



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
POLYTECHNIC OF ŠIBENIK**

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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 course 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 Polytechnic of Šibenik.

Members of the Expert Panel:

- Rami Isaac, Ph. D., Breda University, Breda, The Kingdom of the Netherlands – **Chair**
- College prof. Mirela Mezak Matijević, Ph. D., Polytechnic of Požega, Republic of Croatia
- Prof. Jasmina Pašagić Škrinjar, Ph. D., Faculty of Civil Engineering, University of Zagreb, Republic of Croatia
- Remigijus Kinderis, Ph. D., Klaipeda State University of Applied Sciences, Republic of Lithuania
- Ivona Klaić, student, Polytechnic of Slavonski Brod, Republic of Croatia

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

- Management (Dean, Vice- deans and Secretary),
- The Heads of the Departments of Management, Transport and Administrative Studies,
- Full-time teaching staff,
- External lecturers,
- External stakeholders - representatives of professional organisations, business sector/industry sector, employers, professional experts,
- Head of the Committee for Quality,

- Seminar Leader of the Life Long Learning Programmes,
- Head of Oracle Academy,
- ECTS Coordinator,
- Erasmus Coordinator,
- Leaders of internship,
- Students,
- Alumni.

The Expert Panel members had a tour of the work facilities, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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 Polytechnic of Šibenik on the basis of Polytechnic of Šibenik 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
- 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 Polytechnic of Šibenik and writing of the Report, the Expert Panel was supported by:

- Vlatka Šušnjak Kuljiš, ASHE,
- Frano Pavić, ASHE,
- Igor Opić, interpreter at the site visit and translator of the report.

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

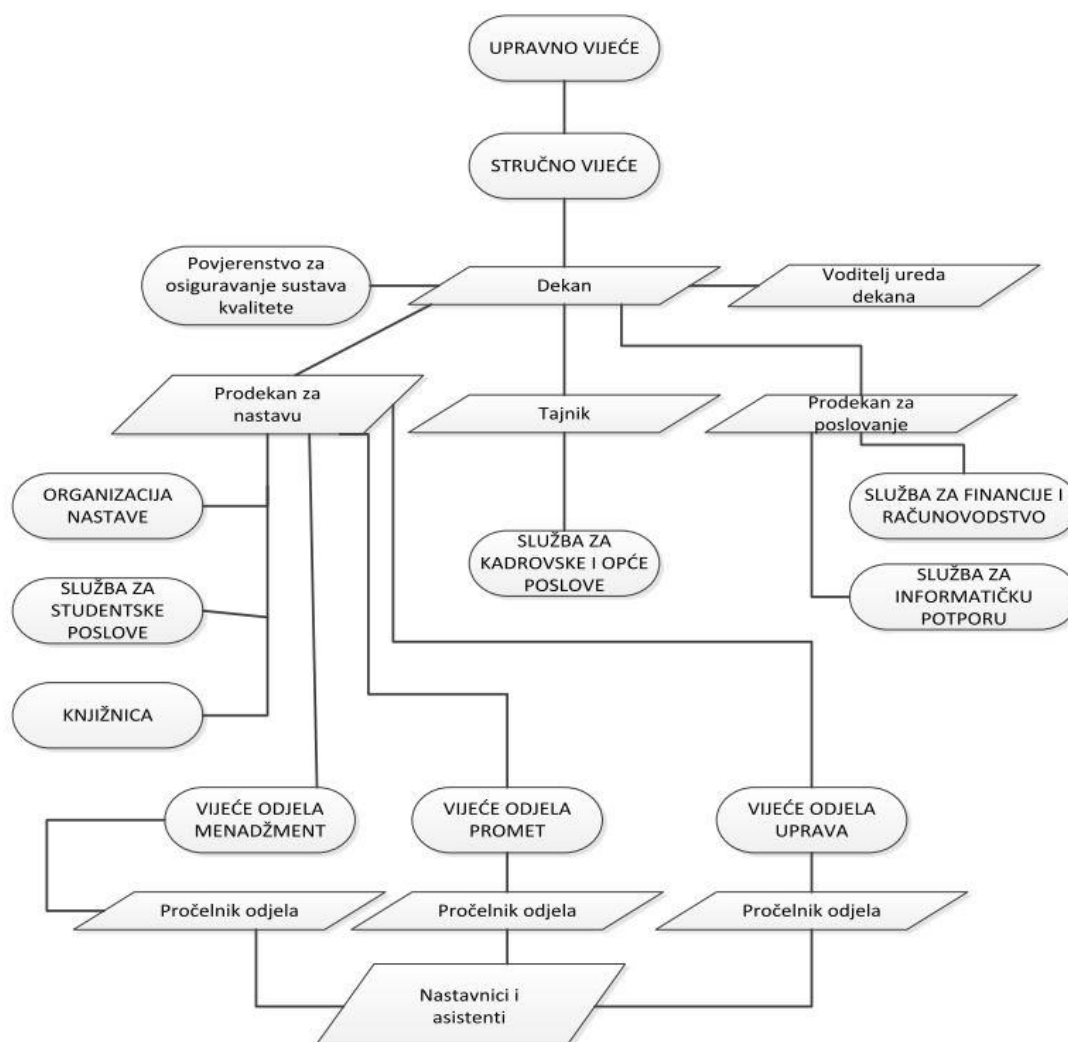
NAME OF HIGHER EDUCATION INSTITUTION: Polytechnic of Šibenik

ADDRESS: Trg Andrije Hebranga 11, 22 000 Šibenik

DEAN: Ivan Malenica, senior lecturer

ORGANISATIONAL STRUCTURE:

based on the Self-evaluation



STUDY PROGRAMMES:*Based on MOZVAG database*

No.	Name of the study programme	Type of programme	Education provider	No. ECTS credits	HKO **Level
1.	Administrative Studies	Undergraduate professional study programme	Polytechnic of Šibenik	180	6
2.	Business Informatics ¹	Undergraduate professional study programme	Polytechnic of Šibenik	180	6
3.	Management; specialisations in: Tourism Management, IT Management	Undergraduate professional study programme	Polytechnic of Šibenik	180	6
4.	Transport; specialisations in: Road Transport, Postal Services	Undergraduate professional study programme	Polytechnic of Šibenik	180	6
5.	Administrative Studies ¹	Specialist graduate professional study programme	Polytechnic of Šibenik