



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
STUDY PROGRAMME
PROFESSIONAL UNDERGRADUATE STUDY OF NURSING AT
POLYTECHNIC NIKOLA TESLA IN GOSPIĆ**

**Date of accreditation:
28.4.2025.**

Month, Year
May, 2025





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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 the European Association for Quality Assurance in Higher Education (ENQA).

All study programmes delivered by public and private higher education institutions are subject to the procedure of initial accreditation of study programmes conducted by the Agency in accordance with the Act on Quality Assurance in Higher Education and Science (Official Gazette 151/22) and by following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and good international practice in quality assurance of science and higher education.

The Agency's Accreditation Council appointed an independent expert panel for the evaluation of the professional undergraduate study of Nursing at Polytechnic Nikola Tesla in Gospić.

Members of the Expert Panel:

- Prof. Karmen Lončarek, PhD, University of Rijeka, Faculty of Medicine, Republic of Croatia*
- Assoc. Prof. Venija Cerovečki Nekić, PhD, University of Zagreb Faculty of Medicine, School of Public Health "Andrija Štampar", Republic of Croatia
- Assoc. Prof. Sabin Ličen, PhD, University of Primorska, Faculty of Health Science, Republic of Slovenia
- Assoc. Prof. Jurij Dolenšek, PhD, University of Maribor, Faculty of Medicine, Republic of Slovenia
- Hana Ban, student, University of Zagreb, Faculty of Pharmacy and Biochemistry, Republic of Croatia.

*The appointed Expert Panel member did not participate in the Expert Panel's work due to a valid reason

The Expert Panel held meetings with the following groups:

- Management,
- Head of the study programme,
- Full-time teaching staff that will participate in the delivery of the study programme and external associates,
- Students,
- Industry representatives, potential employers.



The Expert Panel visited the General Hospital Gospić, laboratories, the library, the student administration office and the classrooms.

The Expert Panel drafted this Report on the initial accreditation of the study programme professional undergraduate study of Nursing at Polytechnic Nikola Tesla in Gospić based on the proposal of the study programme professional undergraduate study of Nursing at Polytechnic Nikola Tesla in Gospić, other relevant documents and the site visit.

The Report contains the following elements:

- Basic information about the study programme;
- Detailed analysis of each quality standard, recommendations for improvement and quality grade for each standard,
- Final recommendation of the Expert Panel,
- Appendices (quality grade summary by each assessment area and standard, and the site visit protocol).

In the analysis of the documents, site visit and the meetings held at the higher education institution Polytechnic Nikola Tesla in Gospić and writing of the Report, the Expert Panel was supported by:

- Viktorija Juriša, ASHE,
- Fran Zanošek, interpreter, ASHE.





BASIC INFORMATION ABOUT THE STUDY PROGRAMME

Name, seat and PIN (Personal Identification Number) of higher education institution:
Nikola Tesla Polytechnic in Gospić, Ban Ivan Karlović 16, 53 000 Gospić,
OIB: 42552392522

Title and type of study programme: Professional undergraduate study of Nursing
CroQF/EQF/QF-EHEA level: 6

Scientific or artistic area and field of study programme: 3 years, 6 semesters

ISCED FoET classification: 6

Programme duration: 3 years, 6 semesters

Number of ECTS points acquired on completion of study programme: 180 ECTS

Academic or professional degree / qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme): bachelor (baccalaureus/baccalaurea) of nursing (bacc.med.tech.), 6 st. HKO

Language of delivery: Croatian

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): Croatia, Ban Ivan Karlović 16, 53 000 Gospić

Method of delivery of the study programme: Classic

Admissions quota (for full-time and part-time students): 15 full-time, 35 part-time

Academic year in which the study programme delivery is to commence: 2025/2026

In case of joint programmes delivered by Croatian higher education institutions, please include a list co-providers/partners: /



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

I. Internal quality assurance

1.1. Clear justification for the introduction of the new study programme has been provided with regard to the mission and strategic goals of the higher education institution, as well as economic and societal needs.

