



**RE-ACCREDITATION OF THE FACULTY OF TOURISM AND HOSPITALITY
MANAGEMENT OPATIJA UNIVERSITY OF RIJEKA**

Evaluation of the provision in tourism and hospitality

Name of the Evaluated Institution

**Faculty of Tourism and Hospitality Management of the University of Rijeka
(Opatija)**

Site visit 23-25 March 2011



COMPOSITION OF THE EXPERT PANEL

- Professor David Airey, University of Surrey, Guildford, UK (Chair)
- Dr Mato Brautovic, University of Dubrovnik, Croatia
- Ms Vedrana Hitner, student, Faculty of Economics, Osijek, Croatia
- Professor Andreas Knorr, Deutsche Hochschule für
Verwaltungswissenschaften, Speyer, Germany
- Professor Maja Vehovec, Institute of Economics, Zagreb, Croatia

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INTRODUCTION

Short Description of the Evaluated Institution

The Faculty of Tourism and Hospitality Management is a part of the University of Rijeka. It has its origins in 1960 as a catering college and became a faculty of the University in 1974 when it separated from the Faculty of Economics. This makes it the longest established faculty of its type in Croatia and indeed it is the only such specialist faculty in the country. The main part of the Faculty is located at Opatija, fifteen kilometres or so along the coast from Rijeka. It is housed in its own building. This was originally built as a college and now provides classrooms, administrative and staff offices, a library and other specialist accommodation. In addition the Faculty uses space provided for teaching at two local hotels and since 2000 programmes have also been offered at the Public Open University in Zabok. At Opatija the Faculty provides student facilities, including accommodation.

The Faculty has accreditation to carry out full-time and part-time programmes in Opatija and part-time programmes at the study centre at Zabok. The provision includes undergraduate and graduate studies which are offered on a 4+1 basis. These programmes are in five areas related to Tourism, Hospitality and to Event and Leisure Management. The Faculty also offers professional studies in six areas related to Tourism and Hospitality, plus Management, Financial Business and Business Communication. In addition to graduate and professional studies the Faculty offers postgraduate specialist study and doctoral study as well as life-long-learning programmes, all related to tourism and hospitality. The degree awards are Bachelor and Master of Economics.

In 2010 nearly 1,200 students enrolled on the undergraduate, graduate and professional programmes in Opatija and Zabok. There was a small decline from the previous year. Total student enrolments stand at more than 4,500. About one-half of all students are studying on a part-time basis. Some 70% of students come from areas of Croatia beyond the immediate vicinity; hence the provision of student living accommodation is an important feature of what the Faculty offers.

There are currently 84 teachers and associates of whom 71 are full-time. This complement includes 14 full professors, of whom seven have full tenure. Given the current student population, this staff level indicates a staff: student ratio (SSR) of about 55. The Faculty plans to reduce the level of enrolments in order to lower the

SSR with a view to maintaining the quality of the student experience and to secure more time for staff research.

The governing body of the Faculty is the Faculty Council whose members are mainly the professors, plus a representative of the associated professors and students, who make up 15% of the membership. The Faculty is headed by a Dean who is supported by five vice- deans, with specific responsibilities and administrative staff. A Management Board, chaired by the Dean oversees the work of the Faculty. There are seven Institutes and twenty chairs. The current balance between teaching and non-teaching staff is about 3 to 1.

The overall mission of the Faculty is to become a leader in higher education, professional and scientific research in tourism, hospitality and related areas, for Croatia, the region and the Mediterranean area.

