

STANDARDS FOR THE EVALUATION OF QUALITY OF POLYTECHNICS AND COLLEGES IN THE PROCEDURE OF RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The document includes the **standards** for quality assessment, which are also used to evaluate adherence to the **key standards** (highlighted in green) and to pass a **grade on the quality of a higher education institution**.

Assessment area - standards are grouped thematically into five assessment areas related to various aspects of a higher education institution's activities.

Standard - a clearly defined level of quality of a particular aspect of higher education institution's activities, against which actual achievements are assessed.

Key standard – weighted standard, which, if not fulfilled, lowers the quality of the entire higher education institution.

Description/level of compliance/elements of the standard - elements taken into account in assessing compliance of an aspect of higher education institution's activities against a standard.

Evidence* - data (facts) used to make a conclusion on the level of fulfilment of a standard.

**Evidence stated in this document are only examples that a HEI may use in drafting the self-evaluation report. Moreover, a higher education institution can also use other evidence. It can also help the expert panel in assessing the level of fulfilment of quality standard. In addition to this evidence the expert panel may use other evidence and information gathered from the self-evaluation report and during the site visit to a higher education institution in making their decision.*

I. Internal quality assurance and the social role of the higher education institution (ESG 1.1, ESG 1.7, ESG 1.8)

Standard	Quality grade					
1.1. The higher education institution has established a functional internal quality assurance system.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>Internal quality assurance system includes and evaluates all activities of the higher education institution (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, professional and/or scientific activity etc.) and provides underlying documentation.</i></p> <p><i>Internal quality assurance system seeks to involve all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).</i></p> <p><i>The higher education institution adopted a quality assurance policy which is a part of its strategic management and is achieved through the implementation of the strategy, including a research strategy involving a period of at least five years.</i></p> <p><i>The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation.</i></p> <p><i>The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development.</i></p> <p><i>The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).</i></p> <p><i>The higher education institution is committed to the development and implementation of human resource management policies (managerial, teaching, administrative resources), in accordance with professional principles and standards.</i></p>						

Evidence examples:

- Quality assurance policy (statement);
- Higher education institution development strategy and the reports on the implementation of the operational plan;
- Examples of the involvement of students and external stakeholders in the development of strategic documents (goals, programme development, etc.);
- Analyses based on gathered data and feedback from various stakeholders, and relevant action plans;
- Examples of improvements (revisions) based on the gathered information and conducted analyses;
- Examples of continuous professional development of all HEI employees, examples of work performance monitoring and the related rewarding of employees.

Comment / note / commendations / recommendations

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations.</i></p> <p><i>The higher education institution analyses improvements and plans further development accordingly.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Action plan and reports on the implementation of the action plan, created based on the recommendations of the expert panels from previous evaluations; • Examples of results achieved based on the recommendations from previous evaluations (the first cycle of re-accreditation, evaluations organised by agencies from abroad, etc.). 								
<p>Comment / note / commendations / recommendations</p>								

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom.</i></p> <p><i>The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination.</i></p> <p><i>The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.</i></p> <p><i>The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution.</i></p> <p><i>The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.</i></p> <p><i>The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating, etc.)</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Code of ethics (it includes defined procedures for detecting plagiarism, academic cheating and forging of results); • Ethics committees; • Student ombudsperson and/or student representatives in the ethics committee; • Use of plagiarism detection tools (software, etc.); • Procedures for assessing adherence to ethical standards in research, ratio of reported and resolved cases, number of cases forwarded to a higher level decision-making body; • Examples of carried out procedures for detecting and sanctioning unethical behaviour, if applicable, etc. 								
<p>Comment / note / commendations / recommendations</p>								

