



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF MARITIME STUDIES UNIVERSITY OF RIJEKA**

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MAMFORCE



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INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Maritime Studies, University of Rijeka.

Members of the Expert Panel:

- Prof. Monica Lundh, Chalmers University of Technology, Panel chair,
- Prof. Izvor Grubišić, Faculty of Mechanical Engineering and Naval Architecture University of Zagreb, member,
- Prof. Ehsan Mesbahi, University of the West of Scotland, member,
- Prof. Pero Vidan, Faculty of Maritime Studies University of Split, member,
- Božen Cvitković, Faculty of Maritime Studies University of Split, student member.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management;
- Self-evaluation Report committee and Quality Management System Coordinator;
- Head of the International Projects Centre,
- Alumni;
- Students;
- Heads of departments;
- Full-time teaching staff;
- Teaching assistants;
- Heads of research projects;
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, school boat “Kraljica mora”, simulators, laboratories, workshops, library, IT classroom, classrooms and attended sample lectures.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Maritime Studies, University of Rijeka, on the basis of the Faculty of Maritime Studies self-evaluation report, other relevant documents and site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution;
- Brief analysis of the institutional advantages and disadvantages;
- List of institutional good practices;
- Detailed analysis of each assessment area, recommendations for improvement and quality grade for each assessment area;
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard;
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol);
- Summary.

In the analysis of the documentation, site visit to the Faculty of Maritime Studies, University of Rijeka, and writing of the Report, the Expert Panel was supported by:

- Maja Šegvić, coordinator, ASHE,
- Matan Čulo, assistant coordinator, ASHE,
- Aleksandar Šušnjar, interpreter at the site visit, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities

3. issuance of a letter of expectation with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Maritime Studies, University of Rijeka

ADDRESS: Studentska ulica 2, 51000 Rijeka

DEAN: Associate Professor Alen Jugović, PhD

ORGANISATIONAL STRUCTURE:

The Faculty's organizational units are: departments, divisions, laboratories, centres, higher education library and professional services.

Department is the basic organizational unit of the Faculty which is established for the performance of teaching from related courses of one or more study programmes and performing scientific-research and professional work. The Department is the holder and leader of a particular study programme. The Faculty has the following Departments:

- Department of Naval Engineering and Energetic;
- Department of Electrical Engineering, Automation and Informatics;
- Department of Nautical Sciences;
- Department of Technology and Organization in Maritime Affairs and Traffic.

The Division is the organizational unit established for the performance of classes from related courses that are performed on several study programmes and for the purpose of performing scientific and research work but is not the holder or the head of the study programmes. The following divisions have been set up at the Faculty:

- Department of Social Sciences;
- Department of Natural Sciences;
- Foreign Language Department.

The Laboratory is the organizational unit of the Faculty of Maritime Studies established within the Departments or Divisions for performing: a) scientific and professional research and projects and b) practical and demonstration part of the teaching.

To carry out special scientific or high-level jobs from the Faculty's activities, special organizational units, Centres are established: a) Maritime Training Centre and Lifelong Learning and b) Centre for International Projects.

STUDY PROGRAMMES:

Undergraduate university study programme:

- Marine Engineering;
- Marine Electronic Engineering and Information Technology;
- Logistic and Management in Maritime Industry and Transport;
- Nautical Studies and Maritime Transport Technology;
- Technology and Organization of Transport.

Graduate university study programme:

- Marine Engineering and Maritime Transport Technology;
- Marine Electronic Engineering and Information Technology;
- Logistic and Management in Maritime Industry and Transport;
- Nautical Studies and Marine Transport Technology;
- Technology and Organisation of Transport.

The Faculty is also holder of postgraduate inter-university study “Maritime Studies” which it performs together with the Maritime Department of the University of Dubrovnik, Maritime Department of the University of Zadar, Faculty of Maritime Studies of the University of Split, Ministry of Defence of the Republic of Croatia – Croatian Defence Academy “Dr. Franjo Tuđman”, Croatian Navy and Hydrographic Institute of the Republic of Croatia.

NUMBER OF STUDENTS: 1875

Full-time students: 1332

Part-time students: 543

NUMBER OF TEACHERS: 55

Appointed into scientific-teaching grade: 50

Appointed into teaching grade: 5

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The College of Maritime Studies was founded in Rijeka in 1949 according to the regulations of the Government of the Federal People's Republic of Yugoslavia. It later transformed into the Faculty of Maritime Studies, which has continuously operated until today.

In Academic year 2013/2014 all undergraduate study programmes, and in Academic year 2014/2015 all graduate study programmes were modified and supplemented.

The Centre for International Projects was established in 2017 to carry out the Faculty's special scientific or high-level affairs from the domain of its activities. The Centre aims to strengthen the administrative capacities of the Faculty in relation to international projects and use research and development programme of the European Union.

The Faculty is the organizer or co-organizer of four conferences and two of them are international. The Faculty has been publishing the scientific journal "Pomorstvo – Multidisciplinary Scientific Journal of Maritime Research" since 1999. In 2017 the Faculty became a co-author of the scientific journal "Pomorski zbornik" which covers thematic areas of technical, social and natural sciences related to maritime affairs, transport and traffic. The Faculty also carries out training programmes, i.e. programmes for continuing professional training of seafarers to acquire the appropriate certificates of competence in accordance with international conventions.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The Faculty has an outstanding reputation of providing excellence in education knowledge transfer and support of maritime industries and all relevant sectors on a national and international level.
2. The Faculty has significant contribution towards all aspects of economic, safety, societal, environmental and industrial sectors within their vicinity, across Croatia and Europe.
3. The Faculty endeavours to make the best use of existing facilities including infrastructure, hardware and software and has a clear plan for further development and improvement of such facilities to support its educational and scientific ambitions.
4. Excellence, energy, commitment and a sense of belonging from staff, students and alumni towards the Faculty and its strategic objectives were clearly observed and evidenced.
5. We would like to commend the inclusive, engaging and supporting Faculty leadership with a clear development path, aspirations for change and upward trajectory of quality in all aspects of academy activities.

DISADVANTAGES OF THE INSTITUTION

1. The Faculty will certainly benefit by reviewing, streamlining and updating modules and programmes' contents and structures in addition to educational processes.
2. Research and scientific activities in such a diverse and multidisciplinary environment are required to be prioritised, focused and intensified through the development of a formal framework within the Faculty's academic structure.
3. There are clear barriers to diversify students and staff communities which can improve the global engagement development of the skills and academic capacities and capabilities.

4. Sectoral benchmarking and comparison with competitor maritime institutions across Europe and internationally proves that student to staff ratio is in need of improvement.
5. The infrastructure and historic buildings could be improved to increase participation and provide more comfort to students and staff with special needs.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Alumni work;
2. Monitoring of students;
3. Lifelong learning;
4. Cooperation with employers;
5. Dedicated leadership;
6. Providing opportunities for improvement of teaching competencies.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis:

The Faculty has established a functional internal quality system and is now in the process of adjusting their quality system to comply with ISO 9001:2015 standard. They have strategies on how to work with previous recommendations and continuously uses different digital systems (e.g. ISVU and MOZVAG) to collect and analyse data to work with quality improvement. However, the reporting of non-conformities is low.

The students are, at the beginning of their studies, introduced to how to address academic integrity, ethical aspects and plagiarism. Corresponding documentation is found on the Faculty webpage, although it is in Croatian.

The Faculty has a clear strategy on how to interact and contribute to the community and the economy. It also interacts with society in a commendable manner through e.g. company teaching, organizing conferences, communication through different media channels and social media, and also encourages the public to visit the Faculty.

Recommendations for improvement:

1. The quality systems have few non-confirmative reports. The Faculty is **recommended** to encourage the staff to actively use the quality system and the opportunity to file non-conformity reports to increase the knowledge of the role of the quality system and to make it a “living document” and support quality development.
2. It is **advised** to implement STCW assessment of STCW programmes. All changes of STCW convention must be refreshed in programmes. Regarding that, new procedures of such action must be written.
3. Continue and follow the plans for implementations of received recommendations from previous evaluations.

Quality grade: Satisfactory level

II. Study programmes

Analysis:

Syllabi of study programmes are not updated in a proper way. ECTS allocation is incorrect or not calculated adequately. Required reading is obsolete and there is no literature approved by the IMO. Lessons and exercises have no alignment and connections in all observed studies. On the graduate level, examination methods have not been described (empty) and in most subjects, there is no seminar work. Seminar work, projects and mentorship are more suitable for the graduate level of studying. The Faculty of Maritime Studies in Rijeka publishes up-to-date versions of study programmes in Croatian only. The Panel found that the study programmes are not aligned with CroQF and EQF.

The higher education institution records the changes to study programmes and analyses their fitness for purpose together with alumni and stakeholders.