Analysis

Mission of the HEI is published online: <https://velegs-nikolatesla.hr/en/mission-and-vision/>. In brief, mission of HEI is to educate students according to the demands of the labour market. Vision of HEI is published online: <https://velegs-nikolatesla.hr/en/mission-and-vision/>. In brief, vision of HEI is being recognized for its excellence and contribute locally. On December 28, 2020. the HEI published document on Program of Work and Development (Strategy) of the Polytechnic "Nikola Tesla" in Gospić for the period 2021-2025 (<https://velegs-nikolatesla.hr/ostalo/Strategija-razvoja-Veleucilista-2021.-2025.pdf>) where the HEI in goal 2.1 and activity 2.4 specifies the introduction of new study programmes. We believe that the proposed new study is completely compatible with the short-term and long-term strategic goals and mission of HEI.

Croatian employment service has issued on January 28, 2025 document stating that there is a large need for nurses on national level (about 2000-4000) as well as on local level (between 21 and 62) in the years 2022-2024. Additionally, external stakeholders (Director of emergency services, Director of local hospital and Director of health centre) have confirmed during the site visit that there is large need for nurses presently and in the future. Thus, we believe that the proposed study program and proposed number of students (15 full time +35 part time) is aligned with labour market needs and will ensure good employability of students in Republic of Croatia.

The HEI has analysed and compared 16 HEI from Croatia and EU (pages 260-261 from the document Request for the initiation of the initial accreditation procedure). The analysis demonstrated that the analysed study programmes have equal ECTS (180) divided between similar number of semesters (3-4 years). We therefore believe that the proposed study program has comparable minimal institutional requirements. The proposed study programme is regulated profession.



Recommendations: /

Quality grade: Fullfilled

1.2. The study programme has undergone an appropriate internal quality assurance process and has been formally approved by the higher education institution.

Analysis

The HEI has publicly available quality assurance policy (<https://velegsnikolatesla.hr/kvaliteta/#pok4>) with general and specific policy on quality of education, improvements of study programs and staff, inclusion of students in education processes at HEI, and engagement with external stakeholders. It has also published Manual for quality assurance and improvement from March 2019. It also publishes current committee for quality assurance available at their website. The HEI also published on their website Rulebook on launching new study programs (<https://velegsnikolatesla.hr/pravilnici/Pravilnik%20o%20pokretanju%20novih%20studijskih%20programa.pdf>). Preparation of the study programme was led by a person who is currently Director of Health centre (external stakeholder).

The HEI performed a study (documented in Elaboration on the justification of the implementation of the proposed study programme Professional Undergraduate Study of Nursing) surveying external stakeholders (potential employers, specifically healthcare institutions in the areas of Lika-Senj County, Zadar County, and Karlovac County, namely General Hospital in Gospić and General hospital in Zadar) for their need on knowledge and skills as well as ethical and moral standards, and analysed it (confirmed also in the meeting on site). Moreover, the HEI performed a survey on future students (current high school, confirmed also by teachers in live meeting) to enrol in the proposed program (85 people). Majority of responses stated that they are interested in enrolling in the proposed study program, mainly for the benefit of closer proximity to their home. Interestingly, more were interested as external students and less as regular students. We thus believe that the new programme has undergone internal quality assurance process that involved external stakeholders based on objective data and surveys.

The Quality Assurance and Improvement Committee proposed the Decision on the launch of the undergraduate study programme of Nursing. The HEI adopted the decision start a new study program in Council at its 330th session held on June 13, 2023 and the 348th session held on June 12, 2023. The HEI adopted the Commission for the development of the undergraduate professional study of Nursing in January 2024.

Recommendations: /

Quality grade: Fulfilled



1.3. The higher education institution will collect, analyse and use relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy.

Analysis

The HEI has an outstanding quality assurance in effect. Namely, the HEI has published Rulebook on the quality assurance system of the Polytechnic "Nikola Tesla" in Gospić, Manual for quality assurance and improvement, and Quality Policy), all publicly accessible at <https://velegs-nikolatesla.hr/kvaliteta/#pok4>. The system of quality is outstandingly well organized: yearly the HEI composes Activity plan with clear objectives, people/institutions responsible and timelines. Yearly report on implementation is composed. We also noticed that the committee for quality is proactive, with several meeting yearly (e.g. 4 meetings in 2022, 6 meetings in 2023 and 4 meeting in 2024), records published on HEI website. A positive fact that ensures well functioning of the quality assessment is the fact that the vice-dean for teaching at the HEI is the chairman of the Committee by position. The Committee is well balanced, including representative of students, teachers and assistants as well as external stakeholders. Moreover, the report of the Committee is adopted and recognized by the HEI Council. The website records and the document Request for the initiation of the initial accreditation procedure demonstrated proactive Committee. The education process is actively adopted based on evaluation of teaching and teachers by students (full and part-time student survey) on courses they attended in the previous semester. The teachers who were identified as the worst by the surveys are to create a self-evaluation, suggesting how to improve teaching.

