



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
University of Split
University Department of Professional Studies**

Date of preliminary site visit: January 25th 2021
Date of on-line re-accreditation: January 27th-29th 2021

March, 2021

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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 University Department of Professional Studies of University of Split.

Members of the Expert Panel:

- Prof. dr. Dirk Simons, Business School, University of Mannheim, Federal Republic of Germany
- Prof. dr. Ben Hicks, University of Bristol - Department of Mechanical Engineering, United Kingdom of Great Britain and Northern Ireland
- Assoc. prof. dr. sc. Sanja Šolić, Department of Mechanical Engineering, University North, Republic of Croatia
- Prof. dr. Luka Grubišić, Faculty of Science, University of Zagreb, Republic of Croatia
- Laura Palac, student, Faculty of Electrical Engineering and Computing, University of Zagreb, Republic of Croatia.

During the on-line re-accreditation, the Expert Panel held meetings with the following stakeholders:

- Management,
- Self-evaluation Report Committee,
- Heads of units and Heads of departments
- Students,
- Full-time teaching staff,
- External teaching staff,
- Representatives of the business sector, potential employers.

Croatian Expert Panel members went to a preliminary site visit on January 25th 2021 and had a tour of the work facilities, library, IT classrooms, student support offices and classrooms. During the preliminary site visit, the Expert Panel examined the available additional documents and study programme descriptions (including learning outcomes, exam examples and final theses).

The Expert Panel drafted this Report on the re-accreditation of the University Department of Professional Studies of University of Split on the basis of University Department of Professional Studies of University of Split Self-evaluation report, other relevant documents, preliminary site visit and online meetings.

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 protocol),
- Summary.

In the analysis of the documentation, preliminary site visit to the University Department of Professional Studies of University of Split, online meetings and writing of the Report, the Expert Panel was supported by:

- Marina Cvitanušić Brečić, coordinator, ASHE,
- Iva Žabarović, assistant coordinator, ASHE,
- Ivana Rončević, interpreter at the preliminary site visit and during online meetings, 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.

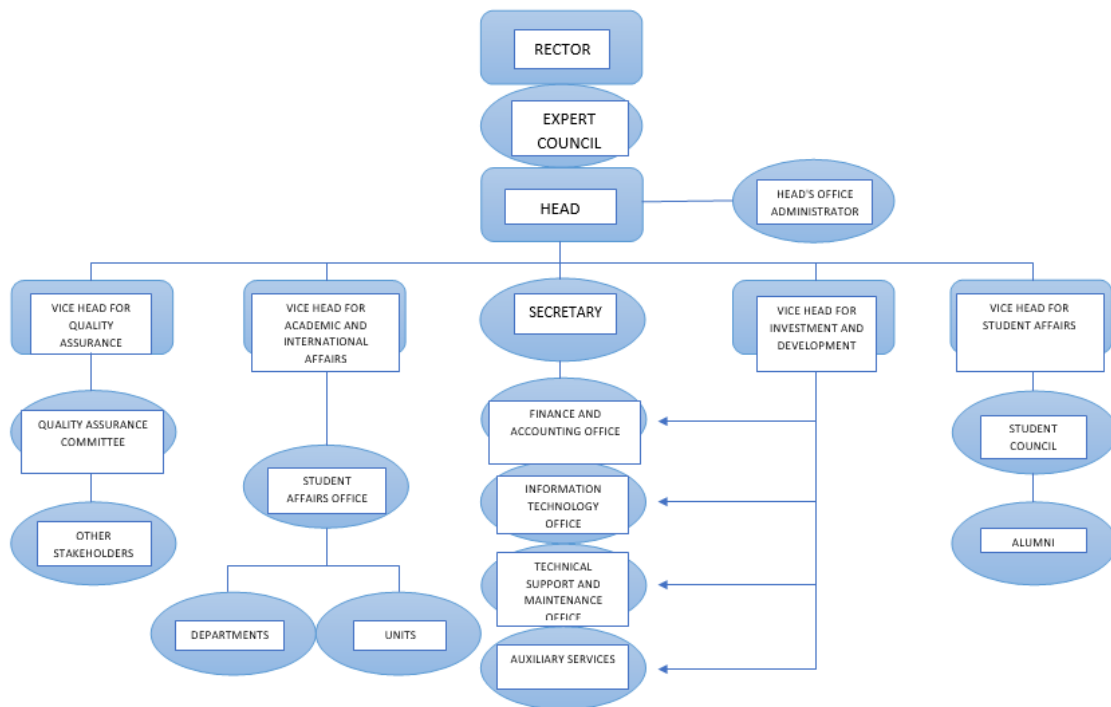
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: University Department of Professional Studies of University of Split

ADDRESS: Kopilica 5, 21000 Split

ACTING HEAD of the University Department: Petar Pepur, PhD

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES: 11 programmes (6 undergraduate and 5 graduate level)

Undergraduate professional study programme

- Accounting and Finance
- Commercial Transactions
- Computing
- Construction Engineering
- Electroenergetics
- Electronics

Specialist graduate professional study programme

- Accounting and Finance
- Applied Computing
- Electrical Engineering
- Mechanical Engineering
- Trade and Tourism Management

NUMBER OF STUDENTS: 2163 (1203 full-time, 960 part-time)

NUMBER OF TEACHERS:

The structure of the teaching staff is specified in Table 4.1.b of the Analytical Supplement to the Self-evaluation

| Staff | Full-time employees | Part-time employees (cumulative employment) | External associates |
|--------------------------------|---------------------|---|---------------------|
| College professors with tenure | 8 | - | 1 |
| College professors | 7 | - | 2 |
| Senior lecturers | 40 | - | 14 |
| Lecturers | 15 | - | 37 |
| Language instructors | - | - | - |
| Full professors with tenure | - | - | 1 |
| Full professors | - | - | - |
| Associate professors | - | - | 1 |
| Assistant professors | - | - | 1 |
| Expert assistants | 1 | - | - |
| Assistants | 2 | - | 6 |
| Technical staff | 2 | - | - |
| Administrative staff | 19 | - | - |
| Assistant staff | 10 | - | - |

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Department is one of the youngest departments of the University of Split although it was founded in 1998 as the Polytechnic of Split. Since 2003 it has become a constituent of the University of Split, without legal powers, first under the name Department for professional studies which changed to University study centre for professional studies in 2005 and in 2012 became University department for professional studies.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Highly committed and hardworking staff.
2. Supportive and fully engaged business community.
3. There are strong practical elements in all programmes.
4. Since the last accreditation, structures are in place for quality assurance and various offices have been established providing a strong foundation for the future.
5. International agreements are in place and provide a great platform for the future and these initiatives should be reinforced and expanded.

DISADVANTAGES OF THE INSTITUTION

1. There is a culture of being overloaded and not having enough time – staff need to work together to drive efficiency for everyone. The Department's culture needs to transition from quality control to quality improvement. Otherwise, the Dept. will fall behind the increasing expectations of students and other institutions.
2. Current approach to formal evaluation and quality improvement is somewhat individualistic and siloed. A more holistic, team-based and systematic approach should be adopted.
3. Mechanisms for training and continuous improvement of teaching staff need to be formalised.
4. Local strategy is not ambitious and does not empower or encourage the staff to continuously pursue excellence/improvement.
5. The marketing/promotion/dissemination of the Department and its activities could be substantially improved for prospective students, business and the public.
6. Many elective courses (options) have very few students. Creative approaches to make these viable in terms of staff time are needed to reduce load and improve experience for the students.
7. While preparation of scientific papers is not a prerequisite for a Professional Department, engagement and contributions to education and pedagogical symposia, conferences and professional journals is encouraged.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. The number and quality of business placements for students.
2. The quantity and quality of the laboratory equipment (including the planned acquisitions) and the developing activities/initiatives of the Office of Technology Transfer.
3. The recently created student entrepreneurship / business incubator.
4. The availability and high quality of the course material/information (online) for current students. Note: information for prospective students is not as good and is somewhat deficient.
5. The increased adoption and embedding of digital technologies such as Turnitin and Moodle in course work, assignments and dissertations.

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

The HEI has made good progress since the last review having implemented a comprehensive quality assurance system, various offices including Business Cooperation, Technology Transfer and the International Relations and Mobility; and has successfully acquired a license to enable lifelong learning and adult education. All demonstrating the ability to implement recommendations from previous accreditations. With these systems and offices now established, the HEI needs to shift its culture from one of purely monitoring and somewhat reactive to one of continuous improvement and proactiveness. This cultural shift of the HEI should be undertaken in close collaboration with students, staff and businesses. The latter of which can likely offer significant support for continuous improvement having taken their own organisations through such changes.

Recommendations for improvement

- To drive forward cultural change and continuous improvement to best in class.
- To fully implement and embed tools and support for in unethical behaviour and health and well-being respectively into business-as-usual.
- To improve dissemination and communication with local business, community and prospective students in terms of opportunities, experience, facilities and services e.g. tech transfer.
- To develop an annual programme of lifelong learning courses, seminars, events for the local community / region.

