



**RE-ACCREDITATION OF
THE FACULTY OF MARITIME STUDIES
UNIVERSITY OF SPLIT**

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COMPOSITION OF THE EXPERT PANEL FOR RE-ACCREDITATION OF THE FACULTY OF MARITIME STUDIES IN SPLIT, UNIVERSITY OF SPLIT

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INTRODUCTION

Short Description of the Evaluated Institution

Higher education of seafarers in Split began with the establishment of the Maritime College in 1959. Today the Faculty of Maritime Studies in Split is a scientific and educational component of the University of Split.

The basic activities of the Faculty of Maritime Studies in Split include education on bachelor and master level (3 years + 2 years) in Nautical Engineering, Marine Engineering, Maritime Management, Maritime Systems and Processes, Marine Electronics and Information Technology, and Maritime Yacht and Marina Technologies. Doctoral education (3 years) is provided in cooperation with the University of Rijeka and other Croatian institutions working in the field of maritime sciences.

The study programmes are carried out by the six Faculty departments, and there are no other institutions at the Split University carrying out similar programmes.

The Mission of the Faculty has three components: higher education, scientific research, and acquired knowledge application. The priority is given to the quality of teaching due to the conditions that are characterized by limited human and material resources. There are efforts being made to improve existing and develop new study programmes that would be globally recognized. The vision of the Faculty of Maritime Studies in Split is to be actively involved in the development of maritime economy based on knowledge. The institution aspires to not only regional, but also international cooperation, scientific research and educational activities with the aim of achieving international recognition. The aim of the Faculty and the University of Split is to create a modern, attractive and recognisable institution in this part of the European Union.

Of particular importance is cooperation not only with the Ministry of Science, Education and Sports, but also with the Ministry of Maritime Affairs, Transport and Infrastructure of the Republic of Croatia in the domain of meeting all the requirements stipulated in international conventions relating to the officers of watch, engine and electronic officers concerned with boat navigation and propulsion systems. This cooperation ensures that the seafarers' qualifications are recognized by the global labour market.

During the academic year 2010/2011 there were 1365 undergraduate and 132 graduate students at the Faculty. Also, there are 137 students who study enrolled in the pre-Bologna programme. During the academic year 2010/2011, there was a total of 58 full-time teachers, with 21 of them appointed into teaching-scientific grades, 22 into teaching grades and 15 teaching assistants.

The Faculty is also offering life-long learning programmes.

An important strategic goal for the Faculty is to move to a new building within the University campus.

Description of the methodology

The panel drew upon the self-evaluation report, prepared by the Faculty of Maritime of the University of Split, and carried out a site visit to the campus of the Faculty on 26 and 27 April 2012.

Dr. Dimitris Konovessis was not able to participate in the site visit, but he was involved in preparations for the site visit as well as in the process of drafting the final report.

During the visit the panel held meetings with the following groups:

- Faculty Management Board
- The Self-Evaluation Group and the QA Committee
- Heads of Department
- Teaching Assistants
- Students
- Heads of Study Programmes (undergraduate, graduates, professional and postgraduate)
- Leaders of research projects.

Panel also examined the facilities and classrooms at the Split campus and visited a few classes, in one of which they held a brief question and answer session with the students.

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. *Management of the Higher Education Institution and Quality Assurance*