Recommendations: /

Quality grade: Fulfilled

1.4. The higher education institution informs the public about the study programmes it offers, as well as plans to offer new programmes, i.e. changes made to existing ones.

Analysis

The HEI has well organized and searchable webpage (<https://velegs-nikolatesla.hr/>), where information can be found on study programmes and quality assurance can be found. The page is up-to-date, for example > 10 entries in the section news since January 2025. It is available (in limited version) also in English language. Admission requirements (<https://velegs-nikolatesla.hr/pravilnik-o-studiranju-2025/> and <https://velegs-nikolatesla.hr/dokumenti-za-upis-diplomski-studij/> and <https://velegs-nikolatesla.hr/natjecaj-za-upis-akademaska-godina-2024-2025/>), intended learning outcomes and teaching/assessment methods and gained qualifications are clearly defined on webpage (e.g. for study Economics accessible at <https://velegs-nikolatesla.hr/ekonomika-poduzetnistva/>). The HEI has the Career Development Office (<https://velegs-nikolatesla.hr/ured-za-razvoj-karijere/>), that also deals with students opportunities to continue their studies or find employment (example at <https://velegs-nikolatesla.hr/ured-za-razvoj-karijere/#1677666853729-933bc067->



0343). The HEI is also active on social platforms (e.g. Facebook 10 post in 2024 and Instagram 20 posts in 2024). The HEI also perform visits/presentations at high schools (e.g. <https://velegs-nikolatesla.hr/17829-2/>) and organizing Open Days (e.g. <https://velegs-nikolatesla.hr/obiljezen-dan-otvorenih-vrata/> or <https://velegs-nikolatesla.hr/dan-otvorenih-vrata-4/>). They also present an up-to-day brochure (<https://velegs-nikolatesla.hr/dokumenti/Brosura2024.pdf>).

Recommendations: Update English version of the website to match the Croatian website.

Quality grade: Fulfilled





II. Study programme

2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register.

Analysis: Not applicable

Recommendations: /

Quality grade: /

2.2. The intended learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF and EQF level.

Analysis

Based on presented study programme proposal, employer survey regarding competences required on the labour market, analysis of the alignment with labour market needs and alignment, alignment of intended learning outcomes with recommendations of professional associations and alignment of intended learning outcomes with internationally defined learning outcomes for the profession, the following can be concluded that the intended learning outcomes at the level of the study programme have been clearly defined. The intended learning outcomes are aligned with requirements of the profession and internationally recognised professional standards and contribute to the achievement of the planned competences. Learning outcomes are comparable to the similar study programmes in the Republic of Croatia and EU Member States.

Recommendations: /

Quality grade: Fulfilled

2.3. The intended course outcomes are aligned with the intended learning outcomes at the level of the study programme.

Analysis

Analysis is based on the documents (study programme, intended learning and course outcomes, table 2) and explanations provided during the site visit has clearly defined and confirmed the intended learning outcomes for all elements of the study programme. The list of learning outcomes for each element of the study programme is detailed, and includes everything the student needs to master on competent completion of the work and study involved in each element. HEI ensures that course outcomes are aligned with programme level outcomes.



Recommendations: /

Quality grade: Fulfilled

2.4. The study programme content allows students to achieve all the intended learning outcomes.

Analysis

Based on presented study programme proposal, intended learning outcomes and course outcomes for each course, the following can be concluded that the study programme content ensures horizontal and vertical student mobility in the national and European education area. The HEI provides evidence of the alignment of the content of each course with the intended course outcomes and ensures that courses are offered in an appropriate sequence and has clearly defined the prerequisites for enrolment on each planned course.