Recommendations for improvement:

1. **It is highly recommended** to revise all study programmes, with attention to their Learning Outcomes and Assessments.
2. **It is highly recommended** to revise and update references, course materials, literature and educational sources and to use older literature only as additional source.
3. It is **recommended** to review and realign and correlate Intended Learning and Skills outcome with market demands, technology-driven content and information from stakeholders with enrolling quotas and outcomes of programmes.
4. It is **highly recommended** to publish revised programme and module descriptors in English, both in print, electronically and on the website.
5. It is **recommended** to increase internationalisation of available programmes as a way of better cooperation with the European academic community and contribution in education in the EU.
6. It is **highly recommended** to allocate the ECTS taking into account the workload of the student, number of lessons and number of hours in studying for exam.
7. It is **recommended** to allocate more ECTS and more lessons on subjects relating to student practice, which is considered as a good practice of higher education institutions.

8. For lifelong learning programmes it **is recommended** to develop a Syllabus in accordance with the standard form used in the rest of study programmes.

Quality grade: Minimum level

III. Teaching process and student support

Analysis:

The Faculty successfully informs and collects information from students. Students are acquainted with the obligations they have to fulfill in order to successfully enroll in the Faculty or continue their studies at the Faculty, as well as with their progress during the studies. A more detailed analysis and follow-up of these subjects would make it easier for the Faculty to improve them.

The Faculty ensures student-centred learning and encourages various modes of programme delivery. They should continue such a practice, especially concentrating on increasing the practical teaching and implementing more research-based learning, problem-solving and creative and critical thinking.

The student support the Faculty ensures is adequate and the students are very satisfied in that sense. Improvement should occur in motivating students from vulnerable and under-represented groups to enroll in this Faculty and in making a thorough description of the procedures of adjusting to such students.

The students are allowed to gain international experience. They are informed about the opportunities for completing part of their studies abroad and satisfied with the support the Faculty provides them in that sense.

Although according to the Act on Scientific Activity and Higher Education, Article 79, the HEI can perform teaching in a foreign language in addition to Croatian, it is a barrier as it requires more resources and time for the professors to offer this to foreign students. To attract foreign students the Faculty needs to invest in these activities.

Efforts should be made to better ensure an objective and consistent evaluation and assessment of student's achievements. The assessment criteria, marking schemes and assessment methods should be better aligned with the learning outcomes.

The Faculty is responsible for the employability of graduates and should continue and enrich their already excellent cooperation with the employers.

Recommendations for improvement:

1. It is **highly recommended** that the amount of teaching performed on simulators, in laboratories and on the field be increased, even though the existing level is satisfactory.
2. It is **recommended** that all professors revise their teaching methods and implement different forms of teaching methods where possible.
3. It is **recommended** that the Faculty invest more in the motivation of students from vulnerable and under-represented groups to apply for a study at this Faculty, through their web site or leaflets.
4. It is **recommended** that the Faculty provide detailed information about the programmes, courses and other information in English in print and on the website so that foreign students can better understand the possibilities of studying at this Faculty.
5. It is **highly recommended** that marking and evaluation criteria for all courses, in particular for Final Year Projects, be clarified and explained in the course and programme descriptors.
6. It is **strongly recommended** that assessment criteria, marking schemes and assessments methods be clearly aligned with intended learning and skills outcomes.

Quality grade: Minimum level

IV. Teaching and institutional capacities

Analysis:

The visit by the panel members to the Faculty of Maritime Studies in Rijeka clearly indicates that a great care is taken by the Faculty management to rationally manage and steadily improve teaching and institutional capacities.

The student-teacher ratio of close to 25:1 is within the required standards but it is rather high for the type of study. The interview with the staff indicates that the ratio should be brought below 20 students per teacher.

Teacher workload is individually variable but generally on the high side. It is evident that measures are taken by the management to better balance the teaching workload.

Hiring procedure is aligned with the HEI's development goals, relevant legislation and international regulations. In this respect the requirements of the STCW Convention are taken into account. In the selection, appointment and evaluation of teachers, the HEI considers their relevant past activities. Teacher recruitment procedures are appropriately regulated, transparent, consistently applied and implemented. The HEI has appropriate methods for selecting the best candidates for each position and uses competitive, excellence-based recruitment criteria in addition to the minimum requirements prescribed by the national legislation.

The teaching language is Croatian with the consequence that the selection of teachers and students is constrained to Croatian speakers. In most cases there is only one candidate for the vacant position.

In accordance with the Croatian legislation the HEI uses objective and transparent academic promotion procedures based on assessment and rewarding of excellence. All teacher achievements are registered and all achievements are graded and taken into account when considering teacher advancement.

The HEI provides opportunities for the compulsory improvement of teaching competencies for all junior teachers while for other teachers the participation is recommended.

Teachers participate in international mobility programmes, projects and networks, especially according to the requirements of the STCW Convention. The non-teaching staff mobility is low.

The projects related to mobility were supported by approximately EUR 34,000 in the last 5 years. Additional training in improving software skills was provided.

The HEI plans and improves the infrastructure development, in line with the strategic goals. To some extent the development is constrained because the HEI is located in a historic building where each intervention is much costlier than in modern buildings.

The space, equipment and the entire infrastructure are appropriate for the delivery of study programmes and ensuring the achievement of the intended learning outcomes.

There are 3.7 students per computer. It appears that this number is satisfactory due to the fact that many students, researchers and teachers have their own computer. Maintenance and eventual replacement of IT equipment is carried out regularly.

The space, equipment and the entire infrastructure is appropriate for the implementation of scientific and professional activities. The student-oriented space provides about 2.5 sq. meters per full-time student.

The laboratory space is put to multiple uses (education and research) and it is adequate for research programmes. Some neglected basement spaces are in the process of adapting to the laboratory space.

Open-air student training facilities are provided in the port of Rijeka, where lifeboat training and rowing activities are performed. This facility will shortly be moved to a new location providing more sea space and additional 650 sq. m of covered space.

The library resources were found in a very good condition. Student-oriented up-to-date teaching materials as well as research-oriented materials are available in sufficient numbers. The library is subscribed to appropriate bibliographic databases and databases with full-text access. Network library catalogue is available and repository of the final, graduate, specialist, and PhD theses is structured and catalogued.

According to the financial statements for 2017 the HEI operated positively and financial resources were rationally managed. The HEI revenues from all sources for the previous year amounts to EUR 5,462,162, i.e. EUR 52126 per person employed or EUR 2913 per student.

Recommendations for improvement

1. It is **recommended** to increase the number of the teaching staff, preferably from a diverse range of nationalities and expertise (for example temporary, visiting or part-time academics) subject to the favourable student review indicators.
2. It is **recommended** to widen the pool of candidates for teacher's positions by gradually introducing courses delivered in the English language. Maritime studies are a *par excellence* international endeavour and the responses from the teachers and students are favourable in this direction.
3. It is **recommended** to allocate more funds to teacher mobility and so attract more incoming foreign academics.
4. It is **recommended** to further increase available student-oriented space by putting some of the corridor spaces to student use (it has been done in some universities with considerable success). Providing narrow benches

equipped with electricity, net connection and with adequate seats may be a small but efficient investment.

Quality grade: High level

V. Scientific/artistic activity

Analysis

The focus on scientific and research activity within the Faculty is clearly evidenced and observed during the visit. The number of research students (those studying towards PhDs) is rising, research income is steadily growing and participation of staff in scientific and research activities is energetic. Participation, commitment and contribution towards scientific and research activities is clearly supported by the Faculty through various mechanisms and internal processes. The staff feel they are in a supportive environment and their achievements and contributions are rewarded. There are a number of indicators that research and scientific activities have been influencing teaching and learning activities and guiding the development of subjects and programmes.

There is a number of wide-ranging and multidisciplinary research and scientific activities. This has provided a unique strength to the Faculty and has introduced an effective platform for partnership and collaboration across individuals within the Faculty and beyond.

The quality of scientific outputs and impacts are high, but the volume and quantity could be significantly improved. International research collaborations are existent, but rather limited and low for a subject, which by its true nature, is very international. Similarly, presence and impact at the international level is lower than expected. External research income, from outside the university/Croatia and outside the EU are very low or non-existent. Due to language and other barriers, it is obvious that the Faculty is not able to diversify researchers and academics by recruiting and attracting non-Croatian research talent to their teams. This has obviously hindered potentials and opportunities for the Faculty to have a more international impact and outcomes.

There is also a clear lack of a framework for thematic research, where the true advantages of multi- and interdisciplinary research could be realised. Organic research groupings, discipline-focused research leadership and internal arrangements to develop cross-communication across various themes are non-existent.