The Work of the Expert Panel

The Expert Panel for the reaccreditation comprised:

- Professor David Airey, University of Surrey, Guildford, UK (Chair)
- Dr Mato Brautovic, University of Dubrovnik, Croatia
- Ms Vedrana Hitner, student, Faculty of Economics, Osijek, Croatia
- Professor Andreas Knorr, Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany
- Professor Maja Vehovec, Institute of Economics, Zagreb, Croatia

For its work the panel drew upon the self-evaluation report, prepared by the Faculty of Tourism and Hospitality of the University of Rijeka. They carried out a site visit to the campus of the Faculty at Zabok on 23 March and to the Opatija campus on 24 and 25 March. During the visit to Zabok they saw the premises and physical resources. During the visit to Opatija they held meetings with the following groups:

- Faculty Management Board
- The Self-Evaluation Group and the QA Committee

- Heads of Department
- Teaching Assistants
- Students
- The Vice-Dean for Curriculum and Student Affairs, Heads of Study Programmes (undergraduate, graduates, professional and postgraduate)
- The Vice-Dean for International Affairs and the Vice-Dean for Science and leaders of research projects

They also examined the facilities and accommodation at the Opatija campus and the classrooms in adjacent hotels 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 The section of the mission statement that sets out the institution's mission is relatively brief but it nevertheless clearly identifies the institution as one of higher education, professional and scientific research in tourism and hospitality for the Republic of Croatia. The mission emphasises the institution's role as a centre of scientific research excellence at international level and a higher education teaching institution with distinctive high quality programmes as well as life-long learning. The institution recognises its distinctiveness as being the only such faculty, focusing on tourism and hospitality in Croatia and it draws a high proportion of its students from other regions of the country, including those enrolled at the campus in Zabok. The institution carries out appropriate strategic planning in developing its position and defining its vision, goals and strategy in line with its mission and they have a strategy for 2010-2015 and a report for the first year. However, the engagement with its stakeholders in this process is not well developed or clearly formalised. ***It is recommended therefore that the institution seek greater involvement of all key stakeholders and that this involvement is better formalised. Also given the mission to "grow into leaders of higher education, professional and scientific research in the field***

[of tourism and hospitality] for the whole of Croatia, region and the Mediterranean", the institution should involve more stakeholders from the region and beyond in the planning and performing of study programmes and arranging for professional student practice.

- 1.2 Currently the institution has relevant legal documents that set out formally its organisational structure. However, with seven separate institutes and 20 chairs this organisational structure lacks clarity and is likely not to provide the most efficient basis for operation. ***It is therefore recommended that the institution review the organisational structure with a view to achieving greater clarity.***
- 1.3 The study programmes offered by the institution are aligned with its mission of providing higher and professional education related to tourism and hospitality. The study programmes are also appropriately aligned with the Bologna reform. However, in offering the programmes on a 4+1, rather than a 3+2 basis they are not well aligned with the majority of such programmes in Croatia and this may hinder the mobility of the students. ***For this reason it is recommended that the institution consider whether it would be advantageous to the students to realign the programmes to reflect the majority of Croatian programmes.***
- 1.4 The institution has implemented systems of quality assurance and continuous quality improvement for its education programmes although in relation to its research activities such systems are less well developed and there is limited formalised control. The involvement of the stakeholders is generally limited. The self-evaluation document refers to a pass-rate of 93% which seems to be at variance with the requirement to achieve 18 ECTS per year. ***It is recommended that the systems for quality assurance and continuous quality improvement for research outputs be strengthened and that the involvement of stakeholders in all such systems be formalised and strengthened.***
- 1.5 The institution has implemented formal mechanisms for the monitoring and improvement of the quality of its teaching although the feedback from the monitoring is not fully provided to the students or members of faculty. ***It is recommended that a formal system of regular feedback of quality monitoring, especially from the student survey, is instituted for staff and students.***
- 1.6 The institution has established formal rules and ordinances for the highest level of ethical conduct but so far it has had no experience of putting these into operation so it is too early to form a view as to how effectively they are operating.

2) Study Programmes

2.1 The enrolment quotas are determined by the needs of the tourism and hospitality industry and by employment opportunities. At present the information about these needs and opportunities is not well developed. Notwithstanding this, the institution believes that its enrolment quotas are too high and are potentially inconsistent with its resources for quality teaching. The team learned that the institution is planning substantially to reduce the enrolment quotas. This would support quality teaching and be in line with pass rates. However, this would mean that society more generally, in the form of potential applicants, who would have fewer opportunities to gain a place on the programmes, and potential employers may be disadvantaged. ***Notwithstanding these disadvantages, it is recommended that the institution proceed to implement the reduction in enrolment quotas and formalise these in their plans.***

2.2 The institution has established regulations for review and recognition of prior learning and qualifications but so far there has been no experience of implementing these.