Recommendations: /

Quality grade: Fulfilled

2.5. ECTS distribution is aligned with the anticipated actual student workload.

Analysis

Based on documents and explanations provided during the site visit, the following can be concluded that ECTS credits are allocated in accordance with rules and recommendations applicable in the European Higher Education Area. ECTS credits are allocated for every element of the study programme based on total student workload. An appropriate number of ECTS is allocated in accordance with the actual student workload.

Recommendations: /

Quality grade: Fulfilled

2.6. Student/professional practice is an integral part of the study programme (if applicable).

Analysis:

Based on documents and explanations provided during the site visit, the following can be concluded that clinical training is presented as an integral part of the study programme, and its content complies with the requirements of Directive in relation to the areas of nursing practise. However, the documentation does not explicitly confirm that the programme includes at least 2300 hours of clinical training, nor does it provide a breakdown of ECTS credits that distinguishes between theoretical and practical components. This makes it impossible to verify compliance with EU standards on the basis of the documentation provided.

During the site visit, the nursing teachers and the programme director verbally confirmed that the 2300 hours of clinical training required by Directive are fully implemented. They



emphasised that these hours are completed in direct contact with patients in all relevant clinical areas and in accordance with the planned learning outcomes.

Recommendations:

The institution has made considerable efforts to establish collaboration with the clinical environment and to integrate practical training as a core part of the study programme. To ensure full transparency and compliance with Directive, it is recommended that the exact number of hours and the corresponding ECTS credits for clinical training are indicated in the syllabi and curriculum. Hours spent in skills laboratories should not be counted towards the total 2300 hours of clinical practise unless a clear and well-justified rationale is provided.

Quality grade: Partially fulfilled

2.7. If the completion of the study programme allows students access to a regulated profession, the programme is aligned with national and European regulations and the recommendations of national and international professional associations.

Analysis

Based on documents, the following can be concluded that the study programme is aligned with the minimum training conditions defined by EU directives and the Act on Regulated Professions and the Recognition of Foreign Professional Qualifications.

Recommendations: /

Quality grade: Fulfilled





III. Teaching process and student support

3.1. Admission requirements and criteria as well as the admissions procedure are clearly defined and transparent, and guarantee that students will possess the necessary prior knowledge.

Analysis

The admission requirements and procedures are clearly defined based on the documentation submitted, in section 3.1 of the self-evaluation report and in accordance with Article 58(3) of the Croatian Law on Higher Education and Scientific Activity. The criteria ensure that candidates have completed four years of secondary education and passed the state Matura exam, which guarantees the necessary prior knowledge for enrolment.

The admission requirements were not discussed in detail during the on-site visit, as the documentation already contained sufficient and clear information on compliance with national legal requirements.

Recommendations: /

Quality grade: Fulfilled

3.2. The planned teaching methods guarantee student-centred teaching and the achievement of all intended learning outcomes.

Analysis:

The documentation (pp. 23–24 of the self-evaluation report) states that the teaching methods are student-centred and include interactive and experiential learning. Methods include co-operative learning, group discussions, problem-based learning and individual or group projects. These approaches are described in detail in the curriculum and syllabi. In discussions with teachers and members of academic staff, including those who will be teaching on the nursing programme for the first time, it was acknowledged that implementing student-centred teaching methods is challenging, particularly for less experienced lecturers. However, they expressed their willingness to engage with this pedagogical approach and confirmed that internal training sessions are planned to address assessment methods and teaching strategies.

Faculty members already working at the Polytechnic showed an awareness of how to adapt their teaching methods to the specifics of nursing education. This was particularly evident in courses such as English for Nursing and Nursing Research. Additional support is provided to teaching staff by the institution's IT staff, particularly in relation to the digital tools used in teaching. The staff also confirmed that, they will adapt to teaching methods for students with prior nursing knowledge and hospital experience.

**Recommendations:**

The institution is commended for its commitment to student-centred learning and for its internal training and support of teaching staff. It is recommended to continue to monitor and support the development of teaching competences over time to ensure continuous professional development and high-quality teaching practises.