Quality grade: Satisfactory level of quality

II. Study programmes

Analysis

The general objectives of all study programmes are in line with the mission and strategic goals of the Department of Professional Studies University of Split and the demands of the labour market. The HEI has clearly defined the learning outcomes of the study programmes and all the syllabuses with defined learning outcomes on all study programmes are publicly available at the institutional web page. Learning outcomes of the study programmes are aligned with the level and profile of qualification gained, with the CroQF and EQF level descriptors and also with the mission and goals of the HEI. The expert panel established on the meetings with the employers, external stakeholders, alumnae and students that learning outcomes reflects the competencies required for the employment of the graduate students. By reviewing the documentation on the spot (exams, seminars, final professional and graduate theses) expert panel establishes that there is no systematic approach to the evaluation process of the adopted learning outcomes, but most are at the level of personal initiative of teachers. The HEI ensures that ECTS allocation is adequate but should implement periodical systematic and official analysis based on feedback from students and other stakeholders in teaching process. As HEI has only professional level of study programmes student practice is an integral part of the study programmes and it is organised outside the HEI in cooperation with the labour market. Number of ECTS points allocated for the student practice shows emphasis on the importance of student professional training and implementation of practical aspects in the teaching process but systematic analysis of the students and mentors' feedback should be established to track the achievement of intended learning outcomes of the student practice.

Recommendations for improvement

- To establish systematic approach to student surveys which should be not only on the general level but more focused on specific areas as ECTS distribution, feedback on the teaching quality, student professional practice mentoring process etc.
- To implement the procedure of reviewing the allocation of ECTS points annually and, where appropriate, including it as an agenda item once a year at student-professors meeting
- To establish systematic approach to the analysis of the requirements of the labour market and external stakeholders for the information necessary for periodical reviewing process of the qualifications and learning outcomes of study programs
- To introduce internal review process of exam papers to assure that the learning outcomes are assessed at the same level at all courses
- To introduce systematic collection and analysis of students and supervisors/mentors' feedback on the quality of student practice for the purpose of tracking and ensuring the achievement of intended learning outcomes of the student practice.

Quality grade: Satisfactory level of quality

III. Teaching process and student support

Analysis

Admission criteria and criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied. The HEI aligns enrolment quotas with the needs of the labour market through the analysis of the employability of graduates and through the communication with external stakeholders. The HEI monitors and analyses the pass rate, drop-out rate and completion of all study programmes, but does not monitor and analyse the pass rate in each course. Every department at the University Department proposes appropriate measures that are based on the conducted analysis. The institution supports various methods of teaching and these methods are in accordance with learning outcomes. All methods of teaching are monitored and evaluated, and, based on those evaluations, study programmes are modernized in cooperation with business representatives and local community. The concept of knowledge assessment is based entirely on learning outcomes and the criterion rating system.

The Expert Panel noticed that the students trust their teachers and have a very open relationship with them. The students said that the professors pay maximum attention to them and help them in case of any problems. The institution adapts to students and their needs in numerous ways. Students have the opportunity to gain international experience and have been informed about it. However, students' interest in mobility is quite low, especially for outgoing mobility. All foreign students have the full support of the staff of the Office of Mobility and International Cooperation.

Recommendations for improvement

- To monitor and further analyse the pass rate in each course and use the results of the analysis for the improvement of the teaching process.
- To review opportunities (mechanisms and timings) for the 'Student Voice' and diversity within this voice to contribute to all aspects of the Department's activities. Further formalize student participation in the process of progress and ensuring the quality of studying at the Department. Inform students of the results of all surveys that students have filled.
- To better understand student demand for international experience and identify barriers and potential mitigation.
- To include Alumni in the management bodies (councils, committees) of the Department. In other words, collaboration with alumni needs to be formalized.

Quality grade: Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

As a university department of professional studies, the HEI offers study programs from a wide range of subjects. Thus, teaching staff and infra-structure are important strategic dimensions. Regarding teaching staff, the HEI behaves rationally and forward-looking, although there are some potentials for improvement. Overall, it is concluded that number and qualification of full-time teachers is appropriate for the delivered study programs. Further, the HEI makes use of these qualifications as the percentages of contact hours provided by full-time teachers in the various study programs vary between 59.6% in the undergraduate professional study of Electronics to 86.2% in the undergraduate professional study program of Accounting and Finance. In the same sense, the HEI ensures the qualification of the associates as required by law all external associates qualify for the respective honorary research grades. From a long-time perspective, the HEI has developed strategic personnel goals operationalized in a personnel development plan. Accordingly, the HEI provides funding for postgraduate specialist or doctoral studies as well as for conference attendances.

For the second important issue, infra-structure, the conclusion is mixed. The number of labs is sufficient, and the equipment is of mixed quality but functional. The university's library ensures high-quality professional activities, but the local reading room does not.

Recommendations for improvement

- Regarding teachers' qualification the university department encourages teachers and provides financial support to participate in doctoral studies and other measures of further qualification. Administering this support should become less informal, implying that development goals and potentials need to be identified on a regular basis especially for the younger teachers. Moreover, when support funds are granted acquiring the PhD-degree in a reasonable time span needs to be enforced.
- Associates are mostly identified from teachers' private networks. Setting up advisory boards may help to identify potential associates in a more formalized manner.
- The lab's management should be further professionalized. This includes more personnel for ensuring continuous access to the labs as well as a recording system that indicates the existence of equipment (inventory), the current user and the quality status.

Quality grade: Satisfactory level of quality

V. Professional and/or scientific activity

Analysis

The HEI has made progress since the last review having maintained and expanded its level of active participation in many societally important activities. The HEI is active in the Student Entrepreneurship Incubator and is also a part of the Network of Student Entrepreneurship Incubators. The activities of the information technology department of the HEI in collaboration with the Association Liberato in helping persons with disabilities to utilize digital technology to overcome mobility restrictions in urban environment is highly commendable and vouches for the high level of societal engagement and responsibility of HEI's staff. When analysing the teaching activities abut also the research footprint of the HEI it is absolutely clear that the students are at the centre of all of the HEI's activities. The number and the quality of industry placements as well as the preparedness of the industry to fund the material costs of any pertinent research activity by the students is commendable and of a high standard. On the other hand, the HEI has not been issued with the certificate for scientific activity and so the participation of the teachers and employees in the preparation of scientific papers is not obligatory. The number of formal professional papers (papers in peer reviewed journals classified as professional papers) is low as is the number of scientific papers. The reported publication numbers would have been unsatisfactory if the HEI had a research certificate. As is, these numbers leave a lot of room for improvement. Overall, the number of conference publications is satisfactory but could be improved upon in order to increase the visibility of the HEI both nationally as well as regionally. Finally, it should be said that the activities of the Office of Technology Transfer should be commended for their proactivity and ingenuity.

Recommendations for improvement

- The HEI should exploit the possibility to use research results and equipment obtained from successfully completed bilateral projects (with industry) to further increase the HEI's footprint as an independent research institution and a provider (as a formal project collaborator) of research infrastructure to other competitive teams in academia or industry. Institutional targets should be set and a strategy devised in the areas of greatest strength/activity.
- HEI should use ample opportunity to generate revenue from research equipment, conference organization, lifelong learning courses to use to support research groups applying for appropriate competitive projects, e.g. HAMAG-BICRO proof of concept projects, Croatian Science Foundation research with industry, research vouchers of the Ministry of economy and entrepreneurship.
- Management should engage, on a yearly basis, all staff members to develop formal career development plans, focusing on the measurable and achievable research goals for each individual and a specification of the level of the resources which the HEI will commit toward achieving those goals.

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

In 2011 the Department set about establishing its own quality assurance system(s). The system is overseen by a Quality Improvement Committee comprised of 11 members. The scope of the QAS covers study programmes, teaching processes and professional activity (business cooperation, international relations, technology transfer and lifelong learning). Evidence of the implementation of systems and processes for the monitoring and control of quality are given in the self-evaluation report and were described clearly during panel meetings demonstrating systematic collection of data. Of note is the significant effort and establishment of quality control processes for learning outcomes, student feedback, professional placements and involvement of businesses in round table events that help inform programme and practice changes.

While progress has been made, the maturity of the quality assurance systems and culture of the Department toward quality improvement is still young. Consequently, many of the systems are used reactively rather than proactively. Further, for many of the systems the visibility and dissemination of information is limited and the feedback cycles are lengthy e.g. student satisfaction. The implications of this are that divisional heads and individual staff either lack information or receive information late, restricting their ability to respond and act to continuously improve quality. In addition, there are some specific areas where information pertinent to quality improvement (specifically student feedback) could be sought and used to drive changes/refinements to programmes, placements and facilities. The panel note that the previous accreditation report also highlighted the need for shorter feedback cycles of student feedback and that a cultural change was also necessary in addition to the written procedures.

