and adopt important changes in the study programme.

The HEI should motivate the academic staff to improve and update the syllabuses, and thus also the study programmes in general, and give feedback for every stakeholder why and how the study programmes have been changed.

Quality grade

Minimum level of quality

2.5. The higher education institution ensures that ECTS allocation is adequate.

Analysis

According to the HEI's regulation, 1 ECTS credit corresponds to 25 – 30 hours of student work (SER, part 2.5), which is in accordance with the European Commission's general requirement, but most higher education institutions have internal regulation about the ECTS amount in exact student working hours (e.g. at the University of Zagreb, 1 ECTS means 28 hours of student work). The student workload analyses (given in SER, part 2.5) bring out several problems:

1. The “guided teaching” is mentioned in every course, but the courses syllabuses do not show any guided teaching activities.
2. Total hours of student work (last column in the table) are not divided constantly between ECTS in the same way and amount (e.g. 3 ECTS could mean that the total working hours for students is everything between 75 – 95 hours - Public Sector Management study programme)
3. In Communication Management study programme, all the courses consist of 15 hours of lecturing, independent of allocated ECTS (either 3, 4, or 5 ECTS, but still 15 lecturing hours).
4. Some study programmes do not include any exercises, laboratory work, field work, practicums at all.
5. Amount of independent student work is not explained or mostly not even mentioned in course syllabi.
6. The student workload concerning the internships and final papers is not included in the tables.

All this evidence shows that there is a lack of clear understanding about the main principles of outcome-based studies (everything, even the amount of ECTSs, is based on learning outcomes) and the HEI has not set up unambiguous rules and principles for study organisation and study programme development. ECTS credits for most courses are not properly allocated. The criteria for ECTS credits allocation are not clearly defined. It is not apparent if ECTS credits are allocated according to the feedback from stakeholders, actual student workload or teaching hours.

In general, the number of ECTSs for a course should come from the LOs of that course – how much time an average student needs to study to achieve the intended LOs at the minimum accepted/passed level. According to the interview with the Vice Dean of Academic Affairs, the Professional Council allocates the credits between the courses, based on the importance of a particular course in the study programme. It is more like input-based study programme development, rather than outcome based.

Since most of the syllabuses don't include enough information about the students' home assignments and other individual work expected to be done outside the classroom, there is no base to assess or control the students' real workload from the Expert Panel's side.

Recommendations for improvement

It is recommended to allocated ECTS credits in accordance with the actual student workload and/or teaching hours and base on the analyses of feedback from students, teachers and stakeholders.

It is recommended to HEI to establish internship as a regular course at all study programmes, with appropriately allocated ECTS credits. Also, the role of final papers in the study programmes must be analysed and expressed in the proper amount of ECTS credits.

The HEI is suggested to set up rules/principles for credit allocation and forming. Those rules must be based on the principles of outcome-based learning, and should be communicated to all the employees (and the members of Professional Council and study programme committees) to follow.

Quality grade

Unsatisfactory level of quality

2.6. Student practice is an integral part of the study programmes.

Analysis

Study programmes include a different amount of internship – e.g. “Stručna praksa” (8 credits) in Business and Management and “Specijalistička praksa” (3 or 4 credits) in professional graduate studies. According to the analysis of the available study programmes and internship descriptions, internship is not an integral part of the programmes, and the coherence with the study programme level learning outcomes and different courses are missing. The HEI enables different alternatives to pass the internship: regular internship in companies (student finds a place), internship in companies (HEI offers a place), student has internship in his/her workplace, workshops at HEI, participation in Erasmus exchange, and other mixed possibilities (e.g. some duties in HEI, field trips etc.). Since those alternatives are not clearly connected with the assessment of learning outcomes (how HEI ensures that, despite of the chosen way of passing the internship, the agreed learning outcomes are achieved), such a huge variety

is not accepted. According to the interviews, the system is also not clear for the different parties (employers – supervisors, students, and heads of the study programmes).

The internship mostly takes place in real companies, and students are encouraged to find internship placements themselves. It is allowed to do internship at the students' own workplace. The aim of the internship and the roles of parties (student, HEI and company) are agreed in a tripartite agreement. The general aim of the internship is to provide students with real working experience and give them the possibility to use the acquired knowledge and skills in the real world. Unfortunately, the HEI's documentation and students' feedback (interviews) do not reflect the achievement of set goal – learning outcomes of the internships are not correctly expressed, internship process is not documented, and assessment methods, criteria and assessors are unclear.

During the interview, one study programme coordinator mentioned that students can set up their own learning outcomes for this particular internship with their internship supervisor. Yes, the students and supervisors can agree on individual goals and activities, but achieved learning outcomes must be the same for every student in order to ensure the study quality, and all the students must gain at least the minimum level of the internship learning outcomes to achieve the expected LOs of the study programme.

To pass the internship, in some study programmes the student just needs to present the agreement with the employer and bring the confirmation from the supervisor that they participated in internship activities. Unfortunately, it is not the appropriate way of ensuring that students can achieve necessary competences (expected outcomes are fulfilled). In some study programmes, internship diaries were also used, but not in a consistent way and as a requirement of the HEI. The assessment of the achieved LOs is always HEIs' responsibility; external supervisors can be involved but, according to the interviews, it is evident that in some cases only external supervisor grades the internship, while the role of the internal supervisor remains unclear.

Recommendations for improvement

It is recommended to set up a clear internship process for every study programme (the process can be the same for several studies, because the general goal is the same – to give student the possibility to use achieved competences in real working environment), and clarify the problems with the learning outcomes, parties' roles, student workload concerning the internship, and student assessment.

There must be a systematic approach and implementation of student assessment – despite the internship model, students must be assessed on the achievement of the expected LOs. Assessment must be based on content-rich information (e.g. student analyse of his/her tasks), and not just formal confirmations.

The HEI needs internship guidelines for external supervisors (the aim and LOs of the internship, list of expected tasks for the student during the internship, assessment organisation, assessment criteria etc.), which should increase the internship quality in general.

Quality grade

Unsatisfactory level of quality

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

The HEI has three types of student admission, i.e., they can enrol on the basis of the results of the National Secondary School Leaving Examination (via the National IT system for applications to higher education institutions - NISpVU), or the results of the college entrance exam, each study program has specified entrance exam (direct application to HEI), and enrolment by transfer from other HEI (SER, 3.1). Requirements for enrolling in the study programme are published on the official HEI webpage, and there is also a brochure for download ([HEI website](#)), which is available to future students in the student administration office at the site.

For the entrance exam for the undergraduate study programme Business and Management, all candidates have to take a general knowledge test (general information, basic knowledge of state governance, Croatian language and literature, English or German language). In accordance with the selected study programme, they have additional tests covering secondary school curriculum - mathematics for Business Economics and Finance and Information Technologies, also entrance exam for Information Technologies includes informatics and English, sociology for Cultural Management, Croatian in business communication for Office Management.

According to the evidence collected during the site-visit, students who enrolled by transfer do not have entrance exams, but apply by electronic application form on the HEI website. Transfer students can have course recognition, providing that they file their syllabuses of the courses they passed at the previous HEI (evidence: decision on grade recognition from other HEI).

Recommendations for improvement

It is recommended to develop more challenging questions for the entrance exam that covers general knowledge and sociology. Additionally, it is recommended that the HEI encourages admission of students with State Matura.

Quality grade

Satisfactory level of quality.

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

Based on the evidence collected during the site-visit, the HEI analyses student pass rates, drop-out rates, and the percentage of students completing study programs, but only for the last few years (also ASSER, tables 3.4 and 3.5.). According to the SER, the HEI organizes a “tutoring program” (professors have consultation hour with students who have learning difficulties). “Tutoring program” is available, but based on information from meeting with students, students do not use this program, and they solve everything “face to face” with professors during the lectures (interview with students).