Quality grade: Fulfilled

3.3. The higher education institution has provided evidence that adequate support will be ensured for future students.**Analysis:**

The documentation (pp. 23–24) provides a detailed overview of the support mechanisms available to students. These include the appointment of academic advisors by the Vice Dean for Teaching, defined mentoring programmes in accordance with the Rulebook on Studying, and designated mentors and coordinators for students with disabilities. In addition, the institution offers a system of workshops to support students, providing them with additional training in specific areas of their interest (writing motivation letters, reporting on socially responsible behaviour in the community, information methods with regard to the provisions of the Right of Access to Information Act, establishing an employment relationship, appeal procedures, constitutional complaints and similar topics).

During the on-site visit, the teaching staff confirmed that the students can approach them easily and make use of the consultation hours without any barriers. Due to the relatively small size of the institution, teachers and students know each other personally, which favours a collegial and supportive environment. Teachers also confirmed the importance of student feedback, which is collected through internal surveys. If students rate teachers below a certain threshold, additional training is provided to help those teachers improve their methods and engagement. The overall impression is that student support is taken seriously and that the institution endeavours to create a responsive and accessible academic environment.

Recommendations: /

Quality grade: Fulfilled



3.4. Objective and consistent evaluation and assessment of student achievements are planned so as to ensure the achievement of all intended learning outcomes.

Analysis:

The documentation (pp. 24–25) explains that student assessment is regulated by the Rulebook on Student Evaluation and Assessment and the Rulebook on ECTS Credits. Each syllabus specifies the methods of assessment, which include class participation, assignments, seminar work, practical work, colloquia, and final exams. It is clearly stated that each defined learning outcome is assessed separately and that students must achieve at least 50% of the points allocated to each learning outcome in order to pass. The workload and the corresponding ECTS credits are tailored to the type and content of the respective course.

Teachers demonstrated a clear understanding of the importance of designing assessments that reflect the course content and align with the intended learning outcomes. They also reported that they consider the ECTS credit value of each course and the corresponding student workload when developing assessment strategies. Regular internal workshops on assessment methods are provided to support teachers in adopting a fair, consistent and outcomes-based approach to evaluation.

Recommendations:

While current practises are appropriate, it is advisable to continue to provide regular training and opportunities for peer exchange on assessment strategies to ensure consistency and further strengthen outcomes-based evaluation across all units of study.

Quality grade: Fulfilled



IV. Teaching resources and infrastructure

4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes.

Analysis

The documentation contains a list of the teaching staff with their qualifications and workload (Table 5) as well as their teaching tasks over the academic years. It confirms that qualified staff are available and that many courses have already been assigned to permanent staff. The documentation also includes written statements from clinical practise professionals who are willing to work full-time once the programme begins. The CVs of all teaching staff listed are included and confirm their suitability for the subjects assigned. The teaching staff already working at the Polytechnic are professionally competent and have experience in higher education. The clinical staff assigned to the nursing subjects have many years of relevant experience and are clearly committed to full-time employment after the start of the programme. Although the exact teaching load could not be finalised during the visit, as many of the future lecturers are still working in the clinic, it was explained that the teaching commitments would be appropriately distributed among the staff. This is also reflected in the structure of the curriculum, which has a balanced distribution of subjects. However, the exact distribution of contact hours between senior lecturers and co-lecturers has yet to be determined as the programme is not yet operational.

Quantitative data as stated in the documentation:

- number of full-time teachers in the first year of the proposed study programme: 11 out of 17 courses (64.7%) in the first year are covered by full-time teachers employed at the Polytechnic (Table 5).
- the teacher-student ratio at the HEI: 1:9, as stated in the documentation.
- the total annual teaching load at the HEI: In accordance with legal requirements (exact percentages per person listed in Table 5);
- the total load per teacher is documented and does not exceeds the prescribed limits.

Recommendations: The institution is encouraged to finalise and transparently document the distribution of teaching hours and responsibilities among all staff, especially for courses involving several lecturers. Clear workload planning will be essential once clinical staff transition to full-time academic roles. Care should continue to be taken to ensure that the programme adheres to legal and professional standards as it is scaled up.

Quality grade: Fulfilled

4.2. The qualifications and professional experience of external associates are appropriate for the delivery of the study programme and the achievement of the intended learning outcomes.