In terms of human resource management, data is collected on hours of engagement with significant differences observed for a number of staff. In regard, to these differences, the panel were not made aware of any formal staff review or appraisal process e.g. annual performance reviews.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- The Department's culture needs to transition from one of quality control to quality improvement. If it does not, the Department will fall behind the increasing expectations of students and other institutions.
- The current approach to formal evaluation and quality improvement is somewhat individualistic and siloed. A more holistic, team-based, and systematic approach needs to be adopted.
- Additional Department level feedback mechanisms for student satisfaction/experience on individual courses and professional placements should be implemented.
- Quality assurance in support of PhD studies should also be designed and implemented to encourage timely completion and high-quality doctoral theses of Department staff.

Quality grade: Satisfactory level of quality

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

Analysis

The self-evaluation report and panel meetings evidenced that the findings and recommendations from the previous evaluation have been fully understood and largely implemented. This includes the quality assurance system, Offices for: Business Cooperation, Technology Transfer and the International Relations and Mobility. The phrase 'largely' has been used because although the systems and offices have been established, the cultural change, which is also highlighted in the previous accreditation report, needs to be fully addressed. Some progress has been made in this regard and the panel note that cultural change can take many years.

Recommendations for improvement

The panel make the following recommendation with respect to this standard:

- To continue with the cultural change and quality improvement and to set specific, measurable and achievable targets for improvement over the forthcoming years. This might include staff loading, professional publication, student satisfaction and teaching best-practice. The latter should also include any lessons learned or good practices from the current pandemic e.g. blended learning and reuse of digital course material.

Quality grade: Satisfactory level of quality

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

Analysis

The self-evaluation report evidences consideration of ethics and rigour in thesis review. Appropriate disciplinary processes are also described. In addition, during the panel meetings, tools to support plagiarism detection were identified. Mechanisms are therefore in place but are not fully embedded and widely practiced. During accreditation the panel explored practices around health and well-being, and equality, diversity and inclusivity (e.g. for visiting Erasmus students) in relation to both staff and students. Support for these areas is relatively immature in even the most established of universities. Correspondingly, the panel do not expect the Department to have mature support mechanisms in place but would recommend that attention be given to these aspects and a long-term plan be developed and implemented to provide such support.

Recommendations for improvement

The panel make the following recommendations with respect to this standard:

Embed plagiarism tools into business-as-usual operation for all coursework and dissertations.

- A working group be formed to identify and document the health and well-being needs of staff and students.
- A working group be established to identify and document the needs of the Department and the Offices (e.g. international) in terms of support for equality, diversity and inclusivity.
- The Department prepare and execute a clear plan to meet the health and well-being, and equality, diversity and inclusivity needs.

Quality grade: Minimum 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 self-evaluation report summarises the mechanisms and extent of information provision in brief. The panel meetings explored this provision in more detail. In particular, the Panel found the quality and extent of course material (lecture notes) to be very high. In contrast, the information provided to new students is relatively limited and the form and content of the Department's website lacks content relevant to prospective students, businesses, other HEIs and society. Little to no explicit evidence of information dissemination to stakeholders of Key Performance Indicators (KPIs) such as pass rates and drop put rates were observed.

Recommendations for improvement

The panel make the following recommendations with respect to this standard:

A formal (published) student handbook be produced for students. Examples of good practice should be sort from other HEIs.

- The website be update and improved to communicate information to prospective and current students, to alumni, business and the community (society). Social media might also be considered.
- KPIs be shared with key stakeholders – students and business partners - in an appropriate forum (e.g., annual round table/advisory board) to review and consider means to improvement.

Quality grade: Minimum level of quality

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

Analysis

The self-evaluation document highlights a range of societal inputs into the Department. The range of mechanisms (guest lectures, conferences, exhibitions and contribution to community programmes) are entirely appropriate. However, the number of activities and breadth of staff engagement could be significantly increased. In addition, the evaluation document and panel meetings suggest a much greater focus on inputs rather than outputs from the Department to the community, government, business etc. The panel would therefore encourage the Department to plan to make greater impact in society from their expertise, activities, infrastructure and equipment. Some evidence of nascent activities, such as outreach to schools and support for virtual learning were identified and these should be better supported and encouraged.

Recommendations for improvement

The panel make the following recommendations with respect to this standard:

As part of improving the website, improve communications with the community and alumni to promote events and solicit input/contributions.

- Begin to define and develop mechanisms for knowledge and technology transfer out of the Department into business and society. This could be both staff and student-led.
- Develop partnerships with local institutions and agencies to co-deliver societal/community events. Partnerships will help minimise cost, maximise efficiency and maximise impact.

Quality grade: Satisfactory 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

The provision of lifelong learning opportunities is relatively limited in terms of mechanisms and level of activity. The panel note that a Departmental Centre for Lifelong Learning and Adult Education has recently been established with requisite licences granted in 2017. This will provide a strong foundation for the future. Since establishment, a handful of activities, such as summer schools and training of a local business in welding have been undertaken. The panel also note that the current Pandemic has impacted on activity in this area. All taught classes are given in the afternoons and evenings to allow students that are in employment to participate/access programmes.

Recommendations for improvement

The panel make the following recommendations with respect to this standard:

An annual programme of Lifelong Learning courses (short and long) should be devised such that it can be promoted/publicised to the community and businesses.

1. Opportunities for training of personnel from business partners should be explored via the existing business co-operations and Office of Business Cooperation.
2. The Department should reflect on lessons learned and opportunities arising from the delivery of blended/online learning during the Pandemic. The mechanisms and course material may provide opportunities to support lifelong learning opportunities.

Quality grade: Minimum 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

The self-evaluation report summarises in brief all the documents on the scope and corresponding goals of the study programmes of the Department which are in line with the Development Strategy of the Department of Professional Studies 2016-2020, Strategy of University of Split 2015-2020 and the several national development strategies of Republic of Croatia (with Science, Education and Technology Strategy of the Republic of Croatia, Lifelong Career Guidance and Career Development Strategy in the Republic of Croatia 2016-2020, and the guidelines of the European Commission for Education and Training). A detailed overview of all study programmes, including general information about each study programme, the objectives of the study, the curriculum with the corresponding course syllabi, is publicly available on the website of the Department. Justification for the establishment of all professional studies on undergraduate and graduate level within given the social and economic needs of the market, is confirmed by the several declarations of the professional organizations and economic stakeholders presented within self-evaluation report. Self-evaluation report also present evidence within the report on the Recommendations for Educational Enrolment Policy and Scholarship Policy of the Croatian Employment Service with several Departments study programs stating that enrolment quotas should be increased. During the panel meetings with former students and external stakeholders the graduated students and students on professional student practice were evaluated as very good having the knowledge and skills required for quality inclusion in the labour market.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Current approach to the analysis of the requirements of the labour market and external stakeholders is on non-formal level and should be further improved to be more systematic so that feedback could be tracked annually.
- There is no systematic evidence and data analysis on the graduate employment rate and the analysis of this data could give quicker feedback with the possibility of quicker response to the needs and requirements of the community and companies.

Quality grade: High 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

Self-evaluation document with supplement 2a-Learning outcomes Study Programs OSS UniST, reports on the defining and implementing the learning outcomes on all study programmes in accordance with the strategies of the Strategy of the University of Split 2015-2020 and the Strategy of the Department of Professional Studies, University of Split 2016-2020. Several ordinances (Ordinance on the University Department of Professional Studies and the Ordinance on the quality assurance system of the University Department of Professional Studies) define activities of monitoring and revising the study programmes including the learning outcomes as a continuous obligation of all teachers, departments, units and the governing body of the Department. Study programmes and curriculums with the list of learning outcomes for undergraduate professional study programmes and specialist graduate professional study programmes at the Department are publicly available on the institution's website. The self-evaluation document with supplement 2a-Learning outcomes Study Programs OSS UniST also presents information and additional documents evidences that the learning outcomes of the study programmes of the Department are in accordance with the defined level descriptions of the CroQF Act, applicable for levels 6 and 7 and are coherent with comparable foreign study programmes of the EQF countries. The panel meetings explored this provision in more detail. Little or no information on feedback from graduates, employers or associates was presented. There is no established procedure on gathering information from former graduate students, their employers, professional practice mentors or external stakeholders that would provide information on the gained competences and are they at the sufficient level for required employment. Student surveys are done at the end of every semester but the results are not forwarded systematically through the units to all the teachers only the ones with lowest grades.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Student surveys should be approached more systematically by adding a few more general questions about their opinion about the study program, skills and knowledge they gain and also on learning outcome and their evaluation methods. The results of each survey should be more thoroughly processed and discussed in department/unit meetings with all teachers, and the conclusions considered when reviewing the qualifications and learning outcomes of study programs.
- The same more systematic approach should be done with the surveys among former graduated students and external stakeholders.

Quality grade: Satisfactory 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

Self-evaluation document report evidences on implementing all the necessary documents and guidelines into the development of course syllabuses with learning outcomes at the necessary programme levels. The panel notices after reviewing the documentation on the spot (exams, seminars, final professional and graduate theses) that there is no systematic approach to the evaluation process of the adopted learning outcomes, but most are at the level of personal initiative of teachers.