The HEI introduced a new information system (SER, 3.1.) Infoeduca, to replace the ISVU system and improve control over student attendance, grades, and pass rates; also, students have all guiding materials and study documents available as users of this system. Based on information collected through the new system, the HEI plans to make a public report on the academic achievements of its students. At the meetings with professors, the Panel determined that students like using the new system Infoeduca as a “cyber” student administration office, and that they are also using the old system “Baltazar” for course materials (interview with teachers). In the SER, it was mentioned that the HEI has established a Career Centre, but according to the meeting with the Vice Deans, its services are not used because it is not realized completely (interview with Vice Deans).

It was noticed that the completion on undergraduate study programmes is lower with regards to other study programmes, and that the drop-out rate is higher (ASSER, tables 3.5). According to the HEI management, many students have problems with passing mathematics and some of them transfer to other HEIs after the first year (interview with the management).

Recommendations for improvement

It is recommended to consistently track student progress by analysing study years, courses, grades, and pass rates in order to have an insight into their progress so that they can stimulate students to pass their courses and thus increase the completion of study.

Quality grade

Satisfactory level of quality.

3.3. The higher education institution ensures student-centred learning.

Analysis

HEI encourages teachers to use different study methods in their lectures, depending on the type of course; for example: project work, role play, analyses, guided debates, demonstrations, presentations (individual or group), case studies and some creative techniques like design thinking, also “ex cathedra” (SER). Most of the classes are in the

afternoon, and sometimes part-time and full-time students have lectures together for some courses (interview with students), which should be avoided. It is recommended to HEI to organize classes for full-time and part-time students separately when they don't have the same number of contact study hours.

For part-time students, the HEI has introduced "online study", so if the students are not present at lectures personally, they can attend lectures using Moodle (accessing the recorded lectures), i.e. Baltazar system (interview with teachers). One of the tools for conducting online lessons is Adobe Connect (used before), which allows students to also hear professor's speech and participate virtually (SER, 3.3).

Students evaluate lectures through student surveys; according to their results, most students are satisfied with professors and lectures, but they complain about unanswered emails and obscurity caused by 3 professors being in charge of one course. It is recommended to HEI to work on including more internship and/ or practical approach in their studies (student surveys). About consultation hours - students agreed that the professors are available in the scheduled hours and, if that time is not suitable for the students, they can reach them on their mobile phones to ask questions or to schedule other consultation hours.

Recommendations for improvement

It's necessary to reconsider about joining full time and part time students at same lectures because their number of contact classes are different, so one side will miss a part of the course content if they don't have lecture how it was predicted. Also, full-time and part-time students have different knowledge and experience, so joint classes are not a good approach.

E-mail as a way of official communication between students and teachers is more convenient for most students, especially part-time students, so a rule about answering within 24 hours for working days or similar should be proposed by the HEI. Also, the approach of 3 teachers engaged in one single course should be surveyed in the student survey and reconsidered if it is confusing.

Quality grade

Satisfactory level of quality.

3.4. The higher education institution ensures adequate student support.

Analysis

Enrolment information for future students was found in the Regulations on studying, on the webpage and brochures of the HEI (SER 3.1.). Based on information from the meeting with Vice Deans, career support is provided by their professors/mentors (interview with Vice Deans). For support in study improvement, there is "tutoring program" (SER 3.4). On the other hand, there is the Career centre which is established, but it does not enable students' career and study support (interview with the management).

If there are foreign Erasmus students, professors have consultation hours with them instead of lectures, and if it is possible they include them in lectures with regular students. It is recommended that the HEI holds more lectures in English (interview with teachers). Also, students declared during the meeting that professors include foreign Erasmus students in field trips with regular students within the study program Cultural management (interview with students). HEI organises lectures in afternoon hours and on Saturday, so part-time students can attend lectures, or if they are not able to participate, they can use online study opportunity (interview with teachers).

According to the information from the meeting with the students, they are satisfied with staff from student administrative office, library, Department for International Cooperation and their services (interview with students). Students are informed that they have student ombudsperson (interview with students), that she was recently elected, and what her obligations are. HEI employs 23 administrative employees and 3 persons as technical staff (SER 3.4).

Recommendations for improvement

It is recommended to initiate the Career centre in order to guide students on where to find psychological support, and enable career and study support they need; also, to establish a tutoring system with older and more experienced students with good English skills, so they can help incoming Erasmus students with simultaneous translation, joining lectures in Croatian with other students so they can easily adjust to a new study environment.

Quality grade

Minimum level of quality.

3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.

Analysis

According to meeting with the management, contact points for students from vulnerable and under-represented groups are the student administration office, the Vice Dean for Academic and Student Affairs or the heads of programmes, because there is no established office or person that would lead them through the enrolment process, nor an appointed person with publicly available contact (interview with management).

As was already mentioned in this report, lectures for part-time students are held in the afternoons and on Saturday, and if they cannot attend classes, they can use online study mode and get attendance on lectures. HEI has secured 5 parking spaces for persons with disabilities, which are near the main entrance to the site, and there is a ramp (5% slope and 125 cm wide) so persons with disabilities can access. There are two automatic double sliding doors at the main entrance, next to the entrance is the Student Administration Office, student canteen, bathroom adjusted to persons with disabilities and a lift connecting the ground floor with the upper floor (SER, 3.5.).

Based on the collected information from the meeting with the management, the HEI tries to meet the needs of students with disabilities, to adjust teaching methods and types of examination (interview with the management). There are some discounts as a form of financial support to students, like a family discount - 15%, and discount for the best student - 50% discount on his/her scholarship. Also, the management declared that they have new methods of paying the tuition fee (payment of tuition fee in twelve instalments) and they extend the period of payment. If a student loses their job or has serious health issues, they can “pause” the academic year (interview with the management).

Recommendations for improvement

It is recommended to create or develop guidelines for teaching staff about teaching students with disabilities, for example, using some training materials so they can improve their teaching methods for students with disabilities. Also, the HEI could introduce discounts or some kind of financial support for students with disabilities to encourage them to apply for their study programs.

Quality grade

Satisfactory level of quality.

3.6. The higher education institution allows students to gain international experience.

Analysis

International student mobility is implemented through the Erasmus Programme and the Jean Monnet Programme within the European Lifelong Learning Programme, as well as the current Erasmus+ Programme, which covers the period from 2014 to 2020 (SER, 3.6.). Students are informed about the opportunities for completing a part of their study abroad, for one semester or whole academic year, or internship as part of Erasmus+ program (interview with students). All information about international experience is available on the HEI webpage, and students can also contact the head of the Department for International Cooperation for any further questions.

The Department for International Cooperation helps students in all stages of mobility, from providing information on application to finalising the procedure of recognising the obtained ECTS credits. Students who spend part of their studies on exchange have the full support and assistance of the Vice Dean for Academic Affairs as well as the head of their study programme, who arrange with students all the details related to their studying in foreign institutions and check the compatibility of the HEI courses with those at the foreign HEI. The Student Administration Office issues the certificates, transcripts and other necessary documentation they need to apply for a HEI abroad (SER, 3.6.). Based on the evidence seen during the site visit, the HEI has a system of recognizing ECTS credits gained at another HEI (document - recognition of ECTS credits for outgoing students).

Before students go abroad, they look for courses with similar outcomes as they have on their original institution, with same or similar numbers of ECTS. If there is small

difference in number of ECTS, the native HEI is cooperative and adjusts the number of gained ECTS credits to their numbers (interview with head of Department for International Cooperation). According to the information from the meeting with students, they are satisfied with help gained through application process and the whole Erasmus experience. Also based on evidence, student surveys, they said that they got all information for Erasmus from the Department for International Cooperation and the students who already had Erasmus experience (interview with students).