- 1.1. Vision of the Faculty of Maritime Studies in Split is to be actively involved in the development of knowledge-based maritime economy. The institution has a strategy and involves stakeholders in strategic planning, however, this is not done systematically and is not fully formalized; for example, no shipping companies were mentioned among the stakeholders involved in planning.
- 1.2. The main decision-making body of the institution is the Faculty Council (consisting of 35 members), while the management consists of the dean and five vice-deans. The Faculty is divided into four departments (responsible for the main activities, i.e. study programmes) and four chairs (responsible for the supporting activities, e.g. general subjects and foreign languages), managed by department heads and chairs. The institution has been undergoing a period of general restructuring, but all organizational structures are established and formalized.
- 1.3. Faculties in Croatian universities are legal entities with wide autonomy, especially financial. However, the faculty statute has to be aligned with the university statute and the faculty strategy needs to be adopted by the university senate, which was the case for this institution.
- 1.4. The Faculty organizes six university undergraduate studies (Nautical Engineering, Marine Engineering, Marine Electronics and Information Technology, Maritime Yacht and Marina Technologies, Maritime management and Maritime Systems and Processes), six university graduate studies (as continuations of the undergraduate studies), and participates in the organization of a joint postgraduate doctoral study with nine modules covering various areas of maritime affairs. At the time of the visit, only the “fundamental” three study programmes (nautical, marine engineering and electronics) were fully in line with the Faculty mission. However, the institution is aware of the need to further develop other programmes and promote them to the labour market, as well as better connect them with the main Faculty mission – to promote and develop the maritime studies and profession.

1.5. Present study programmes of the Faculty have been established in 2005, i.e. at the beginning of the implementation of the Bologna reform in Croatian universities, and have basically remained unchanged during the following seven years, regardless of the development of the Croatian Qualifications Framework (CQF). The Faculty has only recently started thinking about the learning outcomes and getting in line with the CQF. The institution will do that while revising new study programs, and the panel expects the learning outcomes to be implemented in the future.

Panel recommend the Faculty to promptly contact the University of Split experts to hold a lecture or a workshop on the topic of learning outcomes.

1.6. All maritime higher education institutions in Croatia have implemented two quality assurance systems. In addition to the academic QA system based on the ESG and monitored by the Croatian Agency for Science and Higher Education, there is also an ISO system required by the International Maritime Organization (IMO) and monitored by the Croatian Ministry of Maritime Affairs, Transport and Infrastructure. Since 2000 it has been granted ISO 9002 Quality Certificates issued by the organizations Bureau Veritas and Croatian Register of Shipping - HRB for the field of higher education and training, scientific research and professional work as well as publishing activity. The academic QA system consists of a QA Committee at the Faculty level, and the QA Committee on the University level, as well as the QA ordinance and manual. The institution has developed a system of quality assurance which seems to work effectively. The system has been fully developed fairly recently, which is why we expect further improvement.

1.7. The formal mechanisms for monitoring and improvement of the teaching quality are in line with the national regulations. They are described in the QA ordinance and manual and implemented regularly, particularly regarding the student questionnaires which all teachers take very seriously in improving their work.

1.8. The formal mechanisms for monitoring and improvement of the research quality are in line with the national regulations. They are described in the QA ordinance and manual and implemented regularly. The institution has developed a research strategy, including provisions to reward publishing scientific papers. **However, the institution may consider extending these provisions to include rewarding publishing in prestigious international journals.**

1.9. The Faculty has organized the Ethics Committee with the role of issuing opinions on

projects, science activities, etc. The Committee for Science, Ethics Committee, and the Faculty Management have a special role in monitoring the ethics of research work. Faculty had some ethical problems in the past, but they now seem fully solved by the Management.

- 1.10. After interviewing students and teachers, **the panel concluded that both groups are well informed about the rules of ethical behaviour.**

2. Study Programmes

- 2.1. The Faculty has a model of three-year undergraduate studies and two-year graduate studies. Graduates of the undergraduate study programmes are able to seek employment on-board or continue to graduate within the same scientific discipline at the Faculty. The graduate study programmes are open to students who have completed university undergraduate programs at this or other faculties. Transfer from other, related studies is enabled by providing differential courses to transferring students. The institution takes into account the information provided by the Croatian Employment Service, and contacts the stakeholders. Its graduates are easily employable. **Contact with alumni should be systematically established in order to improve the quality of the collected statistics and better involve the alumni in employing graduates.**
- 2.2. Enrolment quotas for undergraduate studies are based on the national and international needs for employees with specific marine knowledge. The professionals educated at the Faculty of Maritime Studies have been recognized by the international labour market. It is an important strength because there is no formal system in Croatia for determining enrolment quotas on the basis of social and local labour market needs. The institution is aware of the problems connected to the low pass rates, and has taken first steps to improve them by educating and employing additional staff, especially teachers with IMO diplomas. We thus expect the pass rate to be improved in the future.
- 2.3. The study programmes are comparable to those of similar higher education institutions in the world, European Union and the Republic of Croatia. The study programmes express their multidisciplinary and links between research and professional work. The main goal, as declared by the Faculty objectives, is