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).	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>Information on study programmes and other activities of the higher education institution is publicly available in Croatian and at least one world language.</i></p> <p><i>The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.</i></p> <p><i>Information on the social role of the higher education institution is made available to stakeholders.</i></p> <p><i>The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.).</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Website of the HEI, social networks, open doors days, etc.; • Information and documents posted on the website of the higher education institution, brochures, flyers, etc.; • Information on co-operation with high schools and programmes organised for prospective students; • Examples of public actions and practices of the higher education institution related to public information. 								
<p>Comment / note / commendations / recommendations</p>								

1.5. The higher education institution understands and encourages the development of its social role.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution contributes to the development of economy (economic and technological mission of the higher education institution).</i></p> <p><i>The higher education institution contributes to the development of the civil society and democracy (civil role).</i></p> <p><i>The higher education institution contributes to the development of the local community.</i></p> <p><i>The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the development of the higher education institution and the local community.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Evidence of research-related activities (e.g. local, regional); • Evidence of teaching-related activities (e.g. public lectures or round tables, publishing activities and other types of public activities of HEI's staff in their respective professional fields, conducting educational programmes for different social groups, etc.); • Evidence of activities related to social engagement of the existing intellectual, human and physical resources of the higher education institution (for example, free-of-charge counselling, delivery of informal educational programmes, the use of space, equipment and infrastructure of the higher education institution to the benefit of the local community); • Volunteer contribution to community (employees and students). 				
<p>Comment / note / commendations / recommendations</p>				

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.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>There is evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution.</i></p> <p><i>There is evidence that general goals of the lifelong learning programmes are in line with social needs.</i></p> <p><i>Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • List of lifelong learning programmes delivered by the higher education institution; • Reports on lifelong learning syllabi; • Regulations and/or operational plan of lifelong learning; • Evidence of carried out analysis and improvements to the lifelong learning programmes; • Procedures for monitoring student satisfaction at lifelong learning programmes. 				
<p>Comment / note / commendations / recommendations</p>				

II. Study programmes (ESG 1.2, ESG 1.9)

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.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution.</i></p> <p><i>The higher education institution aligns the general objectives of study programmes with the needs of the labour market (at the local, regional and national level).</i></p> <p><i>The justification for delivering study programmes is provided and includes an analysis of resources of the higher education institution required for delivering the study programmes.</i></p> <p><i>If the higher education institution delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organisations that govern their licencing.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • List of the general goals of the programme; • Analysis of justification for delivering a study programme; • Evidence on the analysis and the implementation of recommendations from professional organisations; • Data on graduate employment; • Alignment with the Croatian Employment Service recommendations regarding the admission policy. 								
<p>Comment / note / commendations / recommendations</p>								

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.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution.</i></p> <p><i>The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level.</i></p> <p><i>Learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors.</i></p> <p><i>In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the programme is up to date.</i></p> <p><i>The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/society needs.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Regulations on studying and/or student grading; • Study programme syllabus and curriculum; • Intended learning outcomes of all study programmes; • Diploma Supplement; • Graduate employment analysis; • Feedback from graduates, their employers or associates; • Feedback from students; • Alignment of the study programmes with recommendations of professional associations, where applicable; • Participation in the EU project for the purpose of alignment with the CroQF standards; • The study programme is listed in the Register of the Croatian Qualifications Framework; • Table 2.1 from the Analytic supplement. 								
Comment / note / commendations / recommendations								

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution ensures the achievement of intended learning outcomes of the study programmes it delivers.</i></p> <p><i>The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.).</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Feedback from graduates, their employers or associates; • Feedback from students and external stakeholders; • Examples of written exams, seminar papers, project tasks, etc.; • Final theses and exams; • Methods of assessment of the intended learning outcomes that students should obtain upon graduation; • Examples of revised learning outcomes, changes in the teaching process, etc. 								
<p>Comment / note / commendations / recommendations</p>								