Recommendations for improvement:

1. It is **highly recommended** to establish a “*Faculty Research Framework*” and *thematic grouping*, as a single platform for the identification of research priorities in accordance with Croatian and European thematic research areas. Engaging with leading subject experts as coordinators of each theme could act as catalyst for engaging all relevant academics, to facilitate translation of their brainstormed research ideas into potential research funding opportunities “outside” the university.
2. It is **strongly recommended** to provide a strategic shape and direction by establishing a “*Faculty Engagement Framework*”. This should provide a clear highlight of the Faculty’s strengths by categorising and grouping their expertise in relevance to the challenges surrounding all maritime sectors. Additionally, this platform should act as an engagement catalyst for both internal experts as well as external benefactors.
3. It is **recommended** to allocate the appropriate level of funding and support to offer a number of competitive “PhD Scholarships” to academics based on excellence and relevance of research topics/students with the potential to attract national and international PhD candidates.
4. It is **highly recommended** to develop systematic and formal links between these two main lines of academic activities in Teaching and Research:
 - a. To formally introduce the option of preparing Final Year Projects (10-15 ECTS) in the shape of a conference or journal paper. These do not necessarily have to be published.
 - b. To formally introduce mandatory 5-10 ECTS into all PhD programmes to participate in teaching or educational activities (mentoring, supervising, tutoring, supporting other academic/teaching activities).

Quality grade: Satisfactory level

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

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

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis:

The quality assurance system of the Faculty embraced all activities at the Faculty including the study programmes, teaching processes, student support, support to students from under-represented groups, learning resources, scientific activities, professional activities, etc. The underlying documentation describing these activities is available on their website. The Faculty also has ISO system required by the Ministry of the Sea, Transport and Infrastructure of the Republic of Croatia.

The Faculty has a clear quality assurance policy which includes a research strategy involving a period of three years. They have also worked on a SWOT analysis which was provided in the Self-Evaluation Report covering their five key areas: Teaching Component, Studies; Student and Life-Long Learning; Scientific Research Capacities; Human, Financial and Material Resources; Connection with the community and Economy; and Economy and harmonization with the needs of the community. The SWOT analysis was developed for the period 2018–2025.

The Self-Evaluation Report, the documentation provided at the site visit and interviews confirmed that the Faculty utilizes various methods to collect data from all parts of their activities with the purpose of improving quality. The system also seeks to involve all stakeholders but the interviews gave evidence of very few reported non-conformity reports which could indicate a lack of engagement in the quality assurance work from various stakeholders.

The Expert Panel checked the following documents: Quality Assurance Policy (ISO), strategies of the Faculty, analyses based on gathered data and feedback from various stakeholders and examples of improvement regarding gathered information. These documents are part of ISO, internal judgments in the period 2005–2010.

Recommendations for improvement:

1. The quality systems have few non-confirmative reports. The Faculty is **recommended** to encourage the staff to actively use the quality assurance system and the opportunity to file non-conformity reports to increase the knowledge of the role of the quality assurance system and to make it a “living document” and support quality development.
2. It is **advised** to implement STCW assessment of STCW programmes. All changes of STCW convention must be updated in the programmes. Regarding that, new procedures of such action must be written.
3. A person in charge of implementation and following the STCW requirements **should be** designated.

Quality grade: Satisfactory level

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

Analysis:

The Self-Evaluation Report and the interviews discussed how the Faculty has addressed the recommendations from previous internal and external evaluations. These previous recommendations have been addressed through a series of actions and analyses. The provided material and interviews with the members of the Faculty gave evidence of how the Faculty continues the work of implementing recommendations. The identified recommendations are addressed through the Action Plans and the procedures are coordinated by the Quality Committee, Teaching Committee and the Dean Collegium and finally presented to and accepted at the Faculty Council sessions. According to table 1 in the Self-Evaluation Report only a few recommendations remained unsolved (e.g. teachers' workload and consistency between the webpage in Croatian and English). Although not fully resolved, the Faculty had addressed them and had a plan on how to continue addressing these issues. The Faculty is now also in the process of adjusting their quality assurance system to comply with ISO 9001:2015 standard. This work is estimated to be completed in March 2018.

The Panel checked the following documents during the assessment: Action plan and reports on the implementation of the action plan, based on recommendations of the expert panels from previous evaluations, Examples of results achieved based on recommendations from previous evaluations (EMSA report from assessment, Addition

to the report from the Faculty of Maritime Studies in Rijeka regarding EMSA report, ISO evaluation).

Recommendations for improvement:

1. Continue and follow the plans for implementations of received recommendations from previous evaluations.
2. A few of the previous recommendations have not been addressed or have been dealt with in a wrong way. New programmes with the new learning outcomes have passed levels of quality on the Faculty and university level without clear objectives. Despite that, learning outcomes are not adequate and need to be adjusted. Improvement is needed, of both the programmes and the system.
3. The ratio of student and teachers is within the recommended limits, however, it is strongly recommended that additional teacher positions be provided.

Quality grade: Satisfactory level

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

Analysis:

As a base line, first-year students are, at the start of their first semester, introduced by the Vice Dean of Education to their rights and obligations. On this occasion students are also given the Handbook for first-year students. To address academic integrity and freedom the Faculty uses its quality policy to ensure transparency in work by addressing the importance of moral principles and ethics. Information about plagiarism is found in a document (in Croatian) published on the Faculty's webpage. Furthermore, all final papers and theses produced by postgraduates are verified for plagiarism via the information system. The results of this are analysed by the teaching staff to ensure the originality of the students' work.

To follow up on this policy the Faculty has also appointed an Ethics Committee which is responsible for the monitoring and implementation of the Code of Ethics. The committee consists of two teachers and one student appointed by the Faculty Council. The Faculty also has a Rulebook on Disciplinary Responsibility which they comply with as well.

The Panel checked the following documents: Quality policy (available on the website), Code of Ethics (available on the website), Ethics Committee, Procedures of detecting plagiarism, use of plagiarism detecting tools.

Recommendations for improvement:

1. Information about ethics and plagiarism should also be available in English as this would be useful for the ERASMUS students.
2. The ethics committee does not meet. Although there have not been any ethics violation cases, they should meet regularly, in order to improve the work on ethical issues.
3. Recommendations of OEZVO (Committee for ethics in science and higher education) should be implemented in the ethical and plagiarism procedures.
4. Limits of copied text and definition of plagiarism text should be noted.

Quality grade: Satisfactory level

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).

Analysis:

The Faculty's website is the primary source of information about the Faculty. Most of the information concerning the Faculty and its activities can be found there. However, the information on study programmes and other activities are in Croatian and can only be found in English to a certain level.

The Faculty encourages the public to visit by organizing different public events such as University Fair, Open Door Days and invites pre- and elementary school groups to popularize science and higher education. The Faculty also cooperates with a local museum and has a permanent exhibition in their facilities to attract the public.

The Faculty uses different digital systems e.g. ISVU (Information System for Higher Education Institutions) and MOZVAG (Information System for the Support of Evaluation Procedures Implemented by the Agency for Science and Higher Education – AZVO/ASHE) to collect and analyze the data related to student performance, study programmes and teachers. This data is used for the annual analysis for the evaluation of activities and performance.

During assessment, the Panel checked the following documents: Information on co-operation with high schools and programmes organized for prospective students, Examples of public actions and practices of the higher education institution related to public information.

Recommendations for improvement:

1. It is **strongly recommended** to provide all information found on the websites in both Croatian and English.
2. It is **strongly recommended to** disseminate student-related information in accordance with the Data Protection and Privacy Acts, mainly to avoid the possibility of revealing the name and details of students and their assessment marks.

Quality grade: Satisfactory level

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

Analysis:

The higher education institution contributes to the foundations of the academic profession and to the development of maritime education in Croatia, as well as to the accountability of teachers for the development of the university and the local community.

In the Self-Evaluation Report the Faculty also states they have clearly indicated in their strategy for 2011-2016 the importance of connecting and contributing to the community and the economy. This was further confirmed through interviews with industry representatives who stated that their firms expanded due to the opportunity to hire students from the Faculty. Further evidence was given by crewing companies who hired students from the Faculty and even pointed out a future need for more marine engineers.

The Faculty interacts with society through company teaching, organizing conferences, communication through different media channels and social media. They also attract the public to the Faculty by arranging a permanent exhibition (SS Titanic) that is open for everyone. They also arrange for an annual carrier day where students and future potential employers can meet and they also give a major contribution to the Science Festival of the University of Rijeka.

The Panel checked the following documents during the evaluation: Evidence of research-related activities (projects and elaborates), Evidence of teaching-related activities, Evidence of activities related to social engagement of the existing intellectual, human and physical resources of the higher education institution, Volunteer contribution to the community (Contract about public procurement: Service of making of an elaborate about technical options and characteristic of traditional boats-project “Mala barka”: Saving of traditional boat of North Adriatic”).

Recommendations:

-

Quality grade: High level

II. Study programmes

2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.