determining learning outcomes with a focus on harmonization with the recommendations of the global trade associations (IMO Model Course 7:01), taking into account specific features of the study programmes. Courses required for education of seafarers under the STCW Convention are carried out during the first two years of study.

The institution is aware of the need to develop learning outcomes in line with the CroQF, but they have just started implementing them. This should be checked in the future.

- 2.4. The basic problem met by Faculties in this field is to ensure education and practice aligned with the operational level of the programme outlined by the STCW Convention. The programme is aligned with the stated learning outcomes and represents the full range of learning being assessed for graduates of maritime high schools, who already have diplomas on the operational level of the STCW. However, there is no formal and clear concept how Gymnasium alumni will gain the necessary practice before the graduate studies. This is an important problem because in order to begin graduate study (the management level), students must have completed all practical obligations. The problem is set to increase due to new regulations of practical work proposed by the IMO during the meeting in Manilla.

The institution should consider additional supplementary maritime training for these students to enable them to catch up with their peers from vocational schools free of charge.

- 2.5. The institution is aware of some problems with the ECTS allocation and is already working on reorganization of the study programmes. It will take into account the actual workload of students. ECTS are currently adapted in line with the results of the student questionnaire.

The problem should be solved immediately, with a balanced allocation of ECTS between academic courses and practice on board.

- 2.6. The institution meets the STCW requirements, however, as said before, it still has not implemented measures associated to the CroQF. In addition, there might be some shortcomings regarding the IMO regulations related to sea service (practice on-board), and more work should be done in this regard to ensure that learning outcomes are fully achieved by the students. An important positive factor is the potential access to the active, well-equipped laboratories in the new building that

would allow students to conduct exercises according to the STCW Convention. **Thus the opening of the new campus is an important event which should soon ensure proper implementation of the programmes.**

- 2.7. The students seem satisfied with the teaching strategies, and teachers were able to list a number of various teaching methods, such as field work, case studies and simulations. The methods should be further improved with the new facilities the institution is about to move into, and additional training opportunities organized by the university or at the national level.

Regarding engineering education, there is a lack of learning and training with the use of virtual graphics and IT tools which is now a common standard for the European labour market – these should be introduced by the Faculty.

- 2.8. All teachers were obliged to put material online, and the students confirmed they have materials and software available; however, this should be much improved after moving into the new building. Opening of the new campus is a necessary condition to maintain an appropriate level of education and eliminate the current need of local mobility of students, even two or three times a day.

There should be increased investment in the library to increase the availability of professional journals and books for students. The solution should not be expensive – it is enough to purchase e-books and inform the students about links to open e-journals.

- 2.9. Important goals for the determination of learning outcomes are directed towards alignment with the recommendations of many international and national professional associations, especially maritime ones, due to special features of study programs. Students have opportunities to acquire practical skills and go to internships. The Centre for Practical Training, part of the Faculty, organises internships in technical and navigational training. Professional and sailing practical work takes place on the training yacht "Kraljica mora" or the training vessel "Naše more", and on ships belonging to the shipping company "Jadrolinija" for the ocean navigation. Also, there has been a formal arrangement for taking some practical classes with Brodosplit Antipiros and other companies. **The main problem is the lack of offers of practical work for all students, which means that the learning outcomes are not fully achieved. These should be improved when the relevant learning outcomes are fully developed.**