2.3 Student learning outcomes at the level of a study programme are set by the teachers and are clearly communicated to the students. The students indicated that they are aware of the expected learning outcomes. The learning outcomes describe the knowledge and skills although in many cases they are written in the form of more general aims rather than specific learning outcomes and they do not always indicate the levels of attainment in terms, for example, of abilities to understand, analyse or evaluate. ***It is recommended that the institution ensure that the learning outcomes included in the programme documents focus on the outcomes expected for the students and that they indicate more clearly the levels of outcome.***

2.4 The teachers have some choice in the ways in which the students' learning is assessed and that this relates appropriately to the learning outcomes and represents the full range of learning being assessed. However, the teachers' choice is constrained by the fact that all units of learning have a percentage of the assessment in the form of a final examination. This may not be the most effective or appropriate form of assessment for some units. ***It is recommended that the institution review its approach to assessment to ensure that the assessment for all units of learning most appropriately assesses the learning for each unit.***

2.5 Appropriate arrangements are in place to calculate the allocation of ECTS credits so that it reflects the work load of the students. The students generally

understand the arrangements for the allocation of credits although they reported that there was some imbalance in the implementation of the associated workloads. At present the institution does not carry out regular assessment of the appropriateness of the relative credit weightings. ***It is recommended that monitoring of the credit weighting and associated workloads is carried out on a regular basis and with input from the students.***

2.6 The content and quality of each study programme conforms to internationally recognised standards in a way that the qualifications can be internationally recognised. On completion of their programmes the students are provided with a certificate accompanied by a diploma supplement document.

2.7 A range of different teaching methods is used and all learning materials are available on-line. The approach to elearning is well supported by a well-developed platform although the approach to elearning needs further development. The students' views about the appropriateness of the teaching strategies were mixed. In some cases the students indicated that the strategies and teaching material were not well matched. Notably, they complained of some out-dated material, lack of international case studies and lack of practically relevant exercises. ***It is recommended that the institution strengthens and develops the approaches to elearning. It is recommended that the institution review the teaching strategies being employed in its programmes to ensure that they are the most appropriate and effective.***

2.8 The resources for learning at the main campus at Opatija are generally good and provide appropriate support for student learning. There is a well-developed platform to support information for students in connection with their learning and their progress and achievements. However, the good support at Opatija contrasts with the supplementary resources at the Zabok campus which are generally poor and often inappropriate. ***It is recommended that there is a substantial improvement in the resources for the students taking the programmes at Zabok. This includes the need for a satisfactory library at Zabok. 4 (for Opatija) & 1 (for Zabok)***

2.9 Students have some opportunities to experience practical applications on campus in the form of a practice kitchen for hospitality students and in internships. However, the number of internships available is relatively limited. ***It is recommended that the institution develop and expand its links with domestic and international industry to provide better opportunities for student practice.***

2.10 The institution has defined formal processes for the proposal, approval and implementation of new study programmes and has appropriate arrangements in place for the development, innovation and improvements of programmes. There is some stakeholder involvement in these processes but this is relatively limited and not formalised. ***It is recommended that stakeholder involvement in programme approval and development is strengthened.***

3) Students

3.1 The information packages available to potential students clearly inform them about the level of the programmes, qualifications and academic titles as well as possibilities for further education and employment. Application for enrolment is made via the Croatian Agency for Science who publishes the Faculty's programmes and a call for enrolment is made in the press and on the Faculty web pages. The Faculty web pages and printed material provide information about the programmes, modules, courses of study and academic titles. The Faculty participates in an annual recruitment fair organised by the University of Rijeka. *(Note: in completing the proforma "Criteria for Quality Assessment of Higher Education within Universities" – see Annex 1, the team agreed a score of 3. However in preparing the report they realised that this score incorrectly included views about the elearning, which properly belong in paragraph 2.7. Hence the team agreed that the score for this aspect should be 4)*

3.2 Based on the *state matura*, the admissions criteria and procedures are publicly stated and consistently applied. Their effectiveness in predicting student success is not regularly reviewed. The performance of students in terms of pass rates on the professional programmes, a higher proportion of who come from vocational schools, is lower than those from the undergraduate studies who are more likely to come from grammar schools.