There is no evidence when reading the final thesis on different studies, of systematic monitoring of the topics of final and diploma theses (two identical topics were observed in the same study several years apart e.g.), the manner of adoption of topics, deadlines, etc., yet the self-evaluation document shows (page 37) very detailed documents / ordinances on the preparation and defence of final theses. The written exams also show a very diverse approach to verification of the learning outcomes without clear guidelines at the institution level. The panel also found that there is no systematic approach to changes in teaching methods or revision of learning outcomes but it is also left to the personal assessment of teachers based on their inquiries and feedback from former students and their employers.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- The Department is recommended to introduce periodical workshops or courses on methods of assessment of the learning outcomes, revision of the learning outcomes and adjustments of the teaching methods and processes to the learning outcomes that have to be obtained within the course.
- The Department is recommended to introduce internal review process of exam papers to assure that the learning outcomes are assessed at the same level at all courses.
- A systematic approach to the analysis of student pass rates should be implemented and the results should be monitored for the possibility of quick action in case of sudden deviations, but also the analysis of the possible impact of the passing rates of certain courses on a high dropout rates on some studies.

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

Self-evaluation report gives a detailed overview of current versions of all the study programmes of the Department which are publicly available on the web. The report gives also the evidence on activities of improving the study programmes chronologically by each Department for the observed accreditation period from 2015 to 2020 (pages 40-43). The evidence shows that the recommendation for improvement from the final report from 2011. Re-accreditation were addressed at proper manner regarding the establishing the learning outcomes for all programs (supplement 2a-Learning outcomes Study Programs OSS UniST) and also defining the level of skills and competences that can be obtained on the study programmes.

The self-analysis document and also the communication of the panel with teachers, external associates, students, alumni's and external stakeholders shows no evidence that they are approached for feedback or included in committees for the purpose of giving the opinion on possible improvements of study programme syllabuses or learning outcomes. They are approached at the personal level by individual professors for their own analysis and possible improvements on their own courses.

Recommendations for improvement

- Establishing better communication with alumni and employers and including them actively in the process of continuous evaluation of study programmes introducing them in committees for evaluation and improvement of study programmes or through organization of round tables and meetings with topics on how study programmes and their learning outcomes meets current requests of the labour market.

Quality grade: Minimum level of quality

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

Analysis

The self-analysis report and panel meetings with students and teachers evidenced that the HEI invests effort in ensuring the adequate reallocation of course-related ECTS credits in accordance with specific course requirements and characteristics. The corresponding ECTS credits are displayed and described within a detailed course syllabus which are publicly available at the Departments website. Allocation of ECTS credits to an individual course follows the definition of the total number of hours

required for meeting all the requirements provided by the study programme, i.e., for achieving the learning outcomes of the course. During the introductory lesson, a teacher is required to notify students of the teaching model, their requirements for successful course completion, as well as the employed methods of knowledge assessment and examinations. The students confirmed that during the panel meeting. Ordinance on the procedure of student evaluation of teaching at the University of Split describes the procedure for student evaluation of the teaching process and also mentoring system within the Department whose purpose is to encourage students to interact with assigned mentors, where mentors have the role of both informants and advisors. All modifications of ECTS allocation are transparent and publicly available via the Department's website. In addition, modifications are also systematically updated within detailed course syllabi, which are available to students enrolled in a particular course through the online platform MOODLE. Department's study programmes are being profession-oriented with high emphasis on an adequate share of allocated ECTS credits assigned to practical classes in the form of seminars, laboratory and practical exercises which are described at page 45 of the self-analysis document. Also, in the Departments Action Plans, publicly available at the department's website (page 45 self-analysis document), field-based teaching activities for all study programmes are listed for every academic year.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- The allocation of ECTS should be reviewed each year and, where appropriate, included as an agenda item once a year at student-staff forum to elicit student feedback.

Quality grade: Satisfactory level of quality

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

Analysis

As a department with study programmes at professional level, professional practice is singled out as a very important segment of every study program according to the Development Strategy of the Department of Professional Studies 2016-2020 (page 45 of self-analysis document) and in recent years, Department increased the ECTS credits for professional practice on several study programmes (page 46 Self-analysis document). Panel meetings with students, teachers and companies that provide student practice/ internship confirmed that Department makes emphasis on the importance of student professional training and implementation of practical aspects in the teaching process and ensures the uniformity of the student professional practice on all study programmes

with the Ordinance on professional training. Assessment of the achieved learning outcomes pertaining to Professional / Specialist training is conducted in several steps: (1) Preparation of a written report on the completed training course; (2) A student's oral presentation; (3) Answers to the mentor's questions. According to the self-analysis report every department within Department for Professional Studies provides a list of external stakeholders and teaching sites where students can find professional practice opportunities with significant involvement of the Department's Business Cooperation Office. The feedback from the external stakeholders on the panel meeting was very positive, addressing very good quality of knowledge and skills of the students coming to the professional practice in their companies.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Establishing the procedure on evaluation of mentors assigned to the student in the company.
- Systematic collection and analysis of student feedback and also supervisors/mentors' feedback on the quality of student practice through evaluation questionnaire should be introduced for the purpose of the tracking and ensuring the achievement of intended learning outcome of the student practice.
- Ensuring the uniformity of the professional practice logs on technical studies because the reviewing process of the documentation conducted by the panel members on the spot showed discrepancy in student practice logs implying the possible differences in reallocation of ECTS points within students.

Quality grade: Satisfactory 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.

Analysis

The institution defines the admission criteria for its study programmes and publishes them before the start of each academic year on its web page and on the website “Become a student” (website of the National Information System for applying to higher education institutions). The admission criteria are respected and the HEI decides to enrol students on the basis of these criteria. The admission criteria include the results of the state matura exam, success in previous education, type of completed education, special knowledge, competition results, skills and/or abilities. These criteria are defined by the Expert Council. Undergraduate professional studies can be enrolled by applicants who have previously completed a four-year high school in Croatia or an equivalent school abroad and who have met the requirements of the admission criteria. Students who have decided to apply for specialist graduate professional studies also have to meet the requirements for enrolment in specialist studies. Prior knowledge is tested through Matura state exam and success in previous education. Enrolment in a specialist graduate professional study depends on the accumulated number of ECTS points and the study that was previously completed.

Recommendations for improvement None

Quality grade: High 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

The HEI monitors and analyses the pass rate, drop-out rate and completion of all study programmes, but does not monitor and analyse the pass rate in each course. The HEI also conducts an analysis of the success of studies, the results of which are reported to the Office for Quality of the University of Split. Every department at the University Department proposes appropriate measures that are based on the conducted analysis, to improve the pass rate and reduce the drop-out rate (e.g. changing the admission criteria, for part-time students of Power Engineering, Electronics, Computing and Mechanical Engineering, undergraduate studies last 4 years...). Also, every academic

year, the Department Management holds meetings with students to discuss issues related to the teaching process and student life.

Recommendations for improvement

- The HEI should monitor and analyse the pass rate in each course and use the results of the analysis for the improvement of the teaching process.
- The HEI should include a periodical review of exams with very low or very high pass rates to ensure content, format and level are appropriate and aligned to the taught content and pedagogy.

Quality grade: Minimum level of quality

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

Analysis

The institution supports various methods of teaching such as lectures, seminars, mentoring, work with tutors, professional practice, specialist practice, field work and student participation in professional and scientific work. Autonomy of students is promoted through various methods that encourage students to learn through research and practical work on projects. These projects are in accordance with learning outcomes. Also, students are given access to various teaching platforms such as Moodle, Office365, Matlab, KIS4WIN... Teaching methods are adapted to the needs of the student. Some courses are held in English, intended for foreign students, but can also be attended by domestic students. Also, undergraduate studies last 4 years for part-time students of Power Engineering, Electronics, Computing and Mechanical Engineering. Students with disabilities are taken into account when creating class timetables so that classrooms and laboratories are available to them, exam adjustments are also made for them. All methods of teaching are monitored and evaluated, and, based on those evaluations, study programmes are modernized in cooperation with business representatives and the local community through seminars, workshops and round tables. The HEI ensures student-centred teaching and this is proven by surveys that students fill out and was further confirmed in interviews with the students.

Recommendations for improvement

- The Department is strong in this area but should review opportunities (mechanisms and timings) for the 'Student Voice' and diversity within this voice to contribute to all aspects of the Department's activities.

Quality grade: Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The Department has established a mentoring system for students, through which students receive advice and necessary information about their studies. Mentoring meetings are held at the end of each semester where students present their problems which the mentors report to the heads of departments. The HEI has established student support services such as the Student Office and Office for Mobility and International Cooperation of the Department. Students of the Department have at their disposal a number of student support services provided by the University of Split (not the Department), such as Legal counselling, Psychological counselling and Medical counselling. The institution adjusts to diverse student populations. For foreign students, classes are held in English, for part-time students, classes are held in the afternoon hours. For students with disabilities one elevator is available in the new building where classrooms, laboratories and cantina are located. The old building does not have a functional elevator, which means that students with disabilities have difficulty accessing the offices located in that building (if a student with a disability needs a student office, he/she must announce himself/herself so that the staff of the student office can arrange a meeting in front of the building). Exams are adapted for students with disabilities.