Analysis:

There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the Strategy of the University of Rijeka defined for the period 2014–2020. Goals of all study programmes are aligned with goals which have been implemented in the Development Strategy of the Faculty of Maritime Studies in Rijeka for the period 2011–2016. The justification for delivering study programmes is provided and includes an analysis of resources of the higher education institution required for delivering study programmes. The Faculty has fulfilled all requirements regarding justification of programmes using the project KIKLOP where stakeholders have been advised regarding study programmes, approval of the Ministry of the Sea, Transport and Infrastructure (STCW Convention) and review from evaluators (independence review). Following these demands, the Faculty obtains a Special programme of Education for Seafarers as type of a lifelong learning programme as a response to the demands of the labour market.

The Faculty had supervision from professional organisations (ASHE, Ministry of the Sea, Transport and Infrastructure, EMSA) who gave minor directions and remarks on

programmes. Demands from the international labour market significantly influenced the content of programmes and admission quotas.

The Faculty has implemented quality policy of ISO 9001, which consists of procedures of upgrading programmes. This policy has been checked and renewed annually by the Croatian Register of Shipping and Bureau Veritas which issues a certificate of quality. The Faculty follows quality procedures, which have been implemented by the University of Rijeka.

This Panel checked the List of study programmes, Analysis of justification for delivering a study programmes, Evidence of the implementation of recommendations from professional organisations (Harbour Masters' Office, reaccreditation 2012, Croatian Register of Shipping 2017).

The Panel also checked the analysis of graduate employment carried out by the management of the Faculty and the Ministry of the Sea, Transport and Infrastructure.

The Panel checked the following documents: List of study programmes' general goals, Evidence on the implementation of recommendations from professional organisations, Data on graduate employment, Alignment with the Croatian Employment Service recommendations regarding the admission policy.

Recommendations for improvement:

1. It is **highly recommended** to limit and regulate the number of attempts that students can repeat a module or subject after unsuccessful examination(s). This practice already exists on other Croatian universities. This is considered as an important factor in reducing the workload of human resources.

Quality grade: Satisfactory level

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

Analyses:

The Faculty of Maritime Studies in Rijeka has not clearly defined the learning outcomes of the study programmes on an undergraduate and graduate level (Marine Engineering and Maritime Transport Technology, Marine Electronic Engineering and Information Technology, Logistic and Management in Maritime Industry and Transport, Nautical Studies and Marine Transport Technology, Technology and Organisation of Transport

Programmes). Programmes are available on the webpage, but only in Croatian. Bloom taxonomy and Dublin descriptors were not used for most of the courses. STCW subjects have no recommended literature for students, which is approved by the IMO. The Faculty of Maritime Studies in Rijeka has no effective mechanisms for assessing and ensuring that the intended learning outcomes at the level of courses are aligned with the learning outcomes at the all observed programme levels. In the undergraduate study programme Marine Engineer, some of recommended literature is rather obsolete (for example: Mikulicic: *Motori I*, 1976; Krpan: *Prednabijanje motora....*1976; *Mechanism and vibrations* 1964). In the undergraduate study programme Nautical Studies and Marine Transport Technology, in the course *Construction of vessels*, basic literature is from 1968; in the course *Facilities of maritime traffic*, basic literature is from 1968 and 1954, etc.

In the graduate programmes, outcomes are at a basic level on some courses, for example *introduction on basic level...* (for the course *Numerical methods in engineering*). Basic level of teaching is not appropriate for a graduate level.

Lessons and exercises have no alignment and connections in all observed studies. On a graduate level, examination methods have not been described (empty) and in most courses, there is no seminar work. Seminar work, projects and mentorship is more suitable for a graduate level.

The Panel checked the Regulations on studying, Study programme syllabi and curricula with learning outcomes of all study programmes, Diploma Supplement, Graduate employment analysis, Feedback from graduates, their employers or associates during the interview with Alumni and stakeholders, Feedback from students in meeting with students, Alignment of the study programmes with recommendations of professional associations, (EMSA), Participation in the EU project for the purpose of alignment with the CroQF standards, Table 2.1 from the MOZVAG database which has been delivered in the Analytics.

Recommendations for improvement:

1. **It is highly recommended** to revise all study programmes, with attention to their Learning Outcomes and Assessments.
2. **It is highly recommended** to revise and update references, course materials, literature and educational sources and to use older literature only as additional source.
3. **It is highly recommended** to use new literature and learning resources recommended and approved by the IMO.

4. **It is highly recommended** to denote and adjust a place of keeping lessons (plan and location) in the syllabi.
5. **It is highly recommended** to use CroQF and EQF level descriptors for both levels for learning outcomes.
6. **It is highly recommended** to make clear alignment and relevance between learning outcomes, lessons/exercises and methods of assessments (summative and formative).
7. It is **highly recommended** to develop specific “module descriptors” for Final Year Projects, with a clear set of learning outcomes, assessment criteria and marking scheme (rationale for marking) for each element of the summative assessments.

Quality grade: Minimum level

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis:

The higher education institution doesn't ensure the achievement of intended learning outcomes of the study programmes it delivers which has already been explained in chapter 2.2. Although the Faculty of Maritime Studies in Rijeka has participated in the Quality Improvement Project within the Croatian Qualifications Framework (HKO/CQF) with the aim of developing occupations and qualifications standards and modernizing study programmes based on learning outcomes according to the needs of the labour market (KIKLOP project), the Panel found that outcomes are not written in good form for both levels of study.

The higher education institution does not continually revise and improve the teaching process based on evidence of the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.) because the intended learning outcomes are not appropriately defined and there is no clarity or relevance between assessment methods and the learning outcomes (as it is noted in chapter 2.2.).

The Panel checked available documents: Feedback from graduates, their employers or associates received at the meeting, Feedback from students and external stakeholders received at the meeting, Examples of oral exams, seminar papers, project tasks, etc., Final theses and exams, Methods of assessment of the intended learning outcomes that

students obtain upon graduation, Examples of revised learning outcomes, changes in the teaching process, etc.

Recommendations for improvement:

1. **It is recommended** to review and realign and correlate Intended Learning and Skills outcomes with market demands, technology-driven content and information from stakeholders with enrolling quotas and outcomes of programmes.
2. It is **highly recommended** to review and develop a clear connectivity between intended learning outcomes, pedagogy/teaching/learning and assessment methods with a clear set of metrics of achievements and expectations for all modules and programmes.

Quality grade: Minimum level

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis:

Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders. KIKLOP Project surveyed on the skills and knowledge (competences) needed for 23 professions from the Transport and Logistics sector (with emphasis on maritime affairs). In addition to the survey 132 employers were included, initial interviews and workshops with employers and alumni were conducted. Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society as it might be seen from KIKLOP results.

The Faculty of Maritime Studies in Rijeka provides evidence on the justification for delivering same or similar study programmes within the same university by accreditation of the Faculty's programme from the University.

The Faculty of Maritime Studies in Rijeka publishes up-to-date versions of study programmes in the Croatian language only. The Panel found that the study programmes are not aligned with CroQF and EQF.

The Faculty records the changes to study programmes and analyzes their fitness for purpose together with alumni and stakeholders.

The Panel checked relevant documents regarding this chapter: Examples of improvements to the study programmes based on feedback from students and external stakeholders (employers, Croatian Employment Service, professional organisations, alumni and civil society organisations), Analyses carried out in cooperation with stakeholders received at the meeting, Published up-to-date version of the study programme, Record of changes in the study programmes and ISO procedures of revising programme, Records of programmes revisions from the University of Rijeka.

Recommendations for improvement:

1. **It is highly recommended** to publish revised programme and module descriptors in English, both in print, electronically and on the website.
2. **It is highly recommended** to develop a full English version of the website as soon as possible.
3. **It is recommended** that the Faculty of Maritime Studies Rijeka start developing a process towards the delivery of their programmes in English.
4. **It is recommended** to increase internationalisation of available programmes as a way of better cooperation with the European academic community and contribution in education in the EU.

Quality grade: Satisfactory level

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

Analysis:

The Faculty of Maritime Study in Rijeka allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures. Students are provided with the feedback on the results of the analysis of gathered information and the implemented changes based on the questionnaire.

During this observation, the Panel checked the available documents:

The procedures used to assess alignment of the actual student workload and defined ECTS credits (from ISO 9001), Improvements and revisions of student workload expressed as ECTS credits, Feedback from teachers and students (from meeting with teachers and students), Records of revised allocation of ECTS credits.

Recommendations for improvement:

1. **It is highly recommended** to allocate ECTS taking into account workload of the student, number of lessons and number of hours in study(ing) for exam.
2. **It is recommended** to correct the syllabi as it has been already recommended in item 2.2.
3. **It is recommended** to divide ECTS by lessons, exercises, exam, etc.
4. **It is recommended** to introduce students to the information about ECTS and examination before enrolment to the Faculty.