3.3 Given that acceptance is based on the *state matura* there is no need for additional criteria to determine acceptance.

3.4 The institution supports the students very well in a number of ways in their extra-curricular activities, including sport, cultural and other activities. Recent plans include the provision of a careers centre. By contrast the standard of services provided to the students is often poor. These include poor and often constricted living accommodation and canteen facilities and given that they are based a long way from the main University campus in Rijeka, the arrangements for students to be able to use their cards in neighbouring facilities are poor. This adds to their expenditure. Weaknesses in student living accommodation are particularly

important given the nationwide recruitment. ***It is recommended that the institution improve the standard of the non-academic services offered to the students. 4 (for extra-curricular activities) & 1 (for non-academic services)***

3.5 The institution offers counselling and mentorship to the students, including through a personal tutor system but this is not fully recognised by the students. ***It is recommended that the institution gives more attention to explaining to the students the support system and encouraging them to use it to their advantage.***

3.6 The institution publishes its methods and procedures for student assessment and uses various and appropriate methods for student monitoring. The students understand the assessment arrangements. There is appropriate feedback to the teachers and the students have a right of appeal.

3.7 Although the institution gains information about employment of graduates from connections with professional associations and surveys, the amount of information that the institution has about the employability of its graduates is relatively limited. Its contact with its alumni is also relatively limited although this may change with the establishment of an alumni association in 2010. ***It is recommended that the institution strengthens its statistical information relating to employment and that it extends its contact with its alumni.***

3.8 With student membership of the deliberative committees of the institution, appropriate opportunities are provided for the students to participate in decision making processes and in the resolution of matters affecting their experience. In the past, for example, students' views have led to a revision of the arrangements for resit examinations.

3.9 Except for information aimed at prospective students, other information provided by the institution to the public about its study programmes, learning outcomes, qualifications and employment opportunities is relatively limited and there is not a well-developed communication plan. However, the institute plans to start a monthly newsletter in May 2011. ***It is recommended that the institution develop a communication plan to ensure that the public more generally know about its activities and achievements.***

3.10 Opportunities are provided for the students to express their views and to suggest areas for improvement, including through the student membership of deliberative committees. Their views are also sought through the completion of teaching evaluation forms. However, the students are not always well informed about the results of their comments or provided with feedback. ***It is***

recommended that the institution gives more attention to ensuring that reports are made to the students so that they can understand the response to their comments.

4) Teachers

4.1 The qualifications of the teachers are adequate although recognising the institution's intention to broaden the curricula to include a greater emphasis on management and business studies, as distinct from, and in addition to, economics, there is a need to extend the expertise offered by the teachers to cover the core disciplines. ***It is recommended that more academic staff are recruited with qualifications to support teaching in business and management studies.***

4.2 The institution carries out a good policy for the growth and development of human resources. Notably it encourages and supports staff to gain international experiences and to attend conferences linked to their areas of teaching and research. It has also supported staff exchanges with a number of international universities.