At the meeting, students complained about the difficult access to the student restaurant, but the institution plans to open a restaurant on the premises of the Department. Also, there is no Office for Psychological Assistance to Students in the Department, and at a meeting with students it was determined that students do not know who to turn to in case of struggling with psychological problems (e.g. struggle with depression, etc.). Some students were unaware of the activities carried out by the Student Council.

Overall, the Expert Panel noticed that the students trust their teachers and have a very open relationship with them. The students said that the professors pay maximum attention to them and help them in case of any problems.

The institution employs an adequate number of qualified staff who provide student support.

Recommendations for improvement

- The HEI should inform students of the results of all surveys that students have filled.
- Also, students need to be better acquainted with the work of the Student Council because many students at the meeting did not know what the roles of the Student Council are.
- The institution should further formalize student participation in the process of progress and ensuring the quality of studying at the Department (e.g., increase the activities of the Student Council and increase student interest in its work).
- Students complained the literature is outdated, so it is desirable to modernize the literature.

- The HEI should consider creating a Study Guide for students in Croatian and English.
- The HEI should establish Office for Psychological Assistance to Students (at the Department) that would support and help students struggling with psychological problems.

Quality grade: Minimum level of quality

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

Analysis

The institution adapts to students and their needs in numerous ways. Thus, students from abroad are provided with courses held in English. Also, they can find help at the Department of International Support. Students with disabilities are provided with an adapted way of taking an exam. For part-time students, classes are held in the afternoon. Students with lower income can pay the tuition in two instalments if they request it. Also, the Department's IT service lends them the computer equipment if necessary. The town of Split offers special grants to students with disabilities and students from socially disadvantaged families.

Recommendations for improvement

- The HEI should review its support for health and well-being of students and consider whether the support is sufficient for vulnerable and under-represented groups.

Quality grade: Satisfactory level of quality

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

Analysis

Students have the opportunity to gain international experience and have been informed about it. Students are able to participate in Erasmus+ student exchanges. Further possibilities for student exchanges to non-EU schools are offered with schools with which the Department has signed bilateral agreements. All students of the Department have the full support of the staff of the Office of Mobility and International Cooperation when choosing the institution where they want to spend a semester abroad. Student satisfaction with international exchanges is also analysed (survey is conducted to examine student satisfaction level with international exchange support). However, students' interest in mobility is quite low, especially for outgoing mobility (45 students

participated in the outgoing mobility of the Erasmus+ programme, and 132 students participated in the incoming mobility in the last 5 years). Students interested in mobility, in cooperation with the Head of the Department and the Erasmus+ Coordinator, fill in the Proposal for approval of the outgoing student mobility application. The proposal signed by the Head, along with a transcript of the grades achieved at the foreign HEI, is the basis for the automatic recognition of the achieved ECTS credits in the student office.

Regarding the possibility to gain competencies required for employment in an international environment, domestic students can attend in English with foreign students. Also, English is a compulsory course in all undergraduate professional programmes, and students have the option of choosing one additional language (Italian, German and French).

Recommendations for improvement

- To better understand student demand for international experience and identify barriers and potential mitigation.

Quality grade: Minimum level of quality

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

Analysis

The HEI has a customised website in English for foreign students, which contains all relevant information about the institution, study programmes, enrolment conditions etc. All foreign students have the full support of the staff of the Office of Mobility and International Cooperation. The HEI organises courses in English for foreign students. Exchange students fill in the surveys in the same way as Croatian students, but in English. Also, at the end of their mobility, they complete the exit survey.

Recommendations for improvement

- The HEI should encourage domestic students to attend courses in English together with foreign students, so that foreign students are integrated in the society and activities of domestic students as much as possible.
- Also, The HEI should consider creating a Study Guide for students in Croatian and English.

Quality grade: Satisfactory level of quality

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

Analysis

The concept of knowledge assessment is based on learning outcomes and the criterion rating system. The document defining grading thresholds for each course and the way of collecting points for each course is published at the beginning of the course (on Moodle). Also, the teacher must submit the course instructions to the students at the beginning of the course. The institution uses different methods and valuation techniques depending on the field of study to which the course belongs. Teachers have the freedom to adapt the way of evaluating knowledge to the needs of the course. The HEI monitors and analyses students' passage through study programs and that information is used to provide feedback to teachers in order to introduce necessary corrections in courses. The Head of the Department conducts an interview and proposes measures for improvement with the teachers/associates: who have an average grade of less than 3, who had an average grade of two or less at some of the questions and whose comments on the questionnaire show the possibility of violation of common ethical norms (see: Self-evaluation report, p. 68).

The organisation of the teaching process and evaluation procedures are adapted to students' abilities. For example, students with disabilities are provided with an adapted way of examination.

Students are allowed to have an insight to the results of their exams and are able to complain in case of a mistake or in case he/she considers that he/she did not receive the grade he/she deserves.

Recommendations for improvement

- The HEI should organise workshops that should be mandatory for all teachers/associates, and the content of those workshops should ensure that all those who evaluate student achievements are familiar with the existing testing method (and how to accommodate these methods with learning outcomes).
- Also, the HEI should consider engaging external co-workers/colleagues in reviewing the quality of the examination questions in exams.
- The HEI should monitor students' passage through every course and use that information to provide feedback to teachers in order to introduce necessary corrections in courses.

Quality grade: Satisfactory level of quality

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

Analysis

Diplomas and Diploma Supplements are usually handed over at the formal graduation ceremony and are free of charge. The HEI issues a Diploma Supplement in Croatian and English. A certificate of completion of a study programme is issued and serves for the purpose of proving status until the Diploma is issued.

Recommendations for improvement None

Quality grade: High level of quality

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

Analysis

The HEI aligns enrolment quotas with the needs of the labour market through the analysis of the employability of graduates and through the communication with external stakeholders. Students that graduated at the Department can write a report that provides feedback on the status of satisfaction of all stakeholders with the quality of the study process or assessment of the quality of the knowledge gained during the study process. The University of Split organizes Career and Teaching Bases Days dedicated to collaborating institutions and companies that have enabled University students to attend professional internships, acquire knowledge, skills and abilities through various student jobs, volunteering or involvement in additional workshops and training. These activities enable better employability. Also, workshops and seminars regarding the planning of future careers are organised by the Career Management Office of the University of Split and Student Counselling Centre (see: Self- evaluation report, p. 69). Alumni association of former and current UMBRA students is also active in the Department. UMBRA activities are focused on employment: cooperation with employers of former students of the Department, cooperation with successful Croatian entrepreneurs and organization of field research, organization of round tables, forums and seminars to improve quality of studying at the Department.

Recommendations for improvement

- The HEI should include Alumni in the management bodies (councils, committees) of the Department. In other words, collaboration with alumni needs to be formalized.
- At a meeting with Alumni, the Expert Panel noticed that Alumni did not know about the work of the Centre for Lifelong Learning and Adult Education and did not participate in any workshops organized by the Center. Therefore, the Center should organize more workshops as part of lifelong learning and better inform alumni about these workshops.

Quality grade: Minimum level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

As a university department of professional studies, the HEI offers programs from a variety of subjects ranging from engineering over information technology to business and economics. Thus, appropriate teaching capacities have to be ensured at both the aggregated level and the disaggregated level. On the aggregated level, organizing some subjects as overarching units that provide services to all departments is a beneficial strategy to guarantee sufficient teaching capacity. Examples would be the units for foreign languages or informatics. On the disaggregated level, each department (Electronics & Power Engineering, Information Technology, Accounting & Finance, Mechanical Engineering and Business Trade) offers one undergraduate professional study and one specialist graduate professional study (see self-evaluation report pp. 73). An exception is the Department of Electronics & Power Engineering which offers two undergraduate programs in addition to one specialist graduate program. In the departments the number of teachers varies from 8 to 14, see table 4.1.1.

In total, the HEI employs 73 teachers (see self-evaluation report, tables 4.1.1 and 4.1.2 as well as analytic supplement, table 4.1.b). 38% of teachers hold a PhD, with the maximum being reached in the Department of Accounting & Finance. Overall, the staff pattern is comparable across the departments. There is a small number of tenured college professors and college professors. The majority (typically around 50%) hold a senior lecturer position and the positions of lecturers is comparable to the number of college professors. Interestingly, there are very few assistant positions.

Overall, it is concluded that number and qualification of teachers is appropriate for the delivered study programs. This conclusion is additionally supported by the percentage of contact hours provided by full-time teachers in the various study programs. Percentages range from 59.6% in the undergraduate professional study of Electronics to 86.2% in the undergraduate professional study program of Accounting and Finance, see self-evaluation report, pp. 73 and figure 4.1.1. Interestingly, across all departments the ratio is lower in the graduate programs than in the undergraduate programs.