Analysis:

According to the documentation (pp. 26–27), the external staff proposed to teach on the programme have appropriate qualifications and extensive professional experience in relevant healthcare institutions. Their CVs and written statements of intent to participate in the programme are included in Table 5 and the annexes. It is noted that the practitioner experts will make an important contribution to the delivery of the programme and the achievement of the learning outcomes, particularly through clinical teaching and mentoring.

The institution has secured external associates with a strong professional background and many years of experience in clinical nursing practice. These experts will play a key role in the delivery of clinically orientated courses and the supervision of practical training. During the site visit, the expert panel also visited the General Hospital in Gospić, where part of the clinical training will take place. It was confirmed that the clinical exercises will be led by qualified nurses with relevant professional qualifications and extensive practical experience. Their involvement ensures that students receive practical, hands-on teaching that is aligned with the intended learning outcomes. The institution is also committed to supporting these external associates in the transition to academic teaching, particularly through mentorship and pedagogical guidance.

Recommendations: /

Quality grade: Fulfilled

4.3. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes.

Analysis:

The documentation (pp 27–28) states that the institution provides a total of 820 m² of existing space, to which a further 635 m² has recently been added. This ensures sufficient infrastructure for students and staff. The institution confirms that the required minimum of 1 m² per student is met. Facilities include equipped classrooms, IT-supported teaching rooms and a library with relevant literature and access to 52 bibliographic databases.

The documentation provides detailed spatial data and confirms that the premises comply with legal requirements regarding student capacity. Table 6 outlines the available infrastructure, including classrooms and library space, supporting the effective delivery of the study programme.

During the site visit, the institution gave a tour of its premises and showed that the classrooms and teaching spaces are well equipped and that additional space has been



created to meet the needs of the new programme. A new library has also been set up. At the General Hospital in Gospić, where some of the clinical training will take place, it was explained that the simulation and skills labs will be shared with the local secondary nursing school. Following the visit, the facility presented additional photos showing the existing simulation equipment and partial body simulators. The infrastructure appears to be appropriate and aligned with the intended learning outcomes of the programme.

Recommendations: /

Quality grade: Fulfilled

4.4. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.

Analysis:

The documentation (pp 28–29) states that a new library has been set up in the institution, equipped with relevant literature in the field of nursing and health care. The library provides access to 52 bibliographic databases and is integrated into the Croatian library information system. Table 7 lists the available textbooks, scientific journals and other resources necessary for the implementation of the study programme. Digital access to the materials is also supported.

During the site visit, it was confirmed that the designated space for the library has been built but is not yet fully furnished or operational. At the time of the visit, the space was empty and the furnishing and equipping of the library was still in progress. The institution assured the panel that the library will be operational by the start of the programme, relevant literature will be sourced and digital access to databases will be provided.

Recommendations: It is recommended that the institution prioritises the completion and equipping of the library before the start of the academic year.

Quality grade: Fulfilled

4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and quality delivery of the proposed study programme.

Analysis:

The HEI has submitted a detailed revenue projection (Table 8) and confirmed the financial support of the local municipality. Although no formal programme agreements have been made, the institutional and infrastructural support from the municipality provides a realistic and stable financial basis for the proposed study programme.



The self-evaluation report describes the expected sources of funding, including local municipality support, internal budget allocations and expected tuition fees. Table 8 provides a detailed financial plan to cover the costs of staff, infrastructure, equipment and other programme-related expenses.

During the site visit, the institution confirmed the strong financial support from the local municipality, which includes ongoing operations and infrastructure development. The municipality has also provided the premises for the institution and is actively involved in planning future investments, including the construction of a student residence. This partnership ensures a stable foundation for the launch and long-term viability of the study programme. The financial plan appears realistic and well aligned with the needs of the programme.