4.3 Given the number of students recruited each year the institution barely employs sufficient full-time teachers to meet the needs of the teaching programmes and maintain quality. The institution has plans to deal with this, in part, by reducing the enrolment quotas as well as by staff recruitment. ***It is recommended that plans are formalised to ensure a student-staff ratio that will provide sufficient teachers to ensure the quality and continuity of programmes.***

4.4 As noted in 4.3 the ratio between students and full-time teachers is high, in excess of 50:1 and is well above the goal for the institution of 35:1. ***It is recommended that the institution needs to have a more ambitious strategic goal to reduce the student-staff ratio.***

4.5 The institution has well-developed policies for its teaching staff and as outlined in 4.2 the actions include staff development for teaching staff to attend international conferences. Pedagogical training is currently limited although there are plans to develop this. Support for non-teaching staff mainly amounts to briefing sessions by teaching staff. ***It is recommended that greater attention is given to ensuring that non-teaching staff have opportunities to keep up to date with key developments in their field of work. It is also recommended that plans for internationalisation are continued.***

4.6 The institution's procedures for promotion and other advancement by the teachers are appropriately developed, understood and accepted. They are implemented in a fair and consistent manner and there are opportunities to appeal.

4.7 The policies governing the assignment of teachers' workloads are generally fair between teachers but they do not pay adequate attention to the balance in the teachers' work between teaching and research. This creates particular pressure on the teachers in maintaining and developing their research outputs. The pressures are exacerbated by the teachers' duties at Zabok which need travelling time. ***It is recommended that the institution carefully monitors the balance between time for teaching and research.***

4.8 The institution is alert to the needs of teachers to devote time to their teaching duties and that this is not compromised by commitments external to the institution. Such external commitments are only agreed on an exceptional basis.

5) Scientific and Professional Activity

5.1 The institution has policies in place for existing and planned research activities. These appropriately set priorities in keeping with the mission and strategic plan. It is clearly important for the institution's strategic plan to be in line with that of the University.

5.2 Although monitoring in progress of research students and associate professors is in place and training for mentors of doctoral students is provided, other mechanisms to ensure the efficient operation of the research activities are not well developed, for example, in relation to the balance between research and other activities. Also the monitoring of researcher performance is not well developed. Partly as a result the research output fails to reach the levels expected for a centre of research of this type. ***It is recommended that the institution strengthens and develops the mechanisms to ensure that research activities are improved.***

5.3 In planning and implementing its research agenda the institution is developing good links both in Croatia and abroad and both with individual institutions and with groupings. Opportunities are taken to use international links to contribute to the development of research by, for example, encouraging key note speakers to a conference at the institution to arrive early to give lecture sessions. ***The institution is recommended to continue in its efforts to realise its plans for national and international cooperation.***

5.4 While the importance of research is clearly in evidence in the institution's mission and there is a broad awareness among the academic staff of the importance of

research, this is not clearly translated into an apparent awareness of the importance of achieving the highest quality outputs. As a result the research efforts do not fully make an intellectual contribution to the institution's reputation.

It is recommended that the institution makes efforts to increase the outputs in top quality international (English language) academic journals.

5.5 The institution maintains good arrangements for supporting its young researchers. Support ranges from opportunities to attend conferences, including at international locations and regular monitoring of progress. Support is also provided in research training and in the preparation of papers. The research students indicated that they were satisfied with the levels of support and with the resources and a survey of students shows that they are very satisfied with their mentors.

5.6 The institution uses evidence of productivity of its research activities including publications and presentations at conferences but the scientific research of the Faculty is not at present systematically monitored. Also there is little evidence that information is being used in a strategic way to enhance the quality of research by, for example, distinguishing clearly between types of outputs. ***The institution is recommended to take a more strategic approach to indicators of research activity so that they will support the improvements in research quality.***

5.7 The institution supports the professional activities of its researchers in line with its mission and it monitors these activities.

6) International Cooperation and Mobility

6.1 The institution has arrangements for acknowledging ECTS credits gained by incoming students but actually the inward mobility of students from other Croatian Higher Education Institutions is very limited. Most PhD students also completed their studies within the faculty. This relatively low level of inward mobility partly reflects the fact that it is not highly promoted and there may be factors, such as the 4+1 arrangements that mitigate against transfer. ***The institution is recommended to encourage and facilitate inward mobility including offering more provision in English language and attracting more regular foreign guest lecturers.***

6.2 The students have opportunities to take some proportion of their studies abroad. The quota for such opportunities for the whole University is 37 students of which the institution currently claims 70%. The institution has set up a number of bilateral agreements. Notwithstanding this success in the context of the whole