Quality grade: Satisfactory level

2.6. Student practice is an integral part of study programmes (where applicable).**Analysis:**

The Faculty of Maritime Studies in Rijeka allows learning and obtaining new skills through student practice, where applicable. For the purpose of student practice, the Faculty is equipped with the *Practice for navigation* with appropriate equipment (davits, lifeboats, boat for collecting people overboard, sailing boat) within the port area of Rijeka, on the school's vessel „Kraljica Mora“ (Queen of the Sea). The Faculty has a number of signed contracts on professional bases whereas the practical part of the teaching is conducted in the form of professional visits (fire-fighters training facility, shipyards, terminals, shipping companies, port administrations, freight forwarding and agency transport operations). Despite these facts, students are not satisfied and want more practice. Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcomes regarding student practice.

The Panel checked the following documents: Contracts with employers, Regulations on student practice, Record of student practice, Procedure for the assessment of the achievement of intended practice-related learning outcomes, Number of ECTS credits allocated for student practice.

Recommendations for improvement:

1. **It is recommended** to allocate more ECTS and more lessons on subjects related to student practice, which is considered as a good practice of higher education institutions.

2. **It is recommended** to especially assess practice by asking more information from stakeholders, management of companies where student practice has been obtained.

Quality grade: Satisfactory level

2.7. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Analysis:

There is evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the Faculty of Maritime Studies in Rijeka (strategies, mission and vision). General goals of the lifelong learning programmes are in line with social needs, needs of the labour market and individual needs. According to this and the code of the Ministry of Sea, Transport and Infrastructure, the Faculty establishes a programme for obtaining certificates for higher officers ranks aboard. Furthermore, the Faculty allocates ECTS for this programme. There is a possibility of mobility of attendants of a *Special programme for education* on other maritime faculties in Croatia (Zadar, Split and Dubrovnik). Attendants may decide to continue their education after finishing a *Special programme of education*. In that case, ECTS will be recognised. Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.

In evaluating this chapter, the following documents have been checked:

Reports on lifelong learning syllabi, Regulations and/or operational plan of lifelong learning, Evidence of carried out improvements to the lifelong learning programmes, Procedures for monitoring student satisfaction at lifelong learning programmes (Regulation, ISO).

Recommendations for improvement:

1. **It is recommended** to refresh syllabi by newer literature especially those approved by the IMO.
2. **It is recommended** to develop Syllabus on forms of quality form (as for regular study).

Quality grade: High level

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

Analysis:

The admission criteria and criteria for the continuation of the studies are published, transparent and available to every student. We have found them on the Faculty's website and they can also be found on the University of Rijeka website and www.studij.hr. Students can also get additional information about admission and continuation criteria in the Faculty's student administration office.

The criteria are clear and consistently applied to each student wanting to enrol the Faculty or to continue studies on the Faculty. By carefully designing their admission and continuation criteria, the Faculty has ensured that the new students have the appropriate prior knowledge and that the current students have the necessary knowledge when switching to higher year.

The students stated that some lack the previous knowledge of mathematics, but that the Faculty in that case also provides an additional introductory week of initial mathematical repetition. Also, candidates for enrolment to the Faculty who have attended maritime high school receive additional entry points in order to compensate for their possible lack of knowledge in writing the state matura exams. These are seen as some examples of good practice. Student feedback on this standard was positive and they are satisfied with the criteria, their transparency and consistent application.

Recommendations for improvement:

1. The Faculty is consistently applying and analysing these criteria and it is **recommended** that the analysis should be more detailed and more frequent so that the Faculty can provide as much high-quality students as possible and a better ratio between the students enrolling and completing the Faculty.

Quality grade: High level

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis:

The procedures for monitoring student progress are defined and available to the students and professors at all times via the ISVU system. The data that the ISVU system provides are: the average grade of students in the year/study, the number of passed exams, the grades on each course. The documents found showed that the information on students' progress in the study programme is collected and analysed, especially in the document Management (Deans) quality assessment of teaching and non-teaching activity.

The analysis of student's pass rate from the first to the second year of undergraduate studies according to the obtained ECTS credits (**Table from Analytic supplement**) shows us that the Faculty should put in more effort to equalize the ratio of enrolled students and students who achieve the required ECTS credits for enrolment in the second year of study.

The students gave the impression that they were satisfied with their progress in the study and that they were aware of all the obligations they had to fulfil in order to successfully continue their studies. Also, the best students from all study programmes regularly receive the Dean's Award for Excellence, which is one of the examples of good practice related to this topic.

Recommendations for improvement:

1. It is **recommended** that the Faculty invests further efforts to enrich the students' progress through studying by introducing a platform to provide more information on student activities (going to demonstrations, going to consultations, visiting libraries, etc.)
2. It is **recommended** that the Faculty invests further efforts in making a more detailed analysis of student progress to make it clearer why some students do not pass a year or drop out of studies.

Quality grade: Satisfactory level

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

Analysis:

There is enough evidence that the Faculty encourages various modes of programme delivery, in accordance with the intended learning outcomes and the student's feedback on this subject was positive.

We have found that the various teaching methods that encourage interactive learning are used, but the ones that encourage research-based learning, problem-solving and creative and critical thinking could be implemented more frequently. Students have stated that the "chalk and board" method is the one used most frequently, but have also stated that in many subjects that method of learning suits them best.

Also, students emphasized that the application of different forms of teaching differs from subject to subject, i.e. from teacher to teacher. The Faculty is very well equipped with different technological equipment, which enables more diversity in teaching methods. They are doing their best to ensure the use of up-to-date and modern technologies and the students are satisfied with the available equipment. However, some students expressed the wish that the amount of education used by this equipment, especially simulators, increases as the students are most active in such classes and consider it the most interesting form of teaching.

Allowing students to use technologically advanced and expensive equipment is an example of encouraging autonomy and responsibility in students. Teachers do contribute to the motivation of their students and the students emphasized that they were very satisfied with the engagement of the professors and their availability.

The high degree of employability in which the Faculty has invested special efforts and which is significantly better compared to some other faculties is the best motivation for students and a great example of good practice.

Recommendations for improvement:

1. It is **highly recommended** that the amount of teaching performed on simulators, in laboratories and on field be increased, even though the existing level is satisfactory.
2. It is **recommended** that all professors revise their teaching methods and implement different forms of teaching methods where possible.

Quality grade: Satisfactory level

3.4. The higher education institution ensures adequate student support.

Analysis:

Feedback from the students on how the higher education institution provides guidance and career opportunities to students was positive. The students stated that their professors and Faculty's management were always available and willing to help, either through teaching, consultations or electronic mail. However, due to teacher and student ratio of 1: 5, the teacher-mentor's task is somewhat hampered.

The Faculty informs students about the availability of support services on the introductory lecture that is organized for newly enrolled students of undergraduate studies. They are doing a great job in establishing functional procedures for student career guidance, although there is a need for constant efforts in this field, especially in the Department of Technology and Organization in Maritime Affairs and Traffic.

Psychological aid is provided by the Psychological Counselling of the University Counselling Centre and legal counselling is provided by the Student Ombudsman Office at the University of Rijeka, although students often do not use these services. The Faculty is adaptable to students with special needs and disabilities, although the building's old age can limit them in that sense. The support the students have with outgoing and incoming mobility is good and they are satisfied with it.

The Faculty library, its equipment and use are at a high level. Students are also satisfied with the availability of their administration services. The Faculty should employ more adequate and qualified professional, administrative and teaching staff and the message to the University should be sent in that sense. One of the examples of the Faculty's good practice is the high level of support they give to students in the extracurricular activities that are listed in the Self-Evaluation Report.

Recommendations for improvement:

1. It is recommended to constantly work on raising student awareness about the availability of legal and especially psychological assistance that can be freely requested at any time.
2. It is **recommended** to continue with the good practice concerning the student career guidance and to put more effort for the ones with the lowest employability percentage.

Quality grade: Satisfactory level

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

Analysis:

The Faculty monitors various needs of students from vulnerable and under-represented groups and is adjusting their teaching process to those students. The advancement and investment in this field is an important part of the Strategy of the Faculty Maritime Studies for the period 2018–2025.

Due to the programme that is regulated by the STCW Convention (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers), it is important to say that there are no students with 60% and more disabilities, especially at the programme related to vessels - Nautical Sciences, Marine Engineering and Electronics.

Although it is clear that the Faculty is adapting to students from vulnerable and under-represented groups and that the number of such students is low, the amount of information and procedures on the way of adjustment could be more detailed and abundant. We did not have clear evidence to confirm that the Faculty encourages the interest of vulnerable or under-represented groups. Students are pleased with the support of the Faculty in this sense.