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.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality	High level of quality	
<p><u>Elements of the standard</u></p> <p><i>Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders.</i></p> <p><i>Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society.</i></p> <p><i>The higher education institution publishes up-to-date versions of study programmes.</i></p> <p><i>The higher education institution records the changes to study programmes and analyses their fitness for purpose.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Examples of improvements to the study programmes based on feedback from students and external stakeholders (employers, professional organisations, alumni and civil society organisations); • Examples of improvements to the study programmes based on the recommendations from earlier evaluations (initial accreditation, re-accreditation of higher education institutions, etc.); • Analyses carried out in cooperation with stakeholders; • Published up-to-date version of the study programme; • Record of changes in the study programmes; • Feedback from stakeholders. 						
Comment / note / commendations / recommendations						

2.5. The higher education institution ensures that ECTS allocation is adequate.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.</i></p> <p><i>Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.</i></p> <p><i>Part of ECTS credits in the study programme is gained in practical teaching.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • The procedures used to assess alignment of the actual student workload and defined ECTS credits; • Improvements and revisions of student workload expressed as ECTS credits; • Feedback from teachers and students; • Records of revised allocation of ECTS credits; • Examples of ECTS credits gained by practical work. 								
<p>Comment / note / commendations / recommendations</p>								

2.6. Student practice is an integral part of the study programmes.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution allows for learning and obtaining new skills through student practice.</i></p> <p><i>Student practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market.</i></p> <p><i>Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Contracts with employers, regulations on student practice, record of student practice; • Feedback from students and employers; • Systematic collection and analysis of feedback from students and their supervisors on the quality of student practice (evaluation questionnaire for student practice and supervisors from or outside the higher education institution); • Procedure for the assessment of the achievement of intended practice-related learning outcomes; • Number of ECTS credits allocated for student practice. 				
<p>Comment / note / commendations / recommendations</p>				

III. Teaching process and student support (ESG 1.3, ESG 1.4, ESG 1.6)

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.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The criteria for admission or continuation of studies are published.</i></p> <p><i>The criteria for admission or continuation of studies are consistently applied.</i></p> <p><i>The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.</i></p> <p><i>The higher education institution has effective mechanisms for recognising prior learning.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • HEI has published clear admission criteria; • Defined decision-making procedures regarding the admission criteria (evaluation of high school GPA, State Matura level, elective exams, additional assessments of knowledge and skills); • Defined recognition procedures and examples of recognition of Croatian and foreign higher education qualifications, periods of study and prior learning in the case of continuation of studies; • Cooperation with the Croatian ENIC/NARIC Office of the Agency for Science and Higher Education; • Analysis of student performance on the study programme, depending on the admission criteria or criteria for the continuation of studies, and examples of improvement to the admission criteria/criteria for the continuation of studies based on the obtained results; • Examples of good practice of the involvement of students from other higher education institutions or study programmes; • Feedback from students who have transferred from other higher education institutions with regard to their experience with recognition of higher education qualifications, periods of study and prior learning in case of continuation of studies (interviews, surveys); • Tables 3.1, 3.2 and 3.3 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality	High level of quality	
<p><u>Elements of the standard</u></p> <p><i>Procedures for monitoring student progress are clearly defined and available.</i></p> <p><i>The information on student progress in the study programme is regularly collected and analysed.</i></p> <p><i>The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Data on student pass rates; • Completion and drop-out rates; • Examples of measures to increase pass rates and completion rates (e.g. supervisor training programme, changes of admission criteria / curricula, differential courses, etc.); • Tables 3.4 and 3.5 from the Analytic supplement. 						
<p>Comment / note / commendations / recommendations</p>						

3.3. The higher education institution ensures student-centred learning.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes. Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).</i></p> <p><i>The HEI continually evaluates and adapts teaching methods and different modes of programme delivery.</i></p> <p><i>Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented* and vulnerable groups** etc.).</i></p> <p><i>The higher education institution ensures the use of state-of-the-art technologies to modernise teaching.</i></p> <p><i>Available and committed teachers contribute to the motivation of students and their engagement.</i></p> <p><i>The higher education institution encourages autonomy and responsibility of students.</i></p> <p><i>*Under-representation in higher education is defined as a lower participation of a certain group of students in relation to their percentage in general population, and situation in other European countries. The under-represented groups are as follows: students whose parents have lower educational qualifications; female students in technical fields and male students in humanities; mature students; students with disabilities; students with children; students belonging to the Roma minority.</i></p> <p><i>**Vulnerability is perceived as difficulties in the academic or social integration of students, associated with certain personal characteristics of students.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Regulations on study / student assessment; • Examples of teaching methods used; • Student feedback (surveys, questionnaires, interviews, etc.); • E-learning systems (LMS, VLS), repositories, etc.; • Reports on conducted assessments of teaching methods used. 						
Comment / note / commendations / recommendations						