University, given the total numbers of students, this level of mobility is relatively low for a centre for tourism and hospitality studies which themselves benefit from international linkages. ***It is recommended that the institution continues to develop the opportunities for more students to benefit from international experience.***

6.3 The extent of international cooperation and mobility of teachers is satisfactory.

The institute provides support and encouragement for this although opportunities for extended periods abroad are limited by the demanding teaching schedules given the high student numbers. Teachers from the institution have attended other universities as guest lecturers. The biennial conferences organised since 1972 have also brought a large number of international scholars to the institute, fostering international dialogue between the teachers. The institution has been involved in a number of cooperative activities with other universities which have led to scholarships and exchanges.

6.4 The institution is involved as a member of a range of international organisations associated with its areas of study. It is also a member of the CEEPUS network coordinated by an institution in Austria with members from a range of other institutions in Central and Eastern Europe.

6.5 The opportunities for attracting students from abroad at present are fairly limited because only very limited parts of the programmes, confined to electives, are delivered in English or in a language other than Croatian. The development of ECTS credits for all programmes will support future developments in attracting foreign students but until programmes are made readily available in English or other languages this will remain very limited. The quality of the resources including student accommodation also acts as a constraint on attracting international students. ***It is recommended that the institution moves towards offering a greater proportion of its programmes in English and takes steps to improve the resources offered to international students.***

6.6 The institution offers lifelong learning programmes in the form of short and part-time courses in various professional aspects relating to the tourism and hospitality sectors. However, its involvement in the EU Life Long Learning (LLL) Programme is not yet developed. ***It is recommended that the institution explores opportunities for cooperation in the EU LLL programme.***

6.7 The institution has developed other forms of international cooperation by, for example, welcoming guest foreign lecturers, visits by foreign student groups, arranging international conferences. ***The institution is recommended to continue to develop and extend its international links.***

7) Resources, Administration, Space, Equipment and Finance

7.1 Many of the resources for enrolled students are good. These include the IT resources and the virtual learning environment which provides access to course information as well as electronic journals. Classroom and practical work rooms have appropriate equipment. The institution also provides group and individual study spaces, library resources and appropriate equipment. Some of the spaces, including the library, are limited in size for the number of students. As a result of constraints on resources the teaching day extends from 0800-2100 hrs. The space for academic staff is also limited. The classrooms, which include additional accommodation in a nearby hotel, are generally adequate although the shape of some teaching spaces means that not all students have a clear view of the teacher and the decoration of the rooms in many cases is poor. The resources available to the students at Zabok are less satisfactory. ***The institution is recommended to improve the quality and the amount of the study spaces including classrooms and including resources, especially for the library at Zabok.***

7.2 There is no separate space for laboratory equipment. (*ungraded*)

7.3 The institution provides appropriate equipment and technical support. This includes IT equipment as well as technical equipment for food production. The equipment and technical equipment is provided in a manner that is appropriate to its use by students and staff. One of the rooms containing IT equipment is accessible by students on a bookable basis.

7.4 The institution collects, analyses and uses information about its activities although this could be available and used in a more systematic way to support programmes of improvement. Notably the system for feedback of information to students from the student satisfaction surveys is not well developed. ***It is recommended that information is obtained and used more systematically.***

7.5 The library is generally well equipped with up-to-date material and it houses the main relevant journals, mostly online. There is an active purchasing programme for the library resources. However, the library space is very small for the number of students, and it has very limited study areas. Also there are inadequate multi-copies of some key texts. ***The institution is recommended to review the space allocation to the library and the library budget to ensure that it has adequate supplies of book stocks.***

7.6 The current ratio of academic to non-academic staff is about 3:1. This represents an appropriate balance. However, given the existing number of students it means

that there is considerable understaffing, particularly of academic staff with a concomitant high student-staff ratio and restrictions on the amount of time available for research.