Head of the Department for International Cooperation (interview) stated that the HEI sends 2-3 students per year for international exchange, and even in ASSER (Table 3.6.), the Panel found different data of 60 students in total for the last five years. The HEI had two Erasmus+ projects for students - Clustering Creativity and Academic Writing Online, and it also has Erasmus info days for all who want to gain international experience - students, teacher, non-teaching staff (interview with the head of the Department for International Cooperation).

Recommendations for improvement

It is recommended to increase the number of outgoing students who will get international experience, to make the students use more foreign literature in their studies in order to improve their language skills, and to encourage them to go for internship within Erasmus plus program because internship is obligatory in professional studies.

Quality grade

Satisfactory level of quality

3.7. The higher education institution ensures adequate study conditions for foreign students.

Analysis

Information on the opportunities for enrolment are available on HEI's webpage, on its English version ([Erasmus book 2019](#)), and there is also a catalogue ([English courses catalogue 2019](#)) of courses delivered in English. The Department for International Cooperation provides support to foreign students, organises their stay in terms of providing information and helping them prepare documentation, organising trips and providing help with finding accommodation, enrolling in courses, registering with the police, and helping them to participate in cultural and social activities (SER, 3.7.).

HEI provides certain courses in English as part of the undergraduate professional study Business and Management and the specialist graduate study Communications Management (SER, 3.7.). According to meetings with students and the head of the Department for International Cooperation, some foreign students are integrated with Croatian students - lectures are held in English or professors have consultative hours with Erasmus students (interviews). Sometimes there are courses in English especially for

them, if there are more than a few foreign students. HEI offers the incoming students basic Croatian language classes so they can adapt more easily to the new surroundings (interview with the head of international cooperation).

Feedback from incoming students about their satisfaction with the HEI is collected in one document they can download from the system, but it is from all incoming students together, not individually (documents at HEI). Structure of incoming students in the last five years is shown in ASSER - 1 foreign student came for a period of 3 months, and 18 incoming students were at the HEI for more than 3 months (ASSER, table 3.6.).

Recommendations for improvement

It is recommended to offer more courses in English to incoming students and less in form of the consultative hours, especially at the specialist graduate study, so they can have the lectures they were promised.

The HEI needs to do a special survey for incoming students, so they individually write their experience and what improvements can the HEI make. The HEI might want to reconsider having an entire study programme in English, which would improve the competencies of their students for the international environment as well as the election of the study programme for foreign students.

Quality grade

Minimum level of quality

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.

Analysis

The criteria and methods for evaluation and grading can be found in course syllabuses provided by the HEI. At the meeting with students it was stated that students know the criteria for getting specific grades, that outcomes were explained to them and that they can reach their syllabuses on their "Moodle" system, "Baltazar" (interview). During the meeting with the teachers, the Panel noticed that they used various types of teaching methods, but which are not always aligned with course outcomes; for example, outcome of the course is to be qualified for teamwork, and the method of evaluation is a written exam (document at HEI). The assessment criteria are mostly focused on formal requirements (e.g. attendance or just presenting something), but not so much on content and content - rich assessment of the achieved level of learning outcomes. Assessment methods are also quite one-dimensional – mostly written tests or exams; there is a lack of assessment methods showing the students' analysing, integration and creation skills.

According to meetings with the management and the teachers, the HEI pays for trainings for their teaching staff - how to write learning outcomes for their courses - Algebra, courses held by ASHE, courses that could contribute to the improvement of the course (for example, design thinking), and there are obligatory courses like pedagogical -

psychological education, without which assistants cannot become professor (interviews). There is a survey for students where they grade professors and courses anonymously, professors get feedback and results are published publicly. According to meetings with the students and the management, there is no appeal procedure because students clarify their dissatisfaction and teachers try to meet them and solve the problem - there were complaints about percentage of attendance for part-time students, so management agreed to decrease it to 40% (before it was 60% like it is for full time students) (interview). As evidence, the Panel saw an example of requests (document at HEI), whose form is similar to an appeal and appeal procedure, they have to fill the form and submit it to Student administration office, and then the Dean gives the resolution back to student in a week's time. There were requests for postponement of payments of scholarship, and for transfer from full time to part-time students.

Recommendations for improvement

It is recommended that the HEI evaluates objectivity and reliability of grading – heads of departments and the Vice Dean of Academic and Student Affairs can attend classes and evaluate teachers' methods and teaching. The higher variety of assessment methods and better congruence between assessment methods, assessment criteria and learning outcomes is highly recommended.

The HEI must pay more attention to integrating formative assessment principles and methods into studies. It is necessary to align teaching methods and criteria for the grading of each course.

Quality grade

Minimum level of quality

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.

Analysis

For undergraduate and graduate studies, the HEI issues a diploma in Croatian and English, which confirms that the student has graduated and obtained a particular degree. Apart from the diploma, the HEI issues a diploma supplement in Croatian and English in compliance with the current regulations (document at HEI). A copy of the diploma supplement or a diploma supplement in another language may be issued upon student's request, for which a fee is to be paid in accordance with the law and the Decision on the Annual Tuition Fee for the Study Programmes at the University and Tuition Fee Discounts, which is available in the Registry, Student Affairs and Archive Service (SER 3.9).

The diploma supplement contains additional information on the studies, the obtained qualification and level of qualification (degree of qualification, duration of studies, level of education required for enrolment), assessment system, information on employment opportunities i.e. continuation of studies, information on the higher education system in

the Republic of Croatia, and a list of courses taken by the student throughout their studies with the obtained ECTS credits and grades as well as competences acquired. Diplomas and diploma supplements are awarded to students at the graduation ceremony. Graduation accessories (diploma tube etc.) and the diploma supplement contain the coat of arms and the full name of the HEI (SER, 3.9).

Recommendations for improvement

It is recommended to pay attention while issuing diploma supplements for study programs which recently had change over 25%, especially regarding the ECTS credits.

Quality grade

Satisfactory level of quality

3.10. The higher education institution is committed to the employability of graduates.

Analysis

The HEI analyses the employability of its graduates; as an evidence, they had a survey for the alumni and their employers, but that was one survey carried out among 20-30 alumni and their employers for 2018/19 (document at HEI). The HEI enrolls around 600 students every academic year, so this survey is insufficient. The HEI has quotas for enrolling students, but there is no market research done (it was not provided during the site visit) to align quotas with labour market needs.

At the meeting with the alumni, it was stated that the HEI contacts its alumni by email about new study and lifelong learning programme (interview). According to the information from the meetings with the alumni and the management, there is no established body that supports future careers of graduate students, who get support from their mentors (interview with the alumni). There is opportunity for students to do internship in partner organizations and continue to work there after graduation (SER, 3.10.), but based on information from the meeting with students, students do not use this opportunity and search for internship opportunities by themselves.

Recommendations for improvement

It is recommended to consistently conduct surveys about the employability of graduate students, so that the HEI has insight into which study program is needed on the labour market, which would also have an impact on the decisions about enrolment quotas.

Also, the HEI needs to do labour market research every academic year. The established Career centre has to be the body that leads graduate students through the process of employment.

Quality grade

Minimum level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

This HEI currently performs 2 undergraduate professional study programmes, Business and Management and Information Technologies, and 4 specialist professional graduate study programmes: Financial Management, Communications Management, Project Management, and Public Sector Management (SER 4.1.) A new programme Innovation Management – no syllabi provided (HEI website) - is in process, currently advertised on the HEI's website, but not presented in teachers' workload yet. Programmes are performed at 2 nearby locations, Zagreb (also declared as dislocated location) and Zaprešić, and 2 dislocated studies at Biograd na Moru and Osijek (start from the academic year 2019/2020). Study programs are currently performed with 55 full time employees (9 college professors, 21 senior lecturers, 19 lecturers, 1 full professor with tenure, 1 associate professor, 1 assistant professor, and 3 assistants), 3 part-time employees and 42 external associates (ASSER 4.1.b). From the moment that MOZVAG data was collected, 3 full-time teachers and 1 assistant left the HEI (interview, documents at HEI), so at the time of this visit, the HEI operated with 51.5 teachers.