3.4. The higher education institution ensures adequate student support.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution provides guidance on studying and career opportunities to students (for example, tutors, supervisors and other advisers as a support in student learning and progress).</i></p> <p><i>The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility and library and student administration services and students are informed about them.</i></p> <p><i>Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).</i></p> <p><i>The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Regulations on studying, regulations on internal organisation; • Information packages for new students; • Number, qualification structure and availability of library and administrative staff; • Information on training, professional development and exchange of library and administrative staff (for example, within Erasmus programme); • Decisions on establishing and rules of procedure of library and advisory services; • Established student support and counselling services (psychological, academic/study, legal, career guidance) at the level of university or university constituent; • Availability of teaching staff (for example, information on consultation hours provided to students); • Feedback on student satisfaction with professional support provided by HEI (tutors, supervisors, advisers, ECTS coordinators, library, student administration office, office for international cooperation, etc.); • Feedback on student satisfaction with counselling services (psychological, academic/study, legal, career guidance, etc.) 				
<p>Comment / note / commendations / recommendations</p>				

3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution monitors various needs of students from vulnerable and under-represented groups.</i></p> <p><i>Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.</i></p> <p><i>The higher education institution invests resources in the support to students from vulnerable and under-represented groups.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Information on admission, and application and admission procedures are adjusted to students from under-represented and vulnerable groups; • Teaching and assessment of knowledge and skills are adjusted to students from vulnerable and under-represented groups; • Established support services for students from vulnerable and under-represented groups at the level of the higher education institution; • Data on vulnerable and under-represented groups using the support provided are collected and administered in accordance with the Personal Data Protection Act; • Surveys and focus groups among students, other research, collected data and reports, organised workshops in secondary schools, website adjustment, targeted scholarships, provision of accommodation, adjustments to the regulation on studying, etc.; • Ensured access to students with disabilities; • Examples of provision of financial support to students from vulnerable and under-represented groups; • Established student support services. 				
<p>Comment / note / commendations / recommendations</p>				

3.6. The higher education institution allows students to gain international experience.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>Students are informed about the opportunities for completing part of their study abroad.</i></p> <p><i>The higher education institution provides support to students in applying for and carrying out exchange programmes.</i></p> <p><i>The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.</i></p> <p><i>The higher education institution collects information on student satisfaction with the quality of HEI's support regarding practical matters of student mobility.</i></p> <p><i>Students gain competencies required for the employment in an international environment.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Erasmus Charter for Higher Education and other types of exchange agreements (bilateral agreement) or projects that enable incoming and outgoing student mobility; • Foreign language teaching, international dimension of the programme (exposing students to foreign literature, foreign experiences and practices, work with foreign professors and colleagues); • Records of the number of Croatian students who had the opportunity to complete a part of their study abroad and records of the recognition of ECTS credits, i.e. the knowledge and competencies acquired at a foreign institution; • Analysis of student satisfaction with the quality of support provided by HEI; • Established student support services; • Examples of the assessment and recognition of ECTS credits obtained at foreign higher education institutions; • Table 3.6 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