7.7 Budgetary resources are limited especially given the size of the student cohorts.

Of the total income, nearly 50% comes from the State with nearly 50% from other sources, including student fees (45%). This gives a degree of autonomy and flexibility. Currently about 67% of income is spent on salaries and very little is spent on buildings. This potentially will harm stability in the medium term, particularly given the usage of the buildings by the large numbers of students. ***It is recommended that the institution review its financing arrangements particularly in relation to expenditure on buildings and in light of its dependence on fee income. This is particularly important in view of the plans to limit student enrolments.***

FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL

STRONG POINTS

Resources for Learning

The learning resources at the Opatija campus are good. Notable among the resources is the availability and access to information technology and the virtual learning environment which includes access to leading journals in electronic form. The library itself provides a good base in the range of its up-to-date stocks of learning resources although the amount of study space and the supply of multiple texts pose some difficulties.

Support for Students

The institution provides good support to the students in their extra-curricular activities. This includes sport, cultural and other activities. Many of these are organised by the Faculty's Student Board and by the Student Sport Association.

Support for Young Researchers

The support for young researchers is strong. This extends from the provision of physical resources to activities to help young researchers in preparing papers. The researchers also benefit from regular monitoring of their progress and to support for attending conferences, including at international locations. The results of this level of

support are demonstrated in comments from the students and in the results of surveys.

Support for Academic Staff

The institution supports the growth and development of academic staff well. Notably it encourages and supports staff to gain international experiences and to attend conferences linked to their teaching and research and it has supported a number of international staff exchanges.

International Links

The institution has been effective in developing international links with a range of institutions and other organisations in Europe and beyond. This includes membership of relevant international bodies as well as staff and student exchange and involvement in international activities such as conferences and meetings.

WEAK POINTS

Research Outputs

While it is recognised that the institution has a significant volume of research Institution itself notes as a shortcoming, the proportion of papers published by professors of the Faculty that are not in journals listed in the Croatian Scientific Bibliography (CROSBI).

Zabok Campus

The physical resources at the Zabok campus are poor and significantly less well developed than those at Opatija. Notably the IT resources and both the physical space and the collections in the library are very limited.

Buildings

The buildings at Opatija have a number of weaknesses. The use of lecture spaces in local hotels has reduced some of the pressure on the classrooms but even so their usage is very high and which means that the academic day is very extended for the full-time students. Also the overall state of the classrooms shows that they are intensively used and some of the rooms are poorly designed and laid out such that not all the students have a clear view of the lecturer.

Organisational Structure

With seven separate institutes and some 20 chairs the organisational structure appears to be fragmented and lacks clarity. There is apparent overlap in the subject coverage of these entities which suggests that amalgamations would enhance efficiency and effectiveness of operation.

Student-Staff Ratios

At more than 50:1 the student staff ratios are very high and have an impact on the student experience and on the extent to which the academic staff can engage in research and scholarly activity.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

Management of the Higher Education Institution and Quality Assurance

- It is recommended that the institution seek greater involvement of all key stakeholders in its strategic planning and that this involvement is better formalised. Also given the mission to "grow into leaders of higher education, professional and scientific research in the field [of tourism and hospitality] for the whole of Croatia, region and the Mediterranean", the institution should involve more stakeholders from the region and beyond in the planning and performing of study programmes and arranging for professional student practice. (paragraph 1.1)
- It is recommended that the institution review its organisational structure with a view to achieving greater clarity. (paragraph 1.2)
- It is recommended that the institution consider whether it would be advantageous to the students to realign the programmes to 3+2 to reflect the majority of Croatian programmes. (paragraph 1.3)
- It is recommended that the systems for quality assurance and continuous quality improvement for research outputs be strengthened and that the involvement of stakeholders in all such systems be formalised and strengthened. (paragraph 1.4)
- It is recommended that a formal system of regular feedback of quality monitoring, especially from the student survey, is instituted to staff and students. (paragraph 1.5)