According to the presented study programmes, qualifications structure of the teachers in terms of academic area and field (ASSER, Table 4.4.) is mostly acceptable. Most of the teachers are elected in the field and subject within the field. During the site visit, course syllabi were checked, and the main observance is regarding the qualifications of teachers and their scientific, professional and project activity in the field (documents at HEI), which is poor in general (ASSER, Table 5.1.). Furthermore, the study programme Information Technologies is highly dependent on external associates: 18 out of 36 (50%) courses are performed by external associate, and precisely 11 (52.38%) out of 21 teachers are external. The situation is similar with the Public Sector Management, where 11 out of 35 courses (31.43%) are headed by externals, and with Communication Management where 9 out of 30 courses (30%) are carried out by external associates. For study program Public Sector Management, there is an evident dominance of teachers with backgrounds in Social Sciences and Economy, without a clear connection with public management. It is important to note that the study Public Sector Management required more than two teachers in the field of law. Situation regarding adequate teaching capacities is more concerning due to the student's feedback (student survey), where students expressed their problems with teachers regarding: answering e-mails, level of knowledge about use of BAK system, not performing lectures, quality of the lectures and quality of the teachers. The structure of teachers is presented in ASSER, Table 4.1.b.

The HEI currently has 1984 students (ASSER 3.1.). The HEI's teacher-to-student ratio was 1:25, but after 3 professors and 1 assistant (3.5 in total) left it is 1:26,14 (SER), which still seems fair and below the level of 1:30; also, this may be observed as an improvement since the 1st cycle visit when it was 1:43 (SER, 4.1.). Since the 1st cycle, more teachers left the HEI (16) than were employed (12), and since MOZVAG data were collected even 3.5 more.

The purpose of the student-teacher ratio is to ensure a high quality of studying. Checking evidence from study programmes, available at the HEI website, the number of contact hours with students is very small, at part-time study only 45 hours, while the same study in its full-time performance has 60 hours of teaching, with the same number of ECTS credits (documents, HEI website). Some study programmes (Communication Management) are performed with only 30 contact hours (15 lectures and 15 seminars/exercises) for 5 ECTS (HEI website), which is not adequate to assure a quality of studying, with such a huge portion of individual work and learning. Also, it is worth to say that it is impossible to merge full time and part-time students in the same classes, with variations most studies have of lectures in syllabi, 30 or 15 hours (HEI website). Furthermore, one new study is still not presented in teachers' workload - Project Management in Osijek (starts in the academic year 2019/2020). Taking into consideration all that, it is not clear how the HEI will manage all programs with its teaching capacities? It is obvious that the number of teachers is decreasing, and the HEI didn't have any open positions at the moment of Panel's visit. More concerning is the fact that one of the recent dismissions was performed in a form of business activities downsizing, accompanied by a severance pay (September 2019), and if HEI decide to engage new employees within 6 months it would be with financial penalties, or they need to offer position to the fired employee first (in line with the Croatian legislation).

According to data presented in ASSER (tables 4.3. and 4.4.), teacher workload is in line with the relevant legislation, policies and collective agreements, but deeper analyses showed different problems. Analyses of teaching workloads are based on evidence provided in ASSER, table 4.3., and it varies a lot across teachers. Some teachers at the same level lectures/assistant etc. have double workloads than others of the same status; also, it is evident that most of the already overworked teachers have external engagement, along with other duties at the HEI (interview, SER, ASSER table 4.3). In combination with these two observations, it should be noted that Innovation Management, even though it was announced as a study program, has no syllabus (HEI website) and is not yet present in the teachers' workload; furthermore, the 2 dislocated studies require 5 - 15 weekly long-distance travels over the semester.

Since this HEI enrolled about 600 students, and for most of the study programmes and courses organized only 1 group for lectures or seminars/exercises, with 120+ students (interview), the quality of teaching cannot be at an adequate level and in line with the proposed teaching methods. Teachers have different managing duties and serve as holders of many courses (ASSER, tables 4.3. and 4.4.), up to 9. It was evident that some of them need to read the names of classes they are responsible for (interview), or that they have more than 35 assigned courses (site visit/Infoeduka/HEI website). One more thing that should be noted about the teacher's workload is a model of 3 teachers appointed to one course, meaning that one is the lead teacher, and others served as a replacement (interview), which enables students to choose. If they are not able to pass the exam with the 1st teacher, they switch to the 2nd or 3rd. This approach is questionable for two main reasons: qualification of teachers to help students to obtain learning objectives, and the assessment of the level of knowledge of different fields. One of the examples is the teacher

assigned to 4 different fields such as Finance, Entrepreneurship, Micro and Macro Economics, and Tourism.

HEI's teachers give the impression of being very committed and student-oriented, but there are concerns about their project and scientific excellence because of the HEI's reputation. More importantly, it is necessary to stress out that the interviews with the Panel almost always needed to be done in Croatian due to the low level of English of the internal staff, management, and external associates. Teachers stressed out some important issues (interview) they need to deal with such as big groups, uncertainty about what they will teach in the upcoming academic year, along with a dedicated number of teaching and norma hours, lack of transparency in internal communication, and change in lecture hours per courses without explanation.

In line with the elaborated teacher's workload, it is evident that it is not easy for teachers at this HEI to keep a balance between the teaching, professional and/or scientific activities (tables 5.1., 5.3.a and 5.3.b), professional and personal development, and administrative duties.

Recommendations for improvement

It is recommended to HEI to reconsider teachers' engagement. There is still an issue regarding the overall teacher's workload. Particularly, there are many situations where one teacher served as a lead teacher for up to 9 courses, and performer for many courses. Furthermore, that situation results in more than 35-course enrolment for some teachers, and it is obvious that this HEI needs to revise teaching engagement. Additional efforts should be made in the empowerment of current teachers in terms of education, international cooperation, projects, along with fewer teachers workload and an average of 30 hours of teaching per class. It is recommended to improve official internal communication and academic programme plan. Academic programmes and teachers' workload should be revealed more in advance, along with clear assignation who is teaching what. It is recommended to HEI to organize lectures in smaller groups that would be of appropriate size for the proposed teaching methods.

Quality grade

Minimum level of quality

4.2. The higher education institution ensures appropriate quality of external associates.

Analysis

According to the data presented in the ASSER (tables 4.3. and 4.4.), qualifications and relevant work experience vary significantly across the population of external associates. Some external associates have relevant professional experience, and some have scientific experience along with the professional one. Furthermore, there are cases where the scientific activity of external associates is not presented in the ASSER, even if it exists on some relevant bases such as Google Scholar and CROSB. Furthermore, there are some

cases where existing professional and scientific knowledge of external associates is not presented as relevant for the study programs at HEI. Specifically, a significant number of external associates don't have an election in the academic field, or subject in the field (ASSER, table 4.4.), and have showed modest scientific and professional publishing activity related to the teaching field.

There is no evidence regarding external associates and inclusion of the latest research, trends and labour market findings in the teaching process. Regarding the final thesis, one person supervises 30-40 final thesis, while some have a maximum of 2 theses per year or a maximum of 4-5. Most of the selected (interview) external associates, who joined the Panel interview stated that they are not interested in becoming involved in the supervision of student theses.