An important success factor in higher education is the student-teacher ratio. Ratios for all study programs are provided in the self-evaluation report, table 4.1.3. However, one needs to interpret these numbers carefully, because the HEI uses as denominator only the number of teachers in the respective department omitting all teaching imports they

receive from the other departments and the independent units. This explains why most of the department ratios are above 30, but the total ratio amounts to 23.38.

Summarizing, the ratio between the number of students and the number of full-time teachers is sufficient to ensure a high quality of study.

Checking for teachers' workload, two facts have to be considered. First, the majority of teachers has a workload measured in standard hours of less than 540 which is considered in line with the relevant regulation. Here, 540 standard hours are calculated by adding 20% mark-up to the benchmark of 450 hours, implying that teachers reach the upper capacity limit. Second, 15% of teachers have a workload of more than 600 standard hours with an extreme of more than 1.000 hours see table 4.3 in the analytic supplement. The huge workload may arise for a number of reasons, but it indicates that the allocation of workload should be re-considered. Either, there is only one teacher providing specific classes which comes with all the disadvantages of a single-sourcing strategy or an unbalanced allocation emerged randomly over time.

Discussing with both heads of departments as well as employed teachers it became obvious that the allocation of workload, including teaching and administrative tasks, is perceived to be fair and balanced. This view is supported by figure 4.1.4 and table 4.4 of the analytic supplement. The numbers of papers published, projects conducted and classes taught appears structurally similar across all teachers. However, it should be noted that time capacities for doing research are rather limited. This impacts the career perspectives of teachers and naturally affects younger faculty more.

Overall, the allocation of teaching workload and the allocation of tasks across department members can be considered as fair and appropriate.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Regarding teachers' qualification the university department encourages teachers and provides financial support to participate in doctoral studies and other measures of further qualification. However, to increase the success of this support the selection procedures should become less informal, implying that development goals and potentials need to be identified on a regular basis especially for the younger teachers. Moreover, when support funds are granted acquiring the PhD-degree in a reasonable time span needs to be enforced. This requires granting research time for writing dissertation papers and a stricter progress management, e.g. by a mentor or senior advisor. Agreeing on individual milestones could be beneficial.

- Table 4.2 of the analytic supplement indicates that staff turnover is rather small (2.5 - 4 % new recruits). This implies that advancing potential teachers is an important issue. Increasing the number of assistant positions could be beneficial.
- Reducing administrative burdens increases the available teaching capacities.
- Presumably, the specialist graduate study programs are the flagship programs. If this assumption is correct, the contact hours of full professors should be shifted to these programs.
- Although the workload is allocated quite good among teachers spend attention to the outliers and make sure that a double-sourcing strategy is guaranteed.

Quality grade: Satisfactory level of quality

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

Analysis

As required by law all external associates qualify for the respective honorary research grades. The HEI provides an overview of the number of external associates, their professional profile and their teaching hours as an appendix to the self-evaluation report, see p. 80. Additionally, the HEI provides a list with names and positions of the research associates on request as additional evidence. Moreover, in an extraordinary meeting with external associates, which was requested by the evaluation team, it became obvious that external associates are highly motivated and practically skilled teachers.

Overall, it can be concluded that the external associates have highly relevant work experience and contribute significantly to the HEI's teaching activities.

During meetings with teachers and external associates, two ways of recruiting external associates were identified. On one hand, colleagues from other universities are hired as an external associate. On the other hand, from the teachers' private networks firm experts were approached and asked to take over classes. The latter group provide a significant injection of industrial experience and current industrial practice and trends into classes. However, some external associates mentioned that they inherited their class. This could imply that the external associates' potential is not being fully exploited, because they could be restricted to delivering an outdated curriculum.

Summarizing, external associates introduce trends and labour market findings into the teaching process.

External associates contribute to mentoring final theses on a 20%-level, see table 4.2.1 of the self-evaluation report. Further, external associates confirmed that they are encouraged to take over mentoring for final theses and that their opinion in grading is

highly valued. Moreover, a lot of students get in contact with their future advisors during industry-based projects or professional practice. In the meeting with external stakeholders, it was confirmed that companies appreciate the quality of the students and often hire them after their final thesis is completed in the company.

It can be stated that the HEI encourages external associates to engage in mentoring final theses and that the HEI encourages professional practices in institutions in which external associates are employed.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Associates are mostly identified from teachers' private networks. Setting up advisory boards may help to identify potential associates in a more formalized manner.
- Onboarding external associates should be professionalized, i.e., have a mentor for the external associates, introduce to them the ECTS-regulations, and integrate external researches in a lecture improvement process.
- Close the feedback loop for professional practices by holding a debriefing meeting with students when they return from their professional practice.

Quality grade: Satisfactory 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

According to p. 82 of the self-evaluation report, the HEI has developed strategic goals; among them is a continuous increase of staff positions. Moreover, the annual human resources management plan, which is provided as an appendix to the self-evaluation report, serves as basis for defining new positions. However, new positions have to be approved at the university level resulting in very few new hires. From the meeting with the department heads, it became evident that the HEI tries to identify the best qualified candidate for open positions. There is a well-defined procedure in place for recruiting and selecting candidates. The same is true for advancements and reappointments. This conclusion is supported by various examples provided as appendices to the self-evaluation report. Procedures are in line with law and regulations.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Teachers' time budget for research is limited. Further, promotion criteria are defined as minimum requirements legally. This hinders activities going beyond the minimum requirements. The HEI could support a more active research agenda both in terms of education and science.

- The HEI may think about a more active hiring policy going beyond the legally prescribed criteria. This includes participating in international job markets, controlling and enforcing steps of qualification more thoroughly and requiring performance going beyond legal requirements.
- The HEI may consider external associates as source of future teachers more intensively.

Quality grade: Minimum level of quality

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

Analysis

The HEI provides funding for postgraduate specialist or doctoral studies as well as for conference attendances. The latter is limited to HRK 7.500 per employee, see p. 84 of the self-evaluation report. Further, in-house activities, like, e.g., English language classes, are offered. Considering enhancement of teaching skills, the meeting with teachers revealed that teachers are aware of the opportunities and that they consider these opportunities to be satisfactory. However, due to time constraints the realization of these opportunities is improvable.

Considering internationalization, there have been 41 teaching and 24 professional short term stays abroad over the last five years, see table 4.5 of the analytic supplement. This implies that on average every teacher was abroad once in the last five years. This number needs to improve significantly.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Improve funding for individual career development and tighten enforcement for achieving qualification levels.
- Further foster teachers' internationalization. This includes granting teaching reliefs for teachers for long-term stays abroad as well as publications in English.
- Further foster students' internationalization, as an input to internationalization on campus. This includes joint classes in English for Croatian and international students at Split as well as simplifying the process for the Department's own students to stay abroad. The latter could be fostered by reducing administrative burdens and simplifying the recognition of ECTs acquired abroad.

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 is located in three places, in two university buildings (referred to as northern and southern building) and the Technology Center. The premises account for 8.094 m², see table 4.5.1 of the self-evaluation report. This allows for 20 lecture rooms, 27 labs, 3 IT classrooms, 4 student rooms, 32 teacher offices and 27 staff rooms. Summing the classrooms' area yields 3.150 m² which gives 1.46m² per student which is 17% above the required space.

The number of labs is sufficient, the equipment is of mixed quality but functional. This could be confirmed by part of the expert panel during the on-site visit. Moreover, the HEI has a property investment plan and intends to acquire new equipment financed by received project grants, see p. 87 of the self-evaluation report. Investment plans are derived from the strategic development goals.

Overall, it is concluded that the HEI has plans for maintaining and improving infrastructure, and that space and equipment is sufficient for professional studies.

Recommendations for improvement

The panel makes the following recommendation with respect to this standard:

- The lab's management should be further professionalized. This includes more personnel for ensuring continuous access to the labs as well as a recording system that indicates the existence of equipment (inventory), the current user and the quality status.

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 department's reading room covers 145 m² with a total of 2443 books, see table 4.6.1 of the self-evaluation report. There are no professional library staff employed for running the reading room. However, a special situation is given in this particular case. The HEI's reading room is supplementary to the university library. This explains why no professional staff are hired and why the stock of books is rather limited. Above and beyond that most of the literature needed for classes is available online. Referring to

table 4.10 of the analytic supplement provides a more descriptive picture of literature supply.

The university's library ensures high-quality professional activities. The local reading room does not.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- For efficient use of funds, a strategic decision is required: either develop the department's reading room to an information provider including an extended provision of online literature and up-to date international databases or integrate the reading room into the university's library.
- Alternatively, the reading room could be enhanced to become a place for students, where they read, learn, meet and discuss.

Quality grade: Minimum level of quality

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

Analysis

From table 4.7.1 in the self-evaluation report and from tables 4.11 and 4.12 in the analytic supplement, an efficient use of funds can be inferred. From 2015 to 2019 the HEI generated a total surplus. For two fiscal-year-ends the surplus was negative. However, this is explained by major acquisitions of assets in these years.