- 2.10. The study programs should be aligned with the new technical and technological advances and IMO requirements. There was an on-going review of all study programmes. Study contents required for training of seafarers under the STCW Convention are included in the first two years of undergraduate studies of Nautical and Marine Engineering. The institution decided to reorganize these study programs and include these courses into all undergraduate study programs. **The Faculty involves stakeholders and students in the planning of the new programmes, however, this should be further formalized and stakeholders should be encouraged to participate more actively.**

3. *Students*

- 3.1. No complaints were made by the students on the availability of information about the level of study programmes and qualifications.
- 3.2. The faculty collects data on the effectiveness of the admission criteria, but the management believes that two years of implementation of the new assessment procedure is not enough time to do analyses, which they plan to do in the future, with the help of the recently introduced ISVU IT system.
- 3.3. The faculty, like other faculties in the field of technical sciences, has introduced additional courses for students from general high schools; **however, analyses testing their effectiveness should be further improved.**
- 3.4. The problem is the manner of communication with student over important issues like correction of study programmes, consulting students over funds distribution, etc.
The Faculty should cooperate more with the Student Council and try to implement their ideas.
- 3.5. Students have great communication with professors, but they are not familiar with the mentorship program.
The Management should, together with the Student Council, establish a mentorship program and motivate students to participate.
- 3.6. The student standard is fully within the competences of the University, and thus this criteria is not applicable.
- 3.7. The Student Council is not familiar with the amount of money they should get every

academic year. **New Council representatives, elected at the time of the site visit, should participate more actively in the everyday functioning of the institution and improve the student situation.**

- 3.8. The students confirmed that they have the possibility of appeal to assessment procedures, however, **the assessment methods should be further analysed to determine their variation and effectiveness in checking learning outcomes.**
- 3.9. Student employment after graduation is only monitored through the local Employment Service. **The Faculty Management should have its own statistics and use them to adjust curriculum and the number of the newly enrolled students.**
- 3.10. At the time of the visit there was no alumni organization, which was being established. There were only informal contacts between graduated students and institution.
- 3.11. The students are represented in the institutional decision-making bodies and they do have the opportunity to influence the decisions which they are very content with; **however, these procedures should be formalized in order to be able to provide evidence and feedback on the changes implemented on the students' request.**
- 3.12. Most students chose this institution on the basis of recommendations of older students and the vicinity of the institution to local students. Most of the students are from Split and its surroundings, and there are not many students who come from other cities. Bad reputation which the Faculty had under the old management is surely eliminated which is result of the good work of the new management.
- 3.13. Students can express their opinion on a regular basis through student questionnaires. Students communicated to the panel that there were real changes implemented on the basis of the results of the student surveys, and teachers and the Management have confirmed this.
- 3.14. Students are informed about the results or implemented measures on the basis of the students surveys, and they have provided examples to the panel, with measures taken not only following surveys but also after direct students' complaints to the Management.

4. Teachers

- 4.1. On a maritime faculty in Croatia the qualifications of teachers have to be in line with the two criteria, at academic and professional level. The second criterion is related to STCW (Standards of Training, Certification and Watchkeeping) certification that is connected with practice and experience of seafarers. At the same time, the minimum standard for the academic level is that the teacher has a PhD degree. It is very hard to find teachers who comply with both criteria so the Faculty has to develop a clear policy about the new staff in future. The qualifications of the teachers are inadequate, especially in connection to the increasing number of courses in many study programmes. A significant problem is obvious in practical lessons that can be carried out only by the teachers/seafarers with STCW certification. The Faculty needs new staff and is currently forced to overtly rely on part-time teachers. They educate employable professionals, and their needs for additional staff should be met by the University and the state.

It is recommended that more academic staff are recruited with qualifications to support teaching with on-board skills (STCW certifications).