Regarding internship in institutions, some observations should be made: external associates presented the experience of internship in the form of a workshop, where students attend some training, also in some cases prepare the project. Mostly all outside practice is related to the Project Management programme. A huge portion of external associates is already employed as a full-time teacher at other HEIs, which lowered the chance to offer internship places or employment for HEI's students. Internship/professional practice seems weak, which was presented in more detail in section 2. Furthermore, a significant number of external associates are already retired (ASSER, 4.1.b, and interview), so they are not involved in companies anymore. Last but not least, there is no special procedure or special requirements that need to be fulfilled to become an external associate at this HEI. Also, some students expressed disappointment regarding HEIs teachers, even directed it to the external associates (document HEI), along with an ability to reach teachers via e-mail or personally.

Recommendations for improvement

Since the high education industry is very dynamic and needs a proactive approach and keeping in touch with business environment changes, it is recommended that the structure of external associates should be more diverse, with a more innovative attitude and teaching about the recent knowledge approach. It is recommended to HEI to develop and implement advanced selection criteria for the appointment of external associates, and to reach externals who would be motivated to bring some additional experience for students.

Quality grade

Unsatisfactory level of quality

4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.

Analysis

The HEI has Work Regulations and Ordinance on the Internal Organisation of the University, with explained duties. The HEI has a procedure for appointment, but there is no evidence of application methods or criteria to attract the best candidates for each position, and the current way of advertising for open positions is not the best option.

The HEI doesn't require any additional criteria other than the minimum legal requirements (HEI website) in the form of excellence criteria for employment and advancement. The HEI did not develop additional requirements in the form of scientific, teaching, project or professional criteria. The HEI advertises open positions only on its own website and in the Official Gazette, without trying to reach a broader pool of scientists from the European Union by advertising open positions on Euraxess (interview).

On the request, HEI provided the Panel with one recent appointment: besides collecting the basic documents, even the committee which was in charge didn't elaborate any teacher's excellence as criteria of employment (documents at HEI). The main explanation was that they had only 1 applicant per position or it was the promotion of our employees (interviews).

This institution does not collect student feedback systematically, as a survey of the teacher's work by each student (except some results for the academic year 2018/2019). Consequently, student feedback is not one of the criteria for appointment and promotion (documents HEI). The only consequence of the student survey is that the management talk with 10 teachers, those with the best and the worst grades (interview).

Promotion of teachers into higher grades is based on the evaluation and minimum legal criteria, but no additional activities are graded, such as projects, attracting additional funding, thesis supervision, authorship of textbooks, international mobility, public engagement or additional work with students such as competitions or similar. Even the existing Ordinance on advancement and promotion of teachers does not prescribe any additional requirements other than the legally-prescribed minimum. Also, there are no additional indicators of excellence such as professional, scientific or teaching activities, or evidence of the advancement of strategic goals, such as internationalization.

Teachers stressed out some important issues (interview) - lack of transparency in advancement criteria (scientific, teaching and professional), inconsistencies regarding the head of course, or programme level of teaching in line with teacher's qualifications, and changes in lecture hours without explanation.

Recommendations for improvement

It is recommended to HEI to introduce additional excellence criteria for new appointments and promotions. It should also introduce as a minimum additional criteria

for hiring new teachers at least a proficient knowledge of English. Besides, promotion should be addressed to teacher's excellence related to professional, teaching and scientific work. Furthermore, it is recommended to motivate and appreciate HEIs staff social contribution in the form of public lectures, and pro-bono engagement in the academic field is more than welcome as additional criteria that may be even used for additional promotion of the HEI. In line with the internationalization aim of the HEI, and related to the selection criteria for hiring new teachers and teachers' promotion, it is recommended that the HEI be more focused on the teachers' internationalization abilities – language skills, international network, and international publication ability.

Quality grade

Minimum level of quality

4.4. The higher education institution provides support to teachers in their professional development.

Analysis

The plan for the professional development of teachers was not presented to this Panel in any form. Teachers' mobility exists, outgoing mobility as 50 cases of teaching and 22 of non-teaching, professional mobility (ASSER, table 4.5.). For incoming mobility, there is evidence of 13 teaching and 7 non-teaching visits. From the data provided in ASSER, it is obvious that all cases of mobility were up to 3 months, under ERASMUS+ teaching mobility where one average mobility lasts about 5 days. Also, there is an evident lack of longer teaching mobility (more than 3 months), and those who are dedicated to joint or individual scientific work abroad. Also, teachers from this HEI are not involved in international scientific cooperation and networks, except teachers dedicated to Project Management.

The EU market is especially neglected in terms of internationalization and improvement of HEI teacher s' international reach. HEI teachers are not involved in EU projects and ERASMUS+ outgoing mobility longer than 3 months (ASSER, table 4.5.). Both aspects of internationalization are currently quite neglected, and pose a challenge due to the level of English knowledge of teachers, non-teaching staff and the management.

According to the provided data (SER, 4.5.) for the period 2013-2018, the HEI enabled funds for conferences and scholarships as follows: Conference 2013 – 2018 95 conferences, 177,697.00 HRK, average 1.800 HRK; 9 PhD fees – 324,181 HRK – average 36,000 HRK; 3 Master – 43,450 HRK, average 14,500 HRK and 125,905 HRK for pedagogical and psychological training, in nearest history one group of four teachers travel to Osijek together for that purpose (interview). On the 20th December 2018, HEI established a new maximum amount for the eligible funds for teachers' development of 5000 HRK (SER 4.5). For Ph.D. and other scholarships, teachers need to finance them personally and, after submitting the thesis proposal, can ask for the 1st instalment of reimbursement and for the 2nd one after graduation. Maximum reimbursement is up to 50% of full scholarship (interview). This HEI has only 10 computers and 14 teaching

offices (ASSER, table 4.8.) for about 50+ full time employed teachers. No evidence about any plans for further improvement of those resources.

The HEI has additional trainings for teachers besides the previously mentioned pedagogical and psychological training: how to use online learning - mostly based on technical aspects about using the Moodle platform, learning outcomes (in house or ASHE), and just a week before the Panel's visit, there was a workshop on EU projects writing for students and professors (interviews); no attendance list was presented.

Besides the above mentioned, there is no trace of any other, particularly excellence oriented rewards or motivations, particularly for scientific excellence, professional project achievements, international projects, international cooperation, public engagement or similar. Teachers complained about not knowing the exact criteria for advancement or excellence (interview).

Recommendations for improvement

It is recommended to HEI to put some effort into empowering its teachers, more than it is now with no full PhD tuition fee payment for full-time teachers. It is recommended that the HEI encourages mobility longer than 3 months, and even adds it as an additional criteria for advancement. Longer mobility is useful for many reasons, and there are many sources of funding, with full or partial scholarships available. Longer mobility would enable HEI's teachers to establish and build international connections, which are important for future scientific and project collaborations. Also, longer stays would improve English language skills of HEI's teachers, whose level is now low. It is recommended for HEI to perform needs analysis about key areas in which teachers need training, and to develop a training plan based on the results of that analysis. Due to financial reasons, it is recommended to HEI to organize in-house trainings and peer to peer learning whenever possible.

Quality grade

Minimum level of quality

4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.

Analysis

The HEI operates at 3 locations, 2 of which were covered by the site visit - Zaprešić, and Lastovska in Zagreb. At both locations, buildings are well maintained and have adequate and appropriate equipment. In total, this HEI has 21 classrooms with 21 computers, and 4 IT classrooms with 114 computers suitable for group work with up to 30 students (ASSER, table 4.8.). Entire infrastructure for teachers' work at the HEI is 14 rooms and 10 computers, which is insufficient for the work of 52 full-time employed teachers, especially in 14 rooms when we consider office hours and other activities, but nowadays

that may be justified with a trend towards remote work. Also, there are requirements about minimum m² per student of 1.25m², and in this case, the HEI has 1.17m², which places it below the minimum level.