Considering the detailed structures of income and expenses for the years 2018 and 2019 it should be emphasized that about 2/3 of income result from the state budget and 1/3 from tuition fees. The latter fluctuates over time but is always a significant resource of cash-inflow. Regarding expenses staff salaries account for the major part of cash-outflows. Minor expense categories are service expenses and non-financial asset expenses.

Overall, it is concluded that the HEI manages its resources efficiently and sustainably. However, lacking budget independence minimizes the potential for own management decisions.

According to the self-evaluation report, abbreviated financial reports are presented to the faculty council. This indicates transparent budget management.

On average the HEI invests HRK 3 Mio annually in non-financial assets. A real estate investment plan is incorporated into the department's strategy, see self-evaluation

report, p.90. It is stated that financing these investments comes from own and earmarked budgets. Thus, additional funding is used for the institutional development.

National and international projects play a minor role in financing, see table 5.3 in the analytic supplement.

Recommendations for improvement

The panel makes the following recommendations with respect to this standard:

- Enhance internal budget planning procedures especially for special regulation income.
- Exploit the potential of tuition fees to ensure extra funding for the university department.
- Increase the budget positions for travel costs and training costs as these activities are backbones for the department's development.

Quality grade: Satisfactory 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 activity.

Analysis

The University department for professional studies (HEI) offers programs in engineering, information technology and business and economics. It has not been issued with the certificate for scientific activity and so the participation of the teachers and employees in the preparation of scientific papers is not obligatory. However, contributions to professional journals and professional and pedagogical symposia are expected and should be encouraged. The dedication of the department to supporting the participation of its teaching staff in doctoral schools and further professional development and research activities is noted and commended but noting the need to improve mentoring and timely completion. In fact, the need to encourage the scientific activity has been singled out as one of the objectives (Objective 4.5.) contained in the Department's strategy document. Furthermore, HEI is the publisher of a large and high-quality collection of lecture notes. These publications are formally reviewed and as such are surely of a quality of a professional publication. The contribution of all teachers to the Croatian research and scientific database CROSBİ is commended as it is a tool for rational quality control. Also, it increases the visibility of the institution nationally. However, the number of formal professional papers (papers in peer reviewed journals classified as professional papers) is low as is the number of scientific papers. The numbers recorded in the analytic supplement indicate that there are 0.16 highest category papers/per teacher over 5 years and 0.05 professional papers/per teacher over 5 years. These numbers would have been unsatisfactory if the HEI had a research certificate. As is, these numbers leave a lot of room for improvement. Overall, the number of conference publications is satisfactory but could be improved upon in order to increase the visibility of the HEI both nationally as well as regionally. An overall impression is that the distribution of the teaching load is not used proactively enough to stimulate the research and scientific output and that it impedes the possibly progress for which there is undoubtedly enough competent and motivated staff.

Recommendations for improvement

- Management should engage, on a yearly basis, all staff members to develop formal career development plans, focusing on the measurable and achievable research goals for each individual and a specification of the level of the resources which the HEI will commit toward achieving those goals.
- There is a culture of being overloaded and not having enough. The Department's culture needs to transition from quality control to quality improvement. Otherwise,

the Dept. will fall behind the increasing expectations of students and in comparison, with other institutions. This will impact the ability of the department to acquire the sufficient levels of funding.

1. While preparation of scientific papers is not a prerequisite for a Professional Department, engagement and contributions (in forms of full professional papers) to education and pedagogical symposia, conferences and professional journals is encouraged and should be improved upon. Appropriate expectations and targets should be set for all staff.
2. Mechanisms for training and continuous improvement of teaching staff need to be formalized in terms of a shorter feedback loops based on the measurement of activity and success rate.

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

The department is active in the Student Entrepreneurship Incubator which is an institutional initiative to support entrepreneurial activities and multidisciplinary research. It is also a part of the Network of Student Entrepreneurship Incubators. These activities increase the visibility of the department on the national level. The activities of the information technology department of the HEI in collaboration with the Association Liberato in helping persons with disabilities to utilize digital technology to overcome mobility restrictions in urban environment is highly commendable and vouches for the high level of societal engagement and responsibility of HEIs staff. The collaboration with the Croatian Chamber of Commerce – Split is noted as well as the number of high-quality final projects realized in collaboration with local industry. The significance of the access to students of the HEI has been emphasized in all stakeholder's interviews which the panel undertook. The HEI should be commended for these activities. The transfer of knowledge from the local industry towards the HEI is at the satisfactory level and serves the purpose in improving the quality of professional teaching. These are all examples of good practice. The societal impact of the round-tables and workshops, organized primarily in relationship to HEI's activities in the area of business, hospitality and management are further examples of societal relevance of the academic activities in and around the HEI. However, the transfer of knowledge created at the HEI as measured by the project activity in the HEI's laboratories and other project activities at the HEI leave a lot of room for improvement. It pertains not only to obtaining competitive grants (such as HAMAG-BICRO proof of concept grants) but more importantly to direct bilateral third party financed research grants. The HEI's footprint in all of these areas should be improved upon and with it the transfer of knowledge in the outgoing direction.

It is also the impression of the board that staff put the ambitions of the students in the center of their activities. Very ambitious student projects are mentored by the staff and staff use their personal, but also HEIs, business contacts to ensure the sufficient level of funding and materiel resources. However, there is no evidence that the so acquired knowledge is exploited for further transfer possibilities and/or to generate research related revenue for the HEI. These opportunities should not be let to pass and the possible revenue should be spent at the HEI to provide dedicated funds for further strategic development projects and career development of the staff.

Recommendations for improvement

- Current approach to formal evaluation and quality improvement is somewhat individualistic and siloed. A more holistic, team-based and systematic approach should be adopted.
- The marketing/promotion/dissemination of the Dept and its activities could be substantially improved for prospective students, business and the public.
- Exploit the possibility to use research results and equipment obtained from successfully completed bilateral projects (with industry) to further increase the HEI's footprint as an independent research institution and a provider (as a formal project collaborator) of research infrastructure to other competitive teams in academia or industry. Institutional targets should eb set and a strategy devised in the areas of greatest strength/activity.

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

The HEI is showing evidence of engaging foreign partners both for research as well as for teacher exchanges. The participation of the teachers in national and international conferences is satisfactory and is contributing to the increase of the visibility of the HEI at national and regional levels. Also, a number of staff have been supported in attending specializations at foreign institutions. This is a good basis for forging international cooperation. Further, the number of teachers serving on various advisory bodies should also be commended as a good means to increase the visibility of the HEI. The activities of the Office of Technology Transfer should also be commended for their proactivity and ingenuity. Also, the impressive equipment and infrastructure which HEI possess (such as sensors, UAVs, ROVs, 3D scanners, etalons of measure, ...) could and should be proactively used as basis for joint venture research activities, proof of concept projects or "rented out" as a research related service to other HEIs, competitive research groups or research institutions to generate revenue and/or scientific publications. Also, it could

be used as enabling technology for smaller entities or SMEs pursuing competitive research. As is, the visibility of these resources outside the HEI is limited and they appear to be primarily used for the project for which they were acquired with the possibility for creating further synergies not fully exploited. Also, this can be a source of research generated revenue. Further, the so acquired funds should be used by the HEI to further the standard of teaching but also to improve the career development of teachers (funding for teaching and research awards, funding for sabbatical leaves or such).

Strategic research goals are not identified in documents or on the Faculty's web site. Research and research collaborations rely on the initiative of individual staff and their personal academic networks.

Recommendation for improvement

- HEI should use ample opportunity to generate revenue from research equipment, conference organization, lifelong learning courses to use to support research groups applying for appropriate competitive projects, e.g. HAMAG-BICRO proof of concept projects, Croatian Science Foundation research with industry, research vouchers of the Ministry of economy and entrepreneurship. The real risk of failure when applying for these funds can be mitigated by funding the successfully evaluated, but not funded, projects internally by formally dedicating money to the project team. The key feature should be an ability of the leading researcher to independently use the allocated project funds (e.g. dedicated internal booking account). In this way various grassroots initiatives increase the growth opportunities for the HEI.

Quality grade: Minimum level of quality

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

Analysis

When analyzing the teaching activities about also the research footprint of the HEI it is absolutely clear that the students are at the center of all of the HEI's activities. Currently, the most prominent project being carried out at the department is funded from the European Social Funds and is dedicated to the improvement of the industry placement for the students. In all of the interviews with stakeholders, the link between the local industry and the HEI has been emphasized as extremely valuable. The number and the quality of industry placements as well as the preparedness of the industry to fund the material costs of any pertinent research activity by the students is commendable and of a high standard. Furthermore, the external teachers show enthusiastic dedication to engaging with the students at the HEI. In addition, they are enthusiastically prepared to engage with students in advanced research projects. The availability of advanced

research equipment through the Office of Technology Transfer is strong and developing. However, the involvement in competitive research, such as those funded by the European Regional Development Fund, is not leveraged. The students as well as staff could benefit, in their personal development trajectory, from engaging with projects funded from these ambitious lines of financing.