- 4.2. The institution has analysed its needs for growth and development of human resources, and is well aware of them, however, they have just started educating new staff and are only now developing a real HR policy.
- 4.3. At the university level, the standard for teacher is to have a PhD, so the number of teachers with academic qualifications is insufficient. Younger staff starts with postgraduate education process but it lasts too much, as they at the same time have to get SCTW certification which requires years of practice on-board. Thus the institution is struggling to employ sufficient number of teachers with PhD degrees. Also, lecturers with teaching titles have inadequate experience (STCW certifications) for practical lessons.

It is recommended to exchange qualified staff with maritime companies/stakeholders for practical lessons and with the nearby faculties for theory. In the second case, an acceptable solution could be distance learning.

- 4.4. The ratio between students and full-time teachers is high, especially if we count only teachers with the teaching-scientific titles, and is well above the institutional goal of 30:1. The institution has a large number of lecturers inherited from the times when

they were a college, and they are investing significant efforts to employ and train a sufficient number of academic teachers. That effort has to continue.

It is recommended that the institution starts with more ambitious plan on how to reduce the student-staff ratio.

- 4.5. The procedure for teachers' advancement should be further developed at the institutional level and its effectiveness analysed, as the Faculty Management is aware. Teachers should pay more attention to the didactical education, particularly in the creation of e-learning materials. A significant amount of student preparation hours could be carried out via distance learning instead face-to-face lessons.

Panel recommend to the institution to ensure e-learning education for number of teachers through e.g. ELA (E-Learning Academy) organized by CARNET (Croatian Academic and Research Network). They will be capable for production of e-learning materials and some of them can be educated for e-learning tutors.

- 4.6. There is no possibility to appeal to advancement decisions, but there is possibility of starting a court procedure – however, this is fully regulated at the national level and cannot be influenced by the Faculty, which duly implements the national regulations. The Faculty has no additional criteria above the minimal requirements, but it is commendable that they are considering including work on international projects within the criteria for promotion.

- 4.7. The teachers all have huge workloads and are aware of that problem. They hope that this will be changed in the future, with additional staff and new facilities which will make their work easier. The policies governing the assignment of teachers' workloads are generally fair between teachers but they do not pay adequate attention to the balance between teaching and research. It causes the pressure on the teachers in maintaining and developing their research outputs. Also, it slows them in their scientific advancement.

It is recommended that the institution carefully monitors the balance between time for teaching and research.

- 4.8. Teachers do not have external obligations, as their workload at the Faculty is already large enough. Also, there are strict University conditions related to external obligations.

5. *Scientific and Professional Activity*

- 5.1. The Faculty developed its research strategy for the period from 2012 - 2017, based on the general Faculty Strategy. It is based on 10 objectives and 25 tasks for the next five years. The institution monitors quantitative indicators of research productivity and there are financial awards for successful research.
- 5.2. The Faculty includes researchers from other institutions in its research projects and the researchers from the Faculty participate in the research projects coordinated by other institutions. Other institutions and stakeholders are involved in the research but primarily on an individual basis, and not at the institutional level.
- 5.3. The Faculty of Maritime Studies in Split has founded a professional and scientific journal "Transactions on Maritime Science" - ToMS and the International Maritime Science Conference - IMSC. However, the institution did not pay much attention to research in the past and the number of active researchers is small compared to the total number of teachers. Especially, there was no emphasis on importance of publication in international journals with high impact factors. **Recently the Faculty is putting more emphasis on this, and the situation should be improved in the future if they manage to get international and commercial funding.**
- 5.4. The Faculty has increased employment of assistants and research assistants enrolled in the doctoral programme. Research assistants participated, or are participating in the projects of the Ministry of Science, Education and Sports. **However, there is a lack of qualified senior teaching staff necessary to support the young researchers, and the Faculty needs to increase its national and international cooperation and attract external researchers to improve this.**
- 5.5. In the past five years the Faculty did not have any significant research projects, but recently it has developed a policy of encouraging research, with financial incentives, but it is yet to be seen if it will be successful.
- 5.6. The aforementioned incentives especially aim to motivate publishing in high quality journals, and in addition to that the Faculty publishes its own journal and textbooks.
- 5.7. Recently the Faculty introduced a systematic policy of monitoring the quality of research based on the Croatian research database CROSBI. The quality of work is supervised through the monitoring of works cited, authors and journals. The work of doctoral candidates is followed by doctoral candidate reports submitted to the Faculty Council by their mentors. **That way the institution keeps track of**