During the visit, the Panel visited the library and made an observation regarding the venue: the Zaprešić venue, along with the library, is placed next to the football stadium, which obviously may result in a very noisy and disturbing environment for students while having lectures, learning or reading and listening to noise caused by football games, or training of players.

Development strategy exists till 2020, but from that document (SER, 4.6.) and the site visit, it is not obvious what actions will be taken regarding infrastructure in the upcoming period.

Recommendations for improvement

It is recommended that the HEI keeps up the good work with the maintenance of its material resources, along with the rational use of non-essential resources. It is recommended to HEI to develop a clear plan about future investment in IT infrastructure and to maximize the number of IT rooms and teachers' workplaces.

Quality grade

Satisfactory level of quality

4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.

Analysis

The library located in Zaprešić is spacy and has enough room for students who want to study there, and the main observation was about the noise from the stadium which is just in front of the library. The library has dedicated space for learning, 8 computers and staff familiar with the National system of ISBN issuing and library resources searching. Zaprešić library opening hours are from 8 – 18, Monday to Friday (HEI website, site visit) which is not in line with the time most of the students have classes. Classes are usually organised for fully employed students, from 17:30 – 21:00, so it is not clear when they have a chance to use the library, even though there were no complaints about the opening hours. Also, there is a much smaller library at the Zagreb location, but no working hours are stated (site visit).

The library as a building and library equipment, including the additional resources (computers, space for students), meet the conditions for a high quality of study. Currently, the library offers 334 titles to students (ASSER, table 4.10.), with the number of copies 5,469 - on average 16 per book. Even though there is a satisfactory number of books, from another point of view, the library represents a very weak point of this HEI. Almost all books are in Croatian, with barely any books in English or any other languages like

German, which is one of the courses at this HEI. The ZaKi system provides interesting insights about library activities, particularly about the supply of English books, with one single book in English registered as a new arrival in the last 365 days (ZaKi). Furthermore, most of the books available in the library are published by the HEI, while most of other Croatian books are more than 10 years old.

Interlibrary exchange is something that the head of library knows and probably uses. Up-to-date teaching materials were subject to student survey complaints (documents HEI). Furthermore, subscription to appropriate bibliographic databases and databases with full-text access is limited to CROSBI and Hrčak (interviews). Even though they were specifically asked about international databases (interviews), which are available through the Ministry of Science and Education, the teachers, management and other interviewed persons didn't know that they had these additional international bases. Currently, there are some additional resources available at the HEIs website, in the library section – the database provided by the Ministry of Science and Education. In the back part of the library, there is a repository of final theses sorted by teachers. It is obvious that the head of the library is informed about the procedure of publishing books and other related publications in Croatia (site visit).

Recommendations for improvement

It is recommended that the HEI promotes the access to the international scientific bases available through the Ministry of Science and Education with its teachers. It is recommended to use additional scientific bases over promotion periods.

It is recommended that the HEI trains or presents to the teaching staff how to access recent international research. It is recommended that the thesis supervisors encourage students to use international research for the theses at the Bachelor's level, and especially at higher levels. It is recommended to HEI to introduce the usage of international books and academic articles at all study levels (documents HEI), and not only for the purpose of increasing the level of the theses, but to assist teachers in international publications.

Quality grade

Unsatisfactory level of quality

4.7. The higher education institution rationally manages its financial resources.

Analysis

For the previous years, 2017 and 2018, the HEI presented stable financial results (ASSER, tables 4.11. and 4.12.) The financial plan for 2020 has not been presented. The Panel was informed (interview) that the financial plan for 2020 is not different than the one for 2019, with 4.8 million for provisions, while 3.2 will go towards paying the taxes.

In this particular moment, in addition to scholarship fees, this HEI has income from real estate and lifelong learning, which dropped about 20% in Q2 2019, in comparison with Q2 2018 (documents HEI). Additional income sources are probably stable in terms of real estate, while lifelong learning has obviously decreased; moreover, it is subject to a

legislation change, since offered programs are in Tourism where regulations are currently undergoing changes. The second offered course is German language, which was just in the pilot phases (interview). Scholarships showed a significant decrease of about 10% only in the 2 compared years, from 2017 to 2019, and it is highly probable that this trend will continue because public universities have more and more places that are free of charge, and also because of the related demographic trends.

As additional sources of financing for this HEI, nationally and internationally (EU) funded projects may be a good source of co-financing of the staff, equipment, teachers' mobility, etc., but there is an evident lack of application, international co-operations, networks and external projects in general. The Panel received information about the nationally-funded project for the upcoming period (interview). Furthermore, the HEI management informed the Panel about the possibility of starting an international PhD study in cooperation with Slovenian partners in Zagreb, as a form of additional source of funding. Even if this seems as a good sources of financing, the HEI doesn't have the teaching capacity to participate in the PhD study (ASSER, table 4.1.b), with only 3 teachers who can be enrolled. Besides that, the management performed some cost reductions to keep track with the lower income (SER, 4.8.).

Also, some additional unexpected financial issues may arise because of unresolved issues with unregulated exit of one of the co-founder of the HEI (anonymous e-mail), which is currently owned by the City of Zaprešić (interviews). Current ownership by the City of Zaprešić, which gives the HEI its full support, may also be an element for scenario planning in the case some changes in the political environment cause changes in local government's future priorities.

Recommendations for improvement

It is recommended that the HEI pays special attention to advanced financial planning and the efficiency of managing their financial resources in the upcoming period. The key challenge is to keep teacher's promotions and salaries at an average level. It is recommended to HEI to perform a cost-benefit analyses of each study programme, especially dislocated studies. It seems that some dislocated studies may results in significant costs for a much smaller number of students, accompanied by additional costs of the venue, travel, accommodation and per diem. Since there is a Project Management study programme with interesting references, it is recommended to HEI to have a person who is dedicated to initiating international project cooperation, especially the ERASMUS+ programmes which may be used to cover salaries and other expenses that would strengthen the financial sustainability of this HEI. It is recommended to HEI to take into consideration in future reconstruction that a certain level of quality teaching should be kept or increased. Also, it is recommended to assure some additional sources of financing organized and confirmed by the owners, at least as budget reservations, in case they have some temporary financial needs as some contingency to secure liquidity over the time.

Quality grade

Minimum level of quality

V. Professional and/or scientific activity

5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.

Analysis

The HEI provided a detailed list of publications organized into categories, with links to the CROSBİ database. In the period under accreditation, HEI's teaching staff published 178 publications, out of which only 6 were of the highest category, and 57 were categorized as "Other publications according to the Ordinance on Appointment to Scientific Grades". The HEI is the strongest in the category "Peer-reviewed publications from scientific and professional events/conferences/in proceedings of scientific and professional events/conferences", which is expected from this kind of higher education institution (non-scientific and mostly in the field of economy): 87 publications, out of which around 50% are in Croatian. The average number of publications per teacher in five years is around 3. This result is satisfactory, but the quality of the publications could be better. In addition, the corresponding distribution is very broad: 9 teachers with 0 publications on one side of the distribution, and one teacher with 33 publications on the other side.

The HEI did not provide the total number of citations and the total h-index (ASSER, table 5.1). However, during the site visit, the HEI informed the Panel that they were promised that these data would be automatically transferred from the CROSBİ database, but this, for some unknown reasons, did not happen. In ASSER, table 4.4, this data is given for all teachers in all study programmes (including external teachers). The results vary from poor to very good, as one might expect in this kind of institutions. The Panel has also noticed that 3 teachers with poor scientific and/or professional research results are assigned to 5 or more courses. With such a huge teaching load, the careers of these teachers are in a very difficult positions.