3.7. The higher education institution ensures adequate study conditions for foreign students.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>Information on the opportunities for enrolment and study is available to foreign students in a foreign language.</i></p> <p><i>The higher education institution provides support to foreign students in application and study.</i></p> <p><i>The higher education institution collects feedback on satisfaction and needs of foreign students.</i></p> <p><i>Foreign students have the opportunity to attend classes delivered in a foreign language (English).</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Entire programme or a part of the study programme is delivered in a foreign language; • Number of students involved in incoming mobility; • Number of foreign students spending the entire study cycle at the higher education institution; • Erasmus Charter for Higher Education and other types of mobility agreements (bilateral agreements) or projects that enable the incoming and outgoing student mobility; • Established office for foreign students/office for international cooperation/ECTS coordinators; • Information packages for foreign students; • Number of foreign students involved in Croatian language learning; • Table 3.6 from the Analytic supplement. 							
<p>Comment / note / commendations / recommendations</p>							

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The criteria and methods for evaluation and grading are clear and published before the beginning of a course.</i></p> <p><i>The criteria and methods for evaluation and grading are aligned with the teaching methods used.</i></p> <p><i>The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.</i></p> <p><i>The higher education institution ensures objectivity and reliability of grading.</i></p> <p><i>If possible, the higher education institution carries out the evaluation of grading.</i></p> <p><i>The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.</i></p> <p><i>Students receive feedback on the evaluation results, and if necessary, guidelines for learning based on these evaluations.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Functional student appeals procedure (the examples of appeals procedures and decisions thereof); • Student feedback on objectivity and consistent implementation of assessment and grading procedures; • Examples of support provided to the assessors in the development of skills related to testing and assessment methods; • Examples of implemented procedures for ensuring the objectivity and reliability of grading (e.g. double marking); • Examples of modification of the assessment procedures (for example, for students with disabilities); • Conducted meta-evaluations. 				
<p>Comment / note / commendations / recommendations</p>				

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement).</i></p> <p><i>The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Examples of diplomas and Diploma Supplements for all qualifications issued by the higher education institution; • Diploma Supplement contains all prescribed information; • Feedback from students and alumni. 						
<p>Comment / note / commendations / recommendations</p>						

3.10. The higher education institution is committed to the employability of graduates.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution analyses the employability of its graduates.</i></p> <p><i>Admission quotas are aligned with social and labour market needs and available resources.</i></p> <p><i>The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation.</i></p> <p><i>The higher education institution provides students with support regarding future career planning.</i></p> <p><i>The higher education institution maintains contacts with alumni.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Established system and a database of contacts with alumni and employers; • Career development support services; • Career days organised by the HEI; • Feedback from alumni and employers; • Table 3.7 from the Analytic supplement. 						
<p>Comment / note / commendations / recommendations</p>						

IV. Teaching and institutional capacities (ESG 1.5, ESG 1.6)

4.1. The higher education institution ensures adequate teaching capacities.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The number and qualifications of teachers* (election in the appropriate field and/or area) are appropriate for the delivery of study programme and achievement of the intended learning outcomes and conducting scientific activity.</i></p> <p><i>The ratio of students and full-time teachers at the higher education institution ensures a high quality of study.</i></p> <p><i>Teacher workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.</i></p> <p><i>Teacher workload ensures appropriate distribution of teaching, professional and/or scientific activities, professional and personal development and administrative duties.</i></p> <p><i>Teachers are qualified for the course/courses they deliver.</i></p> <p><i>*Teachers – employees of a higher education institution appointed into teaching or scientific-teaching grades.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Percentage of courses delivered by teachers employed at the HEI, for each study programme; • Student-teacher ratio and alterations thereof over time; future plans regarding student-teacher ratio; • Information on teacher workload; • Tables 4.1.b, 4.2, 4.3 and 4.4 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

4.2. The higher education institution ensures appropriate quality of external associates.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>The external associates have a relevant work experience.</i></p> <p><i>The external associates include the latest research, trends and labour market findings in the teaching process.</i></p> <p><i>The higher education institution encourages the participation of external associates in the supervision of final and graduation theses.</i></p> <p><i>The higher education institution encourages the organisation of professional practice in institutions in which the external associates are employed.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • List of external associates, institutions at which they are employed and their positions; • Qualifications of external associates for the course/courses they teach; • Examples of co-supervision; • Examples of student practice organised in the institution in which the external associate is employed; • Feedback from students and alumni; • Table 4.1.b from the Analytic supplement. 						
<p>Comment / note / commendations / recommendations</p>						