Recommendations for improvement:

1. It is **recommended** that the Faculty invest more in the motivation of students from vulnerable and under-represented groups to apply for a study at this Faculty, through their web site or leaflets.
2. It is **recommended** that the Faculty invest more effort into a more detailed description of the procedures for dealing with students from these groups.
3. It is **recommended** that the Faculty put more effort into improving its infrastructure in order to increase wider participation and provide more comfort to student and staff with special needs.

Quality grade: Satisfactory level

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

Analysis:

Students are well informed about the possibility of completing part of their study abroad and they have stated that the Faculty provides them with good support in applying and carrying out exchange programmes. The main programme the Faculty has for that purpose is the ERASMUS+ programme.

The STCW regulations the Faculty must follow make the recognition of some ECTS credits more difficult, but the students have stated that they are well informed and prepared in that manner and that their professors give them different chances of gaining the ECTS when coming back from the ERASMUS+.

Students are satisfied with the competencies required for the employment in an international environment. Although the number of the students involved in the ERASMUS+ project isn't that large; the good practice is that the trend is increasing.

Recommendations for improvement:

1. Apart from the ERASMUS+ programme, there aren't many other examples of international experience a student can get throughout the education and it is **recommended** that an effort be made to change that.

Quality grade: Satisfactory level

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

Analysis:

Although there is an English version of the Faculty website, no description of the undergraduate and graduate study programmes in English is available.

Professors stated that according to the national law teaching in the Croatian language is obligatory, which is a major turning point for foreign students when enrolling and studying at this Faculty. However, this law does not prevent them from gradually starting to introduce a parallel curriculum in English and Croatian. This would lead to the need for a significantly larger number of teaching staff, but it would also bring more resources from student tuition fees.

There was a lack of documents that would further demonstrate that the Faculty provides high-quality support and study opportunities for foreign students.

Recommendations for improvement:

1. It is **recommended** that the Faculty provide detailed information about programmes, courses and other information in English in print and on the website so that foreign students can better understand the possibilities of studying at this Faculty.
2. See also recommendations 1–4 under 2.4.

Quality grade: Minimum level

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

Analysis:

The criteria and methods for evaluation and grading are published before the beginning of a course. However, they should be more detailed in order that the students can better understand the way their knowledge is assessed. Although we haven't found any examples of appeals, procedures and decisions thereof, the students said they would receive a valid answer and a solution in case of appeal.

There are analyses of the percentage of students passing per subject, but we have not found examples of grading evaluations. One example of modification of examination procedures is that a few students with dyslexia have the extended time to write their exams.

Recommendations for improvement:

1. It is **recommended** for the methods for evaluation and grading to be aligned with the learning outcomes.
2. It is **highly recommended** that marking and evaluation criteria for all courses, and in particular for Final Year Projects be clarified and explained in course and programme descriptors.
3. It is **strongly recommended** that assessment criteria, marking schemes and assessments methods be clearly aligned with intended learning and skills outcomes.
4. It is **strongly recommended** that the Faculty introduce methods that would contribute to the quality and fairness of assessment, such as:
 - a. External examiners for all levels of assessment,

- b. Blind marking,
- c. Double marking of assessments.

Quality grade: Minimum level

3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information.

Analysis:

After comparing the Diploma and Diploma Supplement with the Regulation on the Content of Diplomas and Additional Documents on Studies, we were convinced that the documents students are issued upon the completion of their studies are aligned with relevant regulations.

Feedback from the students and the alumni about this subject was positive.

During the evaluation, the Panel checked the following documents: Examples of diplomas and Diploma Supplements for all qualifications issued by the higher education institution, Feedback from students and alumni.

Recommendations for improvement:

-

Quality grade: High level

3.10. The higher education institution is responsible for the employability of graduates.

Analysis:

There is sufficient evidence that the HEI analyses the employability of its graduates. Admission quotas could be better aligned with social and labour needs and available resources, but upon comparing the total number of graduates with the number of the graduates who find employment (80-90% within the first 180 days after graduation), the number is satisfying.

The HEI does a brilliant job cooperating with the employers and an example of good practice in that sense is a careers day that they organize each year and where students get the chance to take a better look at the industry, conduct interviews and even get their employment. The meeting with the employers convinced us that they are very

satisfied with the students they employ and they stated that they always choose among the best students.

Feedback from both the students and the alumni on the subject was positive and they are satisfied with their chances for employment.

Recommendations for improvement:

1. It is **recommended** that the Faculty continue with the good practice of concluding contracts with various employers so that in the future the percentage of employability is on the increase, especially for the programmes with the lowest percentage of employability.

Quality grade: High level

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis:

Within constraints imposed by the external factors, the number and qualifications of the teaching staff are provided in **Table 4.1**. The total of 50 teaching staff (assistant professors and above) and 25 teachers and assistants is adequate for the proposed programmes.

The number of students is given in **Table 3.1.**, where a total figure is 1332 full-time students and 543 part-time students. Student to teacher ratio is 25 if all categories are taken into account. The ratio is within the required standards but it is rather high for the type of study. According to the interview with the staff the ratio should be brought below 20 students per teacher.

Workload of the staff members is given in **Table 4.3**. Examination of the individual teacher's workload indicates wide variability. In an extreme case the assistant professor has 633 work hours which is well over the maximum requirement of $300 + 20\% = 360$ hours.

It is evident that measures are taken by the Faculty management to better balance the teaching workload. Hiring more teaching staff is constrained by the government restrictions on new employment in the higher education (public) area. When new employment becomes possible there is a limited availability of qualified teachers since there are other attractive careers for seafarers.

Recommendations for improvement:

1. It is **recommended** to increase the number of teaching staff, preferably from a diverse range of nationalities and expertise (for example temporary, visiting or part-time academics) subject to the favourable student review indicators.
2. It is **recommended** to reduce the number of students in profiles that are less demanded in the labour market and so make more teachers available for high demand profiles.

Quality grade: Satisfactory level

4.2. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment.

Analysis:

Hiring procedure is aligned with the HEI's development goals, relevant legislation and international regulations. In this respect the requirements of the STCW Convention are taken into account.

In the selection, appointment and evaluation of teachers, the HEI considers their relevant past activities (teaching, research, etc.).

Teacher recruitment procedures are appropriately regulated, transparent, consistently applied and implemented within the prescribed deadlines.

The higher education institution has appropriate methods for selecting the best candidates for each position and uses competitive, excellence-based recruitment criteria in addition to the minimum requirements prescribed by national legislation.

The teaching language is Croatian (law requirement) with the consequence that the selection of teachers and students is limited to Croatian speakers. In most cases there is only one candidate for the vacant position.

Recommendations for improvement:

1. It is **recommended** to widen the pool of candidates for teacher's positions by gradually introducing courses delivered in the English language. Maritime studies are a *par excellence* international endeavour and the responses from the teachers and from the students are favourable in this direction.

Quality grade: Satisfactory level

4.3. Teacher advancement and re-appointment is based on objective and transparent procedures.

Analysis:

The HEI uses objective and transparent academic promotion procedures that are aligned with the Croatian legislation. Academic promotion procedures are based on assessment and rewarding of excellence.

Additional internal criteria for the promotion of teachers reflect the strategic goals of the HEI.

All teacher achievements are registered considering the international contribution to the scientific discipline, publishing in the high-impact journals, noted scientific discoveries, conceiving and leading successful research and other projects (e.g. spin-offs), connecting research projects and PhD studies, securing additional funds, supervision of final and graduation theses, publishing in co-authorship with students, authorship of textbooks or other study materials, popular lectures, summer schools, etc. All achievements are graded and taken into account when considering teacher advancement.

Indicators of excellence include scientific, teaching and professional contribution to the development of the higher education institution.

Recommendations for improvement:

1. It is **recommended** to provide more visibility (e.g. web page) to the individual achievements in order to promote all relevant activities.

Quality grade: High level

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

Analysis:

The HEI provides opportunities for the improvement of teaching competencies at the level of the University of Rijeka. For all the junior teachers it is compulsory to participate in the training course for developing teaching skills. Senior teachers are required to attend such training if their student evaluation mark is below the prescribed threshold. For all other teachers the participation is recommended.

Teachers participate in international mobility programmes, projects and networks, especially according to the requirements of the STCW Convention (**Table 4.5.**).

The non-teaching staff mobility is low, only one person in the last five years in duration less than 3 months (**Table 4.6.**).

The projects related to mobility were supported by an amount of HRK 252,000 (approx. EUR 34,000) in the last 5 years (**Table 4.7.**).

Additional training in the software skills (MATLAB, AutoCAD, programming techniques, etc.) was provided.

Recommendations for improvement:

1. It is **recommended** to further expand teaching skills programme to include the preparation of teachers to train students in developing their presentation skills.
2. It is **recommended** to allocate more funds to the teacher mobility and so attract more incoming foreign academics.
3. It is **recommended** to enable some non-teaching staff mobility in order to widen their experience in the international environment.