Based on the data in ASSER, table 5.1, teachers were attending conferences where they were presenting their professional work and publishing in the conference proceedings - in total, 87 publications over the last 5 years. The HEI stimulates professional work. In the accredited period, the HEI has organized or co-organized 5 scientific/professional conferences. In addition, since December 2018, the HEI has been allocating 5,000.00 HRK per teacher per year to be spent for active participation in conferences or on publication fees.

The HEI claims in the SER that it disseminates the results of scientific and professional work in the journal "Croatian Education Sciences". However, this journal has not published any issue yet. During the site visit, the HEI informed the Panel that the journal is an ongoing project in which the HEI plays an important role. The first issue was supposed to be published prior to the site visit, but unfortunately, this did not happen.

The founding of this Journal is part of HEI's effort to create a space where teaching staff can publish.

Recommendations for improvement

It is recommended to the HEI (and its departments) to regularly monitor their teachers' achievements (the number and quality of their publications) and provide support in the form of department plans of scientific and/or professional research, to include teaching staff in these research, have regular meetings, and monitor the progress of the plans.

It is recommended that the HEI encourages teaching staff to use the English language (instead of Croatian) in their scientific and professional publications.

It is recommended that the HEI encourages and provides support for teaching staff to publish more high-quality papers.

It is recommended that the HEI take into consideration teachers' possible future career development when assigning teachers with courses.

Quality grade

Minimum level of quality

5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.

Analysis

In the SER, the HEI listed two projects that had been done in the cooperation with the public and the professional sector: the SING project, and the project "Mentoring Programme of the Multitasking Managers Association". Both projects were short term (02/2019 – 06/2019).

During the site visit, the HEI provided the documents for the SING project. In this project, 50 students divided into 14 groups competed by working on one of the four proposed projects. The goal of each group was to prepare project documentation and project presentation. The project "Multigenerational amusement park" has won the competition. The quality of the project was confirmed by a representative of the City of Zaprešić, who is a member of the Mayor's Council of the City of Zaprešić (interview).

During the site visit, the HEI provided the report on the project "Mentoring Programme of the Multitasking Managers Association". The project consisted of two parts: a) six students were assigned to businesspeople and managers who are members of the Multitasking Managers Association. This way, six students got the unique opportunity to be mentored in the field of project management by respected professionals; b) driven by the idea to include even more students in the project, six workshops on the topics from the field of project management were organized. Workshops were conducted by businesspeople and managers of the Multitasking Managers Association.

In total, six members of the permanently-employed teaching staff have memberships in professional and civil society organizations (many of them are local).

The SER did not provide any evidence for many of the HEI's activities that could improve its grade in Standard 5.2. Hence, even though the HEI provided some evidence during the site visit, the Panel could not estimate the extent of those activities.

Recommendations for improvement

It is recommended to the HEI's Quality department to continually document all important activities of this standard, especially those activities that are important for quality assessment.

It is recommended to the HEI to increase the number of projects (similar to two projects described in the analysis) in cooperation with the industry, professional associations, and the public sector, in which students can play an important role.

Quality grade

Minimum level of quality

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.

Analysis

In the SER, the HEI provided a list of awards received by its teachers and associates. There are 15 teachers on the list, but the majority of them received awards before the accredited period.

The HEI was not a holder of any scientific projects, but was a partner on two professional/commercial projects (ASSER, tables 5.3.a and 5.3.b). Both of the two projects ("Clustering Creativity" and "Academic Writing Online") lasted for two years and were funded by ERASMUS+, with the total amount of 30,470 € allocated to the HEI.

According to the data in ASSER, table 5.1, teachers attended conferences where they presented their professional work and published in the conference proceedings - 87 publications in total in the last 5 years.

Six members of the permanently employed teaching staff have memberships in professional and civil society organizations (many of them are local). Teachers are members of the editorial board in 6 journals (ASSER, table 5.5). One of the six journals, Croatian Journal of Education, is listed on the Web of Science Journal Citation report. Teachers participated in 20 conferences' organizing committees in the last 5 years (ASSER, table 5.4). The HEI didn't provide the information on whether the conferences were national or international; judging from their titles, at least eight of them were international. The Panel noticed that the "Number of persons involved in organization" was, in some cases, huge in comparison to the number of participants. For example, the

conference with 100 participants was organized by 51 persons. This suggests that HEI interprets the "Number of persons involved in organization" too broadly.

Recommendations for improvement

It is recommended to HEI to increase the number (and the amount of external financing) of professional/commercial projects and, if feasible, scientific projects.

It is recommended to HEI to encourage and provide support to HEI's teachers to participate in international conferences.

Quality grade

Minimum level of quality

5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.

Analysis

The teachers of the HEI (around 50) have at their disposal 14 offices for their teaching and research activities. The Panel did not find in the SER information on whether or not the HEI had invested in some software, journals or database subscriptions their teachers could use in research activities. However, nowadays, for almost every propriety software, one can find corresponding free and good quality software. In addition, teachers of the HEI can use online databases that are available to all institutions of higher education in Croatia through the proxy on the webpage of the National and University Library in Zagreb: <http://baze.nsk.hr/>.

This HEI is far from strong in professional and scientific activities: zero scientific projects and partnership in two professional/commercial projects (ASSER, tables 5.3.a and 5.3.b). However, the HEI organized five pro-bono projects in the field of cultural management in which students played an important role (SER). In addition, students of Project Management continuously achieved excellent results in national and international competitions (SER). Those students' activities resulted in publications (in total, students were co-authors of 50 publications), and final and graduation theses.

The HEI recognized the achievements of its students and employees. In the last five years, 25 members of the teaching and non-teaching staff, and 177 students of undergraduate and graduate studies had been rewarded for their success and commitment (SER). However, neither in the SER nor during the interviews was it clarified why it was exactly these students and teachers that received the rewards. If the criteria for rewards/awards are missing (the Panel didn't find them in the SER or on the HEI website, and they were not presented during the interviews), the Panel recommends that the HEI develops such criteria and communicates them to their students and teachers.

All the analysed data from the SER and the interviews implies that professional and/or scientific activities are HEI's weak points. However, the HEI is already thinking about the

future. Even though these activities are outside the accredited period and cannot contribute to the standard grade, they can be considered as ongoing improvements. In December 2018, the HEI began to prepare project documentation for the tender "Development, improvement, and implementation of internships in higher education" from the program "Effective Human Resources 2014-2020" funded by the European Social Fund. The application was submitted in March 2019. On the 10th October 2019, the HEI received status notification: the project received 105 points out of the possible 110, making the application eligible for funding with a maximum of 2,868,613.96 HRK. With this project, the HEI will improve the quality of internships (improve connections between the educational and business institutions through the education of mentors and co-mentoring bachelor and master theses, develop learning outcomes for internships) and educational infrastructure of the HEI (two smart whiteboards, 50 computers, software for accounting and financial exercises) (interview).

Recommendations for improvement

It is recommended that the HEI develops rewards/awards criteria to encourage professional and/or scientific work at its institution.

It is recommended that the HEI continues its work on attracting professional and/or scientific projects that improve its scientific, professional and educational work.