4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.</i></p> <p><i>In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc).</i></p> <p><i>The higher education institution has adequate methods for the selection of the best candidates for each position.</i></p> <p><i>Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).</i></p> <p><i>Indicators of excellence include professional and/or scientific and teaching activities.</i></p> <p><i>Additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the higher education institution.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Internal acts prescribing teacher appointment procedure; • Advertised vacancies; • Examples of completed recruitment procedures (copies of vacancy announcements, composition of selection committees, reports of selection committees and decisions made by expert bodies); • Examples of carried out procedures of appointment and re-appointment to scientific/teaching grades; • Regulations or procedures for assessing and rewarding teacher excellence; • Additional internal criteria of the HEI for the academic promotion of teachers; • Strategic goals of the higher education institution. 				
Comment / note / commendations / recommendations				

4.4. The higher education institution provides support to teachers in their professional development.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution provides opportunities for the improvement of teaching competencies.</i></p> <p><i>The higher education institution encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.</i></p> <p><i>Teachers participate in mobility programmes, projects, networks etc.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Plan for the professional development of teachers; • Feedback from teachers on the experience in the competencies development programmes; • Information on the manner in which the teacher participation is encouraged, and their actual participation in teaching competencies; development programmes (workshops, seminars), with an emphasis on support to student learning; • Information on the manner in which the teacher mobility is encouraged, and their actual participation in international mobility programmes (study visits at foreign higher education institutions, etc.); • Information on the use of sabbatical leave and teachers' rights thereof; • Information on the manner in which the teachers are motivated for professional and/or scientific activity (e.g. relevant training, reward system for professional and/or scientific productivity, etc.), and data on the increase of professional and/or scientific productivity per teacher/HEI in the last five years; • Information on the manner in which the teachers are encouraged to participate in, and their actual participation in research and innovation competitions (e.g. workshops, material and non-material rewards, professional, administrative and technical support, etc.); • Information on the manner in which the teachers are encouraged to participate in transfer of technology projects and applications to competitions, and information on their activities thereof; • Tables 4.5, 4.6 and 5.3 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

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.	Unsatisfactory level of quality		Minimum level of quality		Satisfactory level of quality		High level of quality	
<p><u>Elements of the standard</u></p> <p><i>The higher education institution plans and improves the infrastructure development, in line with the strategic goals.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes and ensuring the achievement of the intended learning outcomes.</i></p> <p><i>The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are appropriate for the implementation of professional and/or scientific activities.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Examination of resources during the site visit to the HEI; • Information on space, equipment and infrastructure; • Feedback from students and teachers on their satisfaction with spatial resources for study and student activities; • Tables 4.8 and 4.9 from the Analytic supplement. 								
<p>Comment / note / commendations / recommendations</p>								

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.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The library and library equipment, including the additional resources, meet the conditions for a high quality of study.</i></p> <p><i>The library and library equipment, including the additional resources, ensure high-quality professional and/or scientific activity.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Review of library resources during the site visit (for all levels); • Availability of up-to-date teaching materials; • Subscriptions to appropriate bibliographic databases and databases with full-text access; • Availability of the network library catalogue of the evaluated higher education institution; • Adequate number of archived final and specialist theses in digital form (corresponding to the number of graduates of the evaluated higher education institution); • Availability of teaching materials via protected website; • Adequate number of copies of required reading, relative to the number of enrolled students; • Student feedback regarding the availability of the library (e.g. longer working hours) and the availability of Croatian and international literature (including remote access); • Table 4.10 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