Recommendations: /

Quality grade: Fulfilled



FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

a. ☒ **ISSUE A LICENSE, rationale**

b. ☐ **DENY THE REQUEST FOR ISSUING A LICENSE, rationale:**



ANNEXES

1. Quality grade summary - tables

<i>Quality grade by assessment area</i>			
<i>Assessment area</i>	Not fulfilled	Partially fulfilled	Fulfilled
<i>I. Internal quality assurance</i>			X
<i>II. Study programme</i>			X
<i>III. Teaching process and student support</i>			X
<i>IV. Teaching resources and infrastructure</i>			X





<i>Quality grade by standard</i>			
<i>I. Internal quality assurance</i>	Not fulfilled	Partially fulfilled	Fulfilled
1.1. Clear justification for the introduction of the new study programme has been provided with regard to the mission and strategic goals of the higher education institution, as well as economic and societal needs.			X
1.2. The study programme has undergone an appropriate internal quality assurance process and has been formally approved by the higher education institution.			X
1.3. The higher education institution will collect, analyse and use relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy.			X
1.4. The higher education institution informs the public about the study programmes it offers, as well as plans to offer new programmes, i.e. changes made to existing ones.			X



<i>Quality grade by standard</i>			
<i>II. Study programme</i>	Not fulfilled	Partially fulfilled	Fulfilled
2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register.			n/a
2.2. The intended learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF and EQF level.			X
2.3. The intended course outcomes are aligned with the intended learning outcomes at the level of the study programme.			X
2.4. The study programme content allows students to achieve all the intended learning outcomes.			X
2.5. ECTS distribution is aligned with the anticipated actual student workload.			X
2.6. Student/professional practice is an integral part of the study programme (if applicable).		X	
2.7. If the completion of the study programme allows students access to a regulated profession, the programme is aligned with national and European regulations and the recommendations of national and international professional associations.			X



<i>Quality grade by standard</i>			
<i>III. Teaching process and student support</i>	Not fulfilled	Partially fulfilled	Fulfilled
3.1. Admission requirements and criteria as well as the admissions procedure are clearly defined and transparent, and guarantee that students will possess the necessary prior knowledge.			X
3.2. The planned teaching methods guarantee student-centred teaching and the achievement of all intended learning outcomes.			X
3.3. The higher education institution has provided evidence that adequate support will be ensured for future students.			X
3.4. Objective and consistent evaluation and assessment of student achievements are planned so as to ensure the achievement of all intended learning outcomes.			X



<i>Quality grade by standard</i>			
<i>IV. Teaching resources and infrastructure</i>	Not fulfilled	Partially fulfilled	Fulfilled
4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes.			X
4.2. The qualifications and professional experience of external associates are appropriate for the delivery of the study programme and the achievement of the intended learning outcomes.			X
4.3. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes.			X
4.4. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.			X
4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and quality delivery of the proposed study programme.			X

**2. Site-visit Protocol**

**Inicijalna akreditacija
sveučilišnog
stručnog studija
Sestrinstvo na Veleučilištu
Nikola Tesla u Gospiću**

**Initial accreditation
of professional undergraduate
study of Nursing at Polytechnic Nikola tesla in
Gospić**

PROTOKOL POSJETA / SITE VISIT PROTOCOL

Mjesto događanja / Venue

Gospić

	Ponedjeljak 28. travnja 2025.	Monday April 28th 2025
11: 00- 11:45	Sastanak s Upravom veleučilišta <i>(bez prezentacije)</i>	Meeting with the Management of HEI <i>(no presentation)</i>
11:45 - 12:30	Sastanak s voditeljem studijskog programa	Meeting with the leader of the study programme
12:30 - 12:40	<i>Pauza i interni sastanak članova Stručnog povjerenstva</i>	<i>Break and internal meeting of the panel members</i>
12:40- 13:25	Sastanak s nastavnicima veleučilišta koji će biti angažirani na studijskom programu <i>(u stalnom radnom odnosu - nisu na rukovodećim)</i> i vanjskim suradnicima	Meeting with teachers <i>(full time employed - except those in managerial)</i> and external associates
13:25 - 14:45	Radni ručak	Working lunch
14:45 - 16:00	Obilazak veleučilišta <i>(knjižnica, nastavni kabineti, praktikumi, ured za studente, predavaonice)</i>	Tour of the HEI <i>(library, teaching offices, Office for students, classrooms)</i>
16:00- 16:30	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva,	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
16:30 - 17:00	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
17:00 - 17:30	Interni sastanak članova stručnog povjerenstva – priprema za završni sastanak	Internal meeting of the panel members – preparation for the exit meeting
17:30- 17:45	Završni sastanak s upravom	Exit meeting with the Management of HEI