Recommendations for improvement

- HEI should keep up the good practices. The appreciation of the local industry as well as societal stakeholders was apparent in every interview. HEI should aim to increase the participation in more competitive professional research projects such as those financed by HAMAG-BICRO or IRI projects and thus present students with the ability to participate in these ambitious projects.

Quality grade: Satisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

| <i>Quality grade by assessment area</i> | | | | |
|--|---------------------------------|--------------------------|-------------------------------|-----------------------|
| <i>Assessment area</i> | Unsatisfactory level of quality | Minimum level of quality | Satisfactory level of quality | High level of quality |
| <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 | | |

Quality grade by standard

| <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 | | |

Quality grade by standard

| <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 | |

Quality grade by standard

| <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 | | |

Quality grade by standard

| <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 | |

Quality grade by standard

| <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 activity. | | 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 | |

2. Site visit protocol

**Reakreditacija
Sveučilišnog odjela za
stručne studije
Sveučilišta u Splitu**

**Re-accreditation of the
University Department of
Professional Studies
of University of Split**

** Edukacija članova stručnog povjerenstva i priprema za sastanke s visokim učilištem (u virtualnom okruženju) /*

Online education of panel members & preparation for the meetings with HEI

| | Četvrtak, 21/01/2021 | Thursday, 21/01/2021 |
|---------------------|---|--|
| 12:45 – 13:00 | Spajanje na ZOOM sastanak | Connection to the ZOOM meeting |
| 13:00 – 14:00 | Predstavljanje AZVO-a Predstavljanje sustava visokog obrazovanja u RH Postupak reakreditacije Standardi za vrednovanje kvalitete Kako napisati Završno izvješće | Presentation of ASHE Overview of the higher education system in Croatia Re-accreditation procedure Standards for the evaluation of quality How to write the Final report |
| 14:00 – 16:00 | Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima) | Preparation of the Expert Panel members for the site visit (discussion on the Self-evaluation report and supporting documents) |

Preliminarni posjet Stručnog povjerenstva visokom učilištu / Preliminary site-visit of Expert Panel members to the HEI

| | Ponedjeljak, 25/01/2021 | Monday 25/01/2021 |
|------------------|--|---|
| 9:00 – 9:30 | Dolazak na visoko učilište i spajanje u ZOOM sastanak /Arrival to HEI and connecting into a ZOOM meeting | |
| 9:30 – 10:30 | Sastanak s upravom (pročelnik i zamjenici pročelnika) | Meeting with the Management (head and vice heads) |
| 10:30 – 11:30 | Sastanak s Povjerenstvom za kvalitetu | Meeting with the Quality Assurance Committee |
| 11:30 – 12:45 | Obilazak fakulteta (predavaonice, informatičke učionice, knjižnica, studentske službe) / Tour of the Faculty (classrooms, computer classrooms, library, student services) | |
| 13:00 – 14:00 | Radni ručak /Working Lunch | |

| | |
|----------------------|---|
| 14:00 – 16:00 | Analiza dokumenata / <i>Document analysis</i> |
|----------------------|---|

| | Utorak, 26/01/2021 | Tuesday, 26/01/2021 |
|----------------------|---|---|
| 16:15 – 16:30 | Spajanje na poveznicu (link) ZOOM | Connecting into a ZOOM meeting |
| 16:30 – 18:30 | Sastanak članova stručnog povjerenstava, diskusija o zapažanjima i impresijama s preliminarnog posjeta, priprema za sastanke s dionicima visokog učilišta | Meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit, preparation for the meetings with HEI stakeholders |

| | Srijeda, 27/01/2021 | Wednesday, 27/01/2021 |
|----------------------|---|--|
| 11:15 – 11:30 | Spajanje u ZOOM sastanak / <i>Connecting into a ZOOM meeting</i> | |
| 11:30 – 12:30 | Sastanak s pročelnicima odsjeka i predstojnicima zavoda | Meeting with heads of units and heads of departments |
| 12:30 – 13:30 | Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima) | Meeting with full-time employed teachers, except those in managerial positions |
| 13:30 – 14:15 | <i>Pauza za ručak</i> | <i>Lunch break</i> |
| 14:15 – 15:00 | Interni sastanak članova stručnog povjerenstva / <i>Internal meeting of the Expert Panel members</i> | |
| 15:00 – 16:00 | Sastanak sa studentima | Meeting with students |
| 16:00 – 16:30 | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi / Organisation of an additional meeting on open questions, if needed | |
| 16:30 – 18:00 | Interni sastanak članova stručnog povjerenstva / <i>Internal meeting of the Expert Panel members</i> | |

| | Četvrtak, 28/01/2021 | Thursday, 28/01/2021 |
|----------------------|---|---|
| 9:00 – 9:45 | Spajanje u ZOOM sastanak i kratki interni sastanak Stručnog povjerenstva / <i>Connecting into a ZOOM meeting and a short internal meeting of the Expert Panel members</i> | |
| 9:45 – 10:30 | Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) i vanjskim dionicima | Meeting with Alumni (former students who are not employed by the HEI) and External stakeholders |
| 10:30 – 11:30 | Sastanak s voditeljima Ureda za poslovnu suradnju s vanjskim subjektima, Studentskoga poduzetničkog inkubatora i Ureda za transfer tehnologije | Meeting with the heads of the Office for Business Cooperation with External Entities, the Student Entrepreneurship Incubator and the Office for Technology Transfer |
| 11:30 – 11:45 | Kratka pauza | Short break |

| | | |
|---------------------|---|--|
| 11:45 – 12:15 | Sastanak s voditeljem Ureda za mobilnost i međunarodnu suradnju | Meeting with the Head of the Office for Mobility and International Cooperation |
| 12:15 – 13:00 | <i>Pauza za ručak</i> | <i>Lunch break</i> |
| 13:00 – 14:00 | Interni sastanak članova stručnog povjerenstva / <i>Internal meeting of the Expert Panel members</i> | |
| 14:00 – 14:30 | Organizacija dodatnog sastanka o /Organisation of an additional meeting on open questions, if needed otvorenim pitanjima – prema potrebi | |
| 14:30 – 16:30 | Interni sastanak članova stručnog povjerenstva - ocjena standarda i rad na završnom izvješću / <i>Internal meeting of the Expert Panel members - evaluation of standards and drafting final report</i> | |

| | Petak, 29/01/2021 | Friday, 29/01/2021 |
|---------------------|---|--|
| 9:00 – 9:15 | Spajanje u ZOOM sastanak | Connecting into a ZOOM meeting and |
| 9:15 – 12:00 | Interni sastanak članova stručnog povjerenstva | Internal meeting of the Expert Panel members |
| 12:00 – 12:30 | Završni sastanak s upravom | Exit meeting with the management |
| 12:30 – 13:30 | <i>Pauza za ručak</i> | <i>Lunch break</i> |
| 13:30 – 16:00 | Interni sastanak članova stručnog povjerenstva - ocjena standarda i rad na završnom izvješću / <i>Internal meeting of the Expert Panel members - evaluation of standards and drafting final report</i> | |

SUMMARY

The Expert Panel evaluated the University Department of Professional Studies of the University of Split (HEI) on January 27th-29th 2021 with an aim of assessing the institution in accordance with the Accreditation Council criteria. The accreditation procedure was performed in a hybrid form with two members of the panel visiting the HEI on January 25th 2021 and the rest of the panel participating via online teleconferencing platform. The panel studied the self-evaluation report submitted by the HEI, examined the data and evidence available in the form of hard copy of sample exam papers, theses, student data, procedures, topic syllabi and learning outcomes etc., interviewed the HEI management, external stakeholders, teachers, research leaders and students. The representatives of the Panel also visited a number of laboratories, teaching classes and the library.

Based on the evidence, the Expert Panel is pleased to recommend that the University Department of Professional Studies of the University of Split complies with the requirements for performing academic activities in accordance with the criteria set by the Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity,

Main observations and recommendations are summarised below.

The HEI has made good progress since the last review having implemented a comprehensive quality assurance system, various offices including Business Cooperation, Technology Transfer and the International Relations and Mobility. With these systems and offices now established, the HEI needs to shift its culture from one of purely monitoring to the one of continuous improvement and proactiveness. The HEI ensures that ECTS allocation is adequate but should implement periodical systematic and official analysis based on feedback from students and other stakeholders in the teaching process.

More encouragement should be given to students to take advantage of international mobility opportunities. Teaching loads should be reduced as part of a required investment in encouraging an increase in research activity.

The number and the quality of industry placements as well as the preparedness of the industry to fund the material costs of any pertinent research activity by the students is commendable and of a high standard. The number of formal professional papers is low as is the number of scientific papers. HEI should also aim to exploit its research infrastructure to increase participation in appropriate industry related projects such as HAMAG-BICRO PoC, research vouchers of the Ministry of economy and entrepreneurship, ESF-IRI projects.