4.7. The higher education institution rationally manages its financial resources.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>Financial sustainability and efficiency is evident in all aspects of the higher education institution's activity.</i></p> <p><i>HEI manages its financial resources transparently, efficiently and appropriately.</i></p> <p><i>Additional sources of funding are used for institutional development and improvement.</i></p> <p><i>Additional sources of funding are secured through national and international projects, cooperation with the industry, local community, etc.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Data on income and expenditures; • Data on sustainability and transparency of funding; • Rationale for distribution of funds from subsidies and tuition fees; • Regulations or decisions on the manner of use of own or dedicated funds (for public higher education institutions); • Tables 4.11 and 4.12 from the Analytic supplement. 						
<p>Comment / note / commendations / recommendations</p>						

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 activity.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>Teachers and associates publish an appropriate number of high-quality professional and/or scientific publications.</i></p> <p><i>The higher education institution has efficient procedures for encouraging high-quality professional and/or scientific publication.</i></p> <p><i>The higher education institution keeps records on the distribution of publications by areas/departments of the HEI and encourages teachers and associates from various fields to publish.</i></p> <p><i>Teachers and associates of the higher education institution actively promote professional and/or scientific achievements at national and international conferences.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • List of publications categorized in accordance with the Decision on the Conditions for Assessment of Teaching and Professional Activity in the Procedure of Appointment to Teaching Grades of the Council of Polytechnics and Colleges in force; • Citation impact of publications, total h-index (where applicable); • List of participations of teachers and associates at professional and/or scientific conferences; • List of conferences (professional and/or scientific) organised by the higher education institution; • Tables 5.1 and/or 5.2 from the Analytic supplement. 				
<p>Comment / note / commendations / recommendations</p>				

5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The higher education institution monitors and takes into consideration the needs of society, local community and labour market in planning its professional and/or scientific and research activities.</i></p> <p><i>The higher education institution has an efficient support system for research and transfer of knowledge and technologies.</i></p> <p><i>Teachers and associates participate in the activities of professional organisations.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Examples of cooperation with industry and public sector in the application of knowledge and transfer of technology; • Examples of innovations and/or patents; • Examples of measures for encouraging the development of start-ups and spin-offs; • Involvement in science and technology parks and business incubators; • Involvement in professional, public, advisory bodies and committees in private and public sector; • Examples of popularisation of profession through publishing and public advisory activities; • List of reports, uses of expertise; • List of donations, grants, employments with the support from the local community; • List of memberships in local professional and civil society organisations; • List of organised workshops, debates and conferences. 				
<p>Comment / note / commendations / recommendations</p>				

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.	Unsatisfactory level of quality		Minimum level of quality	Satisfactory level of quality		High level of quality
<p><u>Elements of the standard</u></p> <p><i>Teachers and associates have received regional, national and international awards and acknowledgements for their professional and/or scientific achievements.</i></p> <p><i>The higher education institution is a holder of an adequate number of projects.</i></p> <p><i>Teachers and associates take part in national and international conferences.</i></p> <p><i>Teachers and associates are members of professional organisations and editorial boards of journals.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • List of awards and recognitions; • List of projects; • Active participation in conferences; • List of memberships in professional organisations and editorial boards of journals; • Tables 5.3, 5.4 and 5.5 from the Analytic supplement. 						
<p>Comment / note / commendations / recommendations</p>						

5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<p><u>Elements of the standard</u></p> <p><i>The research equipment is used in teaching at undergraduate and graduate level.</i></p> <p><i>Undergraduate and graduate students are involved in HEI's projects.</i></p> <p><i>The HEI recognizes and rewards professional and/or scientific achievements of its employees.</i></p> <p><u>Evidence examples:</u></p> <ul style="list-style-type: none"> • Examples of interrelation of professional and/or scientific research, and undergraduate/graduate courses; • Final and graduation theses developed within projects; • Professional and/or scientific papers co-authored by students; • List of projects; list of undergraduate and graduate students involved in these projects; • List of awards and recognitions awarded by the HEI. 				
<p>Comment / note / commendations / recommendations</p>				