Quality grade: Satisfactory level

4.5. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.

Analysis:

The HEI plans and improves the infrastructure development, in line with the strategic goals. To some extent the development is constrained because the HEI is in a historic building where every intervention must be approved by the conservation authorities. Consequently, each intervention is costlier than in modern buildings.

The space, equipment and the entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the delivery of study programmes and ensuring the achievement of the intended learning outcomes. There are 511 computers (PC or equivalent) available to the students and the staff (3.7 students per computer). It appears that this number is satisfactory due to the fact that many students, researchers and teachers have their own computer. Maintenance and eventual replacement of IT equipment is carried out regularly (**Table 4.8. Space**).

The space, equipment and the entire infrastructure is appropriate for the implementation of scientific and professional activities. The student-oriented space amounts to 3300 sq. m that provides 2.5 sq. meters per full-time student (library space is not included).

The laboratory space is put to multiple uses (education and research) and it is adequate for research programmes according to the "Ordinance on the Content of a Licence and Conditions for issuing a Licence for Performing Scientific Activity and Re-accreditation of Scientific Institutions."

Some neglected basement spaces are being adapted to become laboratory space, which will ease space shortage.

Additionally, open-air student training facilities are provided in the port of Rijeka, where lifeboat training and rowing activities are performed. This facility will shortly be moved to a new location providing more sea space and additional cca 650 sq. m of covered space.

Recommendations for improvement:

1. It is **recommended** to further increase available student-oriented space by putting some of the corridor spaces to student use (it has been done in some universities with considerable success). Providing narrow benches equipped with electricity, net connection and with adequate seats may be a small but efficient investment.

Quality grade: High level

4.6. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.

Analysis:

The library resources were reviewed during the site visit and they were found to be in a very good condition. Student-oriented up-to-date teaching materials as well as research-oriented materials are available in sufficient numbers.

The library subscribes to appropriate bibliographic databases and databases with full-text access.

The library and library equipment, including the additional resources, meet the conditions for a high quality of study and for scientific-teaching activities.

Network library catalogue is available and cca 16,000 books are available.

Repository of the final, graduate, specialist, and PhD theses is structured and catalogued.

Some proprietary teaching materials are available via a protected website upon the payment of fee (for student use it is covered by the Faculty).

The number of copies of required reading is adequate relative to the number of enrolled students. Sometimes a higher demand is solved by providing a .pdf version of the book.

Working hours of the library (08:00-20:00) on working days is commented as favourable from the student point of view. Croatian and international literature is available. **Table 4.10** from the MOZVAG database.

Recommendations for improvement:

1. It is recommended to increase the number of computers in the library (although students when interviewed did not complain of the present state).

Quality grade: High level

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

Analysis:

According to the financial statements for 2017 the HEI operated positively and financial resources were rationally managed.

The HEI revenues from all sources for previous year were HRK 40,419,103 (approx. EUR 5,462,162): With permanently employed staff of 105 the yearly revenues amount to EUR 52,126 per person employed or EUR 2913 per student (1875=1332 full-time + 543 part-time students).

The Faculty allocates to the University an amount of 3% of the funds earned on the market from which programmes at the University level are financed.

The new "Ordinance on salaries and other revenues of the employees of the Faculty of Maritime Studies in Rijeka" is drafted and will soon come in use.

Recommendations for improvement:

1. Since the maintenance of the Faculty buildings is a major expenditure, it is **recommended** to apply to the EU sources for the purpose of refurbishing and upkeep of historic buildings.

Quality grade: High level

V. Scientific/artistic activity

5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.

Analysis:

Despite having an average of almost 80 publications (total) from 2012 to 2016 (an average of 1.3 papers/annum/FTE), the percentage of outputs in high-quality journals has significantly grown from an average of 12% in 2012 to 43% in 2016. This clearly shows a significant improvement in the quantity of “high-quality” papers over 6 years. Within the same period, the number of PhD students has increased from 1 to 8 per annum, showing a larger portion of academics participating in the supervision of postgraduate research students.

Discussions with academics at all levels clearly indicated a dominant culture of a “research-active” mindset, with a very high level of commitment and appetite towards producing high-impact outputs and participation in various scientific and research activities either individually or collectively. It was obvious that the definition of research excellence and its associated metrics such as citations, impact factor and h-Index were clearly understood and accepted.

Diversity and multidisciplinary of research disciplines was noted as a great strength of the Faculty. Direct and indirect evidence clearly identified a strong tendency amongst academics to collaborate internally and with external bodies such as other HEIs, industry, stakeholders, state administrators, etc. Participation and in many cases, leading multi-partner research projects were clear evidence of success in taking advantage of a small Faculty that accommodates a large amount of expertise. The downside of this was the absence of a “critical mass” and an *ad hoc* approach to engage with research opportunities, leading to a shortage of resources and missing opportunities.

It was rather inspiring and refreshing to engage with large groups of academics with a clear passion and excitement for research in addition to their significant contributions towards teaching and administrative duties. However, it was also identified that the value and duration of the research projects was very small and short. This will negatively add an increasing amount of overhead costs to the Faculty.

During the evaluation, the Panel checked the following documents: List of publications categorized in accordance with the Ordinance on the Conditions of Appointment to Scientific Grades for the programme area and field, Citation impact of publications, total h-index (where applicable), List of defended PhD theses, List of participations of

teachers and associates at research/arts/professional conferences; list of conferences (research/arts/professional) organised by the higher education institution, Tables 5.1 and/or 5.2 from the MOZVAG database.

Recommendations for improvement:

1. It is **highly recommended** to establish a “*Faculty Research Framework*” and *thematic grouping*, as a single platform for the identification of research priorities in accordance with the Croatian and European thematic research areas. Engaging with the leading subject experts as coordinators of each theme could act as a catalyst for engaging all relevant academics, to facilitate translation of their brainstormed research ideas into potential research funding opportunities “outside” the university.
2. It is **recommended** to the Faculty to initiate and streamline disciplines, resources and expertise to target and apply for larger and longer research projects.
3. It is **recommended** to review and optimise the distribution of academic workload towards a more efficient use of academic resources towards the delivery of research objectives.

Quality grade: Satisfactory level

5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.

Analysis:

There are almost more than 52 research topics across the Faculty addressing a very wide range of technical, scientific, operational, environmental, societal and economical challenges within the marine industry. All these topics fit closely into Croatian, European and global topics of research, with varying degrees of relevance.

Discussions with the academics provided a clear proof of their awareness of societal and global challenges surrounding their field of expertise and also gave assurances of their proactive approach towards engaging with relevant stakeholders and research agendas.

The outputs and outcomes of this long list of research have been effectively disseminated through publications in journals, participation in conferences, engaging

with industry and stakeholders at both national and international levels and also influencing their teaching and educational activities.

Evidence provided proved that the Faculty experts shared their knowledge and expertise as members of a large number of professional bodies, industries and government administrations within their relevant discipline. It was clear that their contribution has been received with high levels of satisfaction and acknowledgement.

It was very difficult to find a thematic structure or a top-level critical mass of expertise relevant to a challenge. There was no clarity on the shape of engagement or a systematic/organisational approach to group and cluster their expertise into themes and challenges.

Active exploitation and commercialisation of academic innovations and support for the development of spin-outs and spin-offs were clearly absent in the documentation and interviews. It was also noted that there is no “Intellectual Property Policy” within the Faculty.

During the evaluation, the Panel checked the following documents: Examples of scientific/technological cooperation with the industry and public sector in the application of knowledge and transfer of technology, Examples of popularisation of science / public advisory activities, List of publications in professional journals, List of popular science articles, List of donations, grants, employments with the support from the local community.

Recommendations for improvement:

1. It is **strongly recommended** to provide a strategic shape and direction by establishing a “*Faculty Engagement Framework*”. This should provide a clear highlight of the Faculty’s strengths by categorising and grouping their expertise in relevance to the challenges surrounding all maritime sectors. Additionally, this platform should act as an engagement catalyst for both internal experts as well as external benefactors.
2. It is **strongly recommended** to develop a clear, transparent and encouraging “*IP policy*” for the Faculty.
3. It is **highly recommended** to develop an “*Exploitation and Commercialisation Policy*” to encourage and enable partnership with industries, SMEs and development of spin-offs and spin-outs.

Quality grade: Satisfactory level

5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.

Analysis:

In the last 5 years, there have been 67 successful research projects out of which, 6 have been international (less than 10%). Within the same period, 38 academics have been involved in the organisation of conferences in Croatia only. This is an average of 7.6 academics per year (just over 10% of staff).

Academics have also been chief and general editors in 5 international and 3 national highly ranked scientific journals.

There have been no other forms of other university, national or international awards or recognition of their scientific work.