2) Study Programmes

- It is recommended that the institution proceed to implement the reduction in enrolment quotas and formalise these in their plans. (paragraph 2.1)
- It is recommended that the institution ensure that the learning outcomes included in the programme documents focus on the outcomes expected from the students and that they indicate more clearly the levels of outcome. (paragraph 2.3)
- It is recommended that the institution review its approach to assessment to ensure that the assessment for all units of learning most appropriately assesses the learning. (paragraph 2.4)

- It is recommended that monitoring of the credit weighting and associated workloads is carried out on a regular basis and with input from the students.(paragraph 2.5)
- It is recommended that the institution strengthens and develops the approaches to elearning. It is also recommended that the institution review the teaching strategies being employed in its programmes to ensure that they are the most appropriate and effective. (paragraph 2.7)
- It is recommended that there is a substantial improvement in the resources for the students taking the programmes at Zabok. This includes the need for a satisfactory library at Zabok. (paragraph 2.8)
- It is recommended that the institution develop and expand its links with domestic and international industry to provide better opportunities for student practice. (paragraph 2.9)
- It is recommended that stakeholder involvement in programme approval and development is strengthened. (paragraph 2.10)

3) Students

- It is recommended that the institution improve the standard of the non-academic services offered to the students. (paragraph 3.4)
- It is recommended that the institution gives more attention to explaining to the students the support system and encouraging them to use it to their advantage. (paragraph 3.5)
- It is recommended that the institution strengthens its statistical information relating to employment and that it extends its contact with its alumni. (paragraph 3.7)
- It is recommended that the institution develop a communication plan to ensure that the public more generally know about its activities and achievements. (paragraph 3.9)
- It is recommended that the institution gives more attention to ensuring that reports are made to the students so that they can understand the response to their comments. (paragraph 3.10)

4) Teachers

- It is recommended that more academic staff are recruited with qualifications to support teaching in business and management studies. (paragraph 4.1)

- It is recommended that plans are formalised to ensure a student-staff ratio that will provide sufficient teachers to ensure the quality and continuity of programmes. (paragraph 4.3)
- It is recommended that the institution needs to have a more ambitious strategic goal to reduce the student-staff ratio. (paragraph 4.4)
- It is recommended that greater attention is given to ensuring that non-teaching staff have opportunities to keep up to date with key developments in their field of work. It is also recommended that plans for internationalisation are continued. (paragraph 4.5)
- It is recommended that the institution carefully monitors the balance between time for teaching and research. (paragraph 4.7)

5) Scientific and Professional Activity

- It is recommended that the institution strengthens and develops the mechanisms to ensure that research activities are improved. (paragraph 5.2)
- The institution is recommended to continue in its efforts to realise its plans for national and international cooperation. (paragraph 5.3)
- It is recommended that the institution makes efforts to increase its outputs in top quality international (English language) academic journals. (paragraph 5.4)
- The institution is recommended to take a more strategic approach to indicators of research activity so that they will support the improvements in research quality. (paragraph 5.6)

6) International Cooperation and Mobility

- The institution is recommended to encourage and facilitate inward mobility including offering more provision in English language and attracting more regular foreign guest lecturers. (6.1)
- It is recommended that the institution continues to develop the opportunities for more students to benefit from international experience. (paragraph 6.2)
- It is recommended that the institution moves towards offering a greater proportion of its programmes in English and takes steps to improve the resources offered to international students. (paragraph 6.5)
- It is recommended that the institution explores opportunities for cooperation in the EU LLL programme. (paragraph 6.6)



- The institution is recommended to continue to develop and extend its international links. (paragraph 6.7)

7) Resources, Administration, Space, Equipment and Finance

- The institution is recommended to improve the quality and the amount of the study spaces including classrooms and including resources, especially for the library at Zabok (7.1)
- It is recommended that information is obtained and used more systematically (paragraph 7.4)
- The institution is recommended to review the space allocation to the library and the library budget to ensure that it has adequate supplies of book stocks. (paragraph 7.5)
- It is recommended that the institution review its financing arrangements particularly in relation to expenditure on buildings and in light of its dependence on fee income. This is particularly important in view of the plans to limit student enrolments. (paragraph 7.7)