Quality grade

Unsatisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
<i>I. Internal quality assurance and the social role of the higher education institution</i>		X		
<i>II. Study programmes</i>	X			
<i>III. Teaching process and student support</i>			X	
<i>IV. Teaching and institutional capacities</i>		X		
<i>V. Professional and/or scientific activity</i>		X		

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.		X		
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.		X		
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.	X			
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).		X		
1.5. The higher education institution understands and encourages the development of its social role.	X			
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.	X			

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.		X		
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.	X			
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.		X		
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.		X		
2.5. The higher education institution ensures that ECTS allocation is adequate.	X			
2.6. Student practice is an integral part of the study programmes.	X			

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.			X	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.			X	
3.4. The higher education institution ensures adequate student support.		X		
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.			X	
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.		X		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		X		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.			X	
3.10. The higher education institution is committed to the employability of graduates.		X		

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.		X		
4.2. The higher education institution ensures appropriate quality of external associates.	X			
4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence		X		
4.4. The higher education institution provides support to teachers in their professional development.		X		
4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.			X	
4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.	X			
4.7. The higher education institution rationally manages its financial resources.		X		

<i>Quality grade by standard</i>				
<i>V. Professional and/or scientific activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.		X		
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.		X		
5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.		X		
5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.	X			

Protokol posjeta

**Edukacija Stručnog povjerenstva
Ponedjeljak, 4. studenog 2019.**

Mjesto događanja:

Hotel International

Miramarska 24, 10000 Zagreb

Visit Protocol

**Training of Panel members
Monday, 4th November 2019**

Venue:

Hotel International

	Ponedjeljak, 4. studenog 2019.	Monday, 4th November 2019
10:00 - 12:00	<p>Edukacija članova stručnog povjerenstva – kratko predstavljanje Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj</p> <p>Edukacija članova stručnog povjerenstva – upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete, pisanje završnog izvješća</p> <p>Priprema povjerenstva za posjet Veleučilištu Baltazar u Zaprešiću (rad na Samoanalizi)</p>	<p>Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia</p> <p>Training for the expert panel members – introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report</p> <p>Preparation of the expert panel members for the site visit (working on the Self-evaluation report)</p>
12:00 - 12:30	<i>Ručak</i>	<i>Lunch</i>
12:30 - 18:00	Nastavak pripreme povjerenstva za posjet Veleučilištu Baltazar u Zaprešiću (rad na Samoanalizi)	Continuation of the preparation of the expert panel members for the site visit (working on the Self-evaluation report)

Utorak, 5. studenog 2019

Mjesto događanja:
Veleučilište Baltazar u Zaprešiću

Tuesday, 5th November

Venue:
Baltazar Polytechnic in Zaprešić

Vladimira Novaka 23, 10290 Zaprešić

	Utorak, 5. studenog 2019.	Tuesday, 5 th November 2019
9:00 – 10:00	Sastanak s upravom (dekan, prodekani) i tajnikom (bez prezentacije)	Meeting with the Management (Dean, Vice-Deans) and Secretary (no presentations)
10:00 – 11:00	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
11:00 – 11:45	Sastanak članova stručnog povjerenstva s Predstojnicima: <ul style="list-style-type: none">• Odjela za kvalitetu, učenja na daljinu i razvoj informacijskih tehnologija• Odjela za mobilnost i međunarodnu suradnju• Odjela cjeloživotnog obrazovanja• Erasmus koordinatorom	Meeting with Heads of: <ul style="list-style-type: none">• Department for Quality, Distance Learning and Information Technology Development• Department for Mobility and International Cooperation• Department of Lifelong Learning• Erasmus Coordinator
11:45 – 12:45	Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećim mjestima)	Meeting with full-time employed teachers who do not have managerial positions (open meeting)
12:45 – 14:15	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:15 – 15:00	Sastanak sa studentima (otvoreni sastanak za sve studente)	Meeting with the students (open meeting for all students)
15:00 – 15:45	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by the HEI)
15:45 – 16:30	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, predstavnicima institucija kod kojih studenti obavljaju studentsku praksu	Meeting with external stakeholders – representatives of professional organisations, business sector/industry sector, employers, professional experts, representatives of institutions in which students do student practice
16:30 – 16:45	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
16:45 – 17:30	Sastanak s vanjskim predavačima	Meeting with external lecturers
17:30 – 18:15	Organizacija dodatnog sastanka o otvorenim pitanjima, po potrebi	Organisation of an additional meeting to discuss open questions, if needed

**Protokol posjeta
Srijeda, 6. studenog 2019**

Mjesto događanja:
Veleučilište Baltazar u Zaprešiću

Vladimira Novaka 23, 10290 Zaprešić

**Visit Protocol
Wednesday, 6th November 2019**
Venue:
Baltazar Polytechnic in Zaprešić

	Srijeda, 6. studenog 2019.	Wednesday, 6th November 2019
9:00 – 10:00	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
10:00 – 10:45	Sastanak s voditeljima studija	Meeting with the Heads of study programmes
10:45 – 13:30	<ul style="list-style-type: none"> • Obilazak visokog učilišta (knjižnica, studentska referada, informatički kabinet, učionice) i prisustvovanje nastavi • Posjet dislociranoj lokaciji (Lastovska 23) 	<ul style="list-style-type: none"> • Tour of the HEI (library, student administration office, IT classroom, classrooms) and participation in teaching classes • Visiting the teaching facility (Lastovska 23)
13:30 – 15:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
15:00 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima, po potrebi (Lastovska 23)	Organisation of an additional meeting to discuss open questions, if needed
15:45 – 16:15	<i>Interni sastanak članova Stručnog povjerenstva (Lastovska 23)</i>	<i>Internal meeting of the panel members</i>
16:15 – 16:30	Sastanak s upravom (dekan, prodekani) i tajnikom (Lastovska 23)	Meeting with the Management (Dean, Vice-Deans) and Secretary

Hotel International, Miramarska 24, 10000 Zagreb

	Četvrtak, 7. studenog 2019.	Thursday, 7th November 2019
9:00 - 12:00	Sastanak članova Stručnog povjerenstva- pisanje nacrt završnog izvješća	Joint meeting of the expert panel members - drafting the final report
12:30 - 13:30	<i>Ručak</i>	<i>Lunch</i>
13:30 - 16:00	Pisanje nacrt završnog izvješća	Drafting the final report

SUMMARY

The HEI has shown progress since the previous re-accreditation, especially regarding the teacher/student ratio, and the development of quality assurance. One of the most important strengths of the HEI is a significant number of teaching methods in use, and good equipment in classrooms at the two visited locations. It is important to note that the HEI is oriented towards students, institutions, alumni and the business community. Most valuable connections are between the Project Management study and the International Project Management Association (IPMA), and the Communication Management study has a good connection with PressCut. Furthermore, HEI's management initiates actions for improvements. One good start point for the future of this HEI is the young structure of full-time employees.

Having said that, there are some challenges for the HEI in the upcoming years. Teaching programs should be seriously revised, particularly in terms of learning outcomes and appropriate ECTS allocation, in line with the methods of examination and student workload. In that process, feedback and suggestions from the employers in the region and Croatia need to be incorporated, along with analyses of graduate employability and the most important skills, knowledge and learning outcomes market need. Cooperation with external stakeholders should be official, more structured and systematic across all study programs. Furthermore, the empowerment of teachers should be a priority, enabling them to be more involved in research, international mobility, and international projects. The benefits of that approach could be an increased quantity and quality of publications, involving highly motivated young teachers in joint research with international researchers who would produce high-quality papers. Internal communication and clear criteria of teachers' excellence should be developed and communicated to all members, as well as be used as criteria for promotion or appointment. It is important to note this HEI needs to develop its social role and incorporate certain activities as a way of doing its business, and developing and keeping its positive reputation with all its stakeholders. International experience should be considered as an additional requirement for appointments and promotions, along with the quality of publications.

Financial sustainability relies on scholarships and real estate income, which can become an issue in the future because of a decreasing number of students. Additional reserves should be assured in cooperation with the City of Zaprešić. Additional efforts should be invested in the development of LLL programs and external funding, such as the national and EU projects. The progress of HEI's internationalization should be accelerated, along with an extensive usage of ERASMUS+ teaching mobility, both coming and going, and longer than 3 months. Future development should be based on the overall HEI strategy, developed with the use of appropriate methodology and tools.

Finally, it is very important that the HEI takes care of the quality and performance of study programmes, to assure sustainability in a very competitive Croatian and European markets.