These statistics for a faculty of 50 academics, with 12 fully tenured professors, compared with similar maritime institutions are very low. Additionally, when considering more than 52 research expertise and activities within the Faculty, it is not unfair to expect a higher level of achievements and recognitions at national and international levels.

Observing an increasing number of high-quality research and production of outputs in highly ranked international journals, and clear evidence of encouraging and supporting researchers to engage with national and international dissemination activities, it is obvious that potentials for the recognition of scientific and research achievements are missed.

Sustainability and excellence of maritime faculties in the absence of “International and Global” engagements will be hugely questionable in the 21st century. Capacity and capability of academics at the Faculty could significantly benefit by adding more diversity, by attracting new talent and injecting fresh blood into a rather closed circle of experts.

During the evaluation, the Panel checked the following documents: List of awards and recognitions, List of projects, List of invited lectures, List of academy memberships, Tables 5.3, 5.4 and 5.5 from the MOZVAG database.

Recommendations for improvement:

1. Please see recommendation 1 for 5.1;
2. Please see recommendation 1 for 5.2;

3. It is highly recommended to develop a strategic approach for diversifying academic expertise by developing recruitment policies that enables the Faculty to attract international talent and expertise.

Quality grade: Minimum level

5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.

Analysis:

There is a clear Faculty Research Strategy which appears to be aligned with the University's strategy.

Although the Self-Evaluation Report did not mention the existence of a "Centre for European Projects" in Section 5 (they noted this in Section 1.2), headed by an Associate professor, it was very encouraging and reassuring to see that the Faculty has invested, through its own funds, a very important local resource for coordination and hunt for external research project activities as well as supporting the academic staff in the preparation and development of their research proposals. Legal, contractual, financial and operational support for the delivery of research projects is provided within the Faculty, with provision of some services from the centre.

The University-managed research funds were provided to academics through a "competitive, transparent and clear" process with the support of the Faculty, whilst the Faculty's limited funds were equitably distributed within departments and academics through a clear set of procedures, however, the amount of funding is very low and inadequate.

There was also evidence of Faculty and University support to provide seed-funding for early career academics and also to facilitate and support internal proposals seeking funds from internal sources within the university.

Recognition of research and scientific activities was clearly embedded within the Faculty's Promotion process (although there appear to be centrally/nationally governed criteria) and it was also reassuring to see the Faculty's commitment to transparent and strict adherence to the implementation of these procedures.

During the evaluation, the Panel checked the following documents: Strategic research agenda, Implementation of the strategic research agenda.

Recommendations for improvement:

1. It is highly recommended for the Faculty to pursue a stronger argument at the University for the allocation of additional central research funding.
2. It is **recommended** to allocate an appropriate level of funding and support to offer a number of competitive “PhD Scholarships” to academics based on excellence and relevance of research topics/students with the potential to attract national and international PhD candidates.
3. Please see recommendation 1 for 5.1.

Quality grade: Satisfactory level

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.**Analysis:**

There are a number of platforms and facilities within the Faculty that the interaction between Teaching and pedagogical activities and Research and scientific work can be established. These include the library, IT and simulation facilities. There were obvious plans to expand the laboratory and workshop facilities with the intention of accommodating both teaching and research capabilities.

Discussion with staff and students proved that fact that academics were motivated and encouraged to influence their teaching materials by the research and scientific work they are engaged with. There were a number of examples where the scientific work of academics was directly used to enhance teaching. Students were also involved with research work outside of the Faculty and in partnership with other academics across the University.

Undergraduate and graduate students felt their course notes and teaching materials are somehow enhanced by the scientific work of their professors. On several occasions they were participating in research projects and contributed to the development of research outputs and publications.

Recommendations for improvement:

1. It is **highly recommended** to develop systematic and formal links between these two lines of academic activities:

- a. To formally introduce the option of preparing Final Year Projects (10-15 ECTS) in the form of a conference or journal paper. These do not necessarily have to be published.
 - b. To formally introduce mandatory 5-10 ECTS into all PhD programmes to participate in teaching or educational activities (mentoring, supervising, tutoring, supporting other academic/teaching activities).
2. It is **highly recommended** to formally include measures, evidence and indicators of research-influenced items in the annual revision of modules and degree programmes.
3. It is **recommended** to introduce thematic monthly lunch-time seminars where both PhD and undergraduate/graduate students can present their research and areas of interest.

Quality grade: Satisfactory level

APPENDICES

1. Quality assessment summary

2. Site visit protocol

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>			X	
<i>II. Study programmes</i>		X		
<i>III. Teaching process and student support</i>		X		
<i>IV. Teaching and institutional capacities</i>				X
<i>V. Scientific/artistic activity</i>			X	

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.			X	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.			X	
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			X	
1.5. The higher education institution understands and encourages the development of its social role.				X

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.			X	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.		X		
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.		X		
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.			X	
2.5. The higher education institution ensures that ECTS allocation is adequate.			X	
2.6. Student practice is an integral part of study programmes (where applicable).			X	
2.7. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.				X

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.				X
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.			X	
3.4. The higher education institution ensures adequate student support.			X	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.			X	
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.		X		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		X		
3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information.				X
3.10. The higher education institution is responsible for the employability of graduates.				X

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment.			X	
4.3. Teacher advancement and re-appointment is based on objective and transparent procedures.				X
4.4. The higher education institution provides support to teachers in their professional development.			X	
4.5. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.				X
4.6. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.				X
4.7. The higher education institution rationally manages its financial resources.				X

<i>Quality grade by standard</i>				
<i>V. Scientific/artistic activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.			X	
5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.			X	
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.		X		
5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.			X	
5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.			X	

VISIT PROTOCOL

Tuesday, 8th May 2018

9:00 - 10:00 *Meeting with the dean, vice deans and secretary (no presentations)*

10:00 - 10:45 *Meeting with the working group that compiled the Self-Evaluation and Quality Management System Coordinator*

10:45 - 12:00 *Internal meeting of the panel members (Document analysis)*

12:00 - 13:00 *Meeting with the students (open meeting)*

13:00 - 14:30 *Working lunch*

14:30 - 15:15 *Meeting with the Alumni*

15:15 - 16:00 *Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers*

16:00 - 17:00 *Organisation of additional meeting on potential open questions if it is needed*

Wednesday, 9th May 2018

9:00 - 10:30 *Internal meeting of the panel members (**Document analysis**)*

10:30 - 11:15 *Meeting with the vice dean for teaching*

11:15 - 12:00 *Meeting with the heads of departments*

12:00 - 13:00 *Meeting with full-time employed teachers (open meeting)*

13:00 - 14:30 *Working lunch*

14:30 - 16:00 *Tour of the Faculty (library, student services, international office, IT services, classrooms, laboratories), participation in teaching classes*

16:00 - 16:30 *Organisation of additional meeting on potential open questions if it is needed*

Thursday, 10th May 2018

9:00 - 9:45 *Meeting with the vice dean for research and the Head of the International Projects Centre*

9:45 - 10:45 *Internal meeting of the panel members (**Document analysis**)*

10:45 - 11:30 *Meeting with the heads of research projects*

11:30 - 12:15 *Meeting with teaching assistants*

12:15 - 13:00 *Internal meeting of the panel members*

13:00 - 13:30 *Organisation of additional meeting on potential open questions if it is needed*

13:30 - 13:45 *Exit meeting with the dean, vice deans and secretary*

SUMMARY

The Faculty of Maritime Studies, University of Rijeka, has an outstanding reputation of providing excellence in education knowledge transfer and support of maritime industries and all relevant sectors on national and international levels. The Faculty also makes significant contributions towards all aspects of economic, safety, societal, environmental and industrial sectors within their vicinity, across Croatia and the European continent.

The Faculty endeavours to make the best use of existing facilities including infrastructure, hardware and software and has a clear plan for further development and improvement of such facilities to support its educational and scientific ambitions. However, infrastructure and historic buildings could be improved to increase wider participation and provide more comfort to student and staff with special needs.

The Faculty could also benefit from reviewing, streamlining and updating modules and the programmes contents and structures in addition to the educational processes. There are clear barriers to diversify students and staff communities which could address global engagement development of the skills and academic capacities and capabilities. Sectoral benchmarking and comparison with competitor maritime institutions across Europe and internationally also proves that the student to staff ratio is an area for improvement.

Research and scientific activities in such a diverse and multidisciplinary environment is challenging and requires to be prioritised, focused and intensified through the development of a formal framework within the Faculty's academic structure.

During the visit at the Faculty an inclusive, engaging and supporting Faculty leadership with a clear development path, aspirations for change and upward trajectory of quality in all aspects of academy activities was demonstrated. Excellence, energy, commitment and a sense of belonging from staff, students and alumni towards the Faculty and its strategic objectives were clearly observed and evident.