productivity and collects evidence on research results, however, it should also collect evidence on technology transfers.

- 5.8. The management is trying to establish good ties with the industry. Some progress has already been made with the development of relations based on the cooperation agreement with the Port of Ploče, "Electrical Engineering Institute Končar", maritime transport company "Jadrolinija", "NYK" and others, but it is all at the very beginning. The institution does not use open source software which could help it cut the research costs, and does not have a formal strategy of technology transfer, although it does exist in practice.

6. *International Cooperation and Mobility*

- 6.1. There is some national mobility among the maritime faculties, with students taking graduate courses at faculties other than those at which they received their bachelor education.
- 6.2. The students have opportunities for international mobility via Erasmus, however, they are not fully informed about this and none of them have used them; **both the Faculty and the University should do more in this regard.**
- 6.3. The institution has just started encouraging the mobility of teachers. However, they seem interested only in shorter mobility periods, and, although they do have some rudimentary information, do not seem eager to pursue these opportunities. **Much more should be done in this regard, especially considering the problem of the lack of academic staff at the institution.**
- 6.4. The institution is just starting the procedure of becoming a member of relevant international associations, and organizing joint conferences.
- 6.5. The institution has just started thinking about fostering mobility of students; they believe all teachers are able to provide lectures in English and from the next year each department will have at least two courses provided fully in English. However, apart from the practical lifelong learning courses, they have never had foreign students.
- 6.6. The institution participates in the Erasmus program, which is a part of the EU Lifelong Learning program, but they have neither incoming students nor teaching

mobility within it. This is also connected to the current availability of facilities, which are too small even for the existing students.

- 6.7. The institution has never participated in EU projects, however, they have started investing efforts in this regard, and at the time of the visit there were 7 IPA project proposals being evaluated.

7. *Resources, Administration, Space, Equipment and Finance*

- 7.1. At the time of the visit, the institution was just about to move into a new building, since their resources were scattered all over the city. Lectures take place on the Faculty premises and in the nautical and mechanical engineering simulators, GMDSS simulator as well as in the electrical engineering laboratory. The practical part of the teaching process takes place on on-board training and the research vessel "Naše more", training vessel "Kraljica mora" as well as Jadrolinija vessels. Professional practice is carried out in "Brodosplit" shipyard workshops, while navigational practice is carried out by sailing with students. Even without taking the future developments into account, the Faculty still managed to perform all of its tasks.
- 7.2. The institution provides the necessary training for its non-teaching staff.
- 7.3. The equipment available at the institution is very good regarding the demands of the practical education of the maritime professionals, although it might not be sufficient for research.
- 7.4. The institution is obtaining equipment, but it is not yet installed due to the lack of space in the laboratories, which is soon to be changed.
- 7.5. The institution does collect information relevant to the improvement of its activities, but it seems that the stakeholders are involved only informally, and this should be changed.
- 7.6. The library needs more space, they lack textbooks and do not have any studying space for students or teachers; the staff is aware of the current problems and they should be changed after moving. The institution might invest further funds into raising its own quality.
- 7.7. There is a sufficient number of the administrative staff.
- 7.8. The institution used to have financial difficulties, which are now successfully solved, and in the future the funds may be invested into further quality development.

7.9. The institution seems to use its own funds to raise quality, and this should be continued in the future.

FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL OF THE AGENCY FOR SCIENCE AND HIGHER EDUCATION

The Faculty of Maritime Studies in Split has over the years struggled with a lack of space and corruption. In only one year, the new management did a great progress: new building with all necessary space and equipment is ready, the corruption and financing problems are solved, and the management has managed to regain students' confidence. They are also familiar with other problems and have three more years to solve them.

STRENGTHS

Strategy

Introduction of the new strategy and proposed changes in teaching and research are recognized by students (in particular) and staff, as they seem to have significantly improved the situation on the Faculty, and the optimism of everyone at the Faculty is very visible, particularly with regard to the future and the new facilities, and based on successful solving of previous ethical and financial problems.

Encouraging scientific publishing

There are financial incentives for scientific publishing, which were recently introduced and should provide visible results in the future.

Institutional Positioning

General institutional positioning on the labour market is good, and there are connections with global companies which offer scholarships to graduates.

WEAKNESSES

Teachers

The number and qualifications of teachers are insufficient. Both the University and Faculty should do everything possible to increase the number of teachers. It is also the task of the University to help the Faculty move to the new facilities, set up laboratories and provide additional facilities.

Study program

The institution has just begun working on the effective implementation of the Bologna framework and CroQF.

Support to research

Current level of research is of insufficient quality - the Faculty needs to improve it.

Previous Faculty Management

Bad reputation due to the negligence of the old management

The panel was familiar with corruption problem with some teachers prior to the visit, and the new management fired a corrupted teacher. Also, there was no communication with students and they had no any influence on the faculty management.

No student mobility

There is a national Erasmus program, but the Faculty didn't do enough to improve mobility of students in their own institution.

Lack of teaching assistants and junior researchers

There are two problems with employment - the national ban for new employment and no applicants for open positions.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

1. Management of the Higher Education Institution and Quality Assurance

The institution should:

- systematically involve the stakeholders in improving the programs and practice, and formalize their participation in the processes
- revise the study programs. We recommend the Faculty to promptly contact the University of Split experts to hold a lecture or a workshop on the topic of learning outcomes at their institution.
- keep the highest level of ethical behaviour which they have managed to achieve.
- improve the system of sea service (practice) on both levels.

2. Study Programmes

The institution should:

- proceed to implement the reduction in enrolment quotas in programs in management and yachts and marines, and formalises these in their plans
- ensure that the learning outcomes included in the programme documents are developed in line with the CroQF, and also ensure that the learning outcomes are aligned with the IMO regulation according the sea service (practice).

3. Students

The institution should:

- more closely monitor the extracurricular activities offered to and also by the students and offer more research opportunities and grants to students
- provide more funds to the Student Council, and ensure that the students are well informed on how these are invested.

4. Teachers

The institution should:

- employ the sufficient number of teachers to solve the problem of teachers' overloads
- ensure that teachers are provided with adequate academic and professional qualifications

- exchange adequate staff for practical lessons with maritime companies/stakeholders or (for theoretical lessons) with faculties in the surrounding; distance learning can be an acceptable solution, too
- pay more attention to the balance in the teachers' work between teaching and research
- pay more attention to didactical education, especially in pedagogy and creation of e-learning materials. Some of the teachers should develop competencies for e-learning tutors.

5. Scientific and Professional Activity

The institution should:

- invests more funds into buying additional equipment for laboratories and modern software, after moving to the new building
- employ qualified academic teaching staff necessary to support the young researchers, and try to attract such visiting staff via mobility programs
- apply for more EU projects under a consortium of companies or other universities
- take a more strategic approach to indicators of research activity (e.g. rank list of researchers etc.).

6. International Cooperation and Mobility

The institution should:

- participate more actively in the Erasmus programme
- starts offering courses in English as planned.

7. Resources, Administration, Space, Equipment and Finance

- The institution should move into the new building as quickly as possible, and closely monitor the effectiveness of the improvements thus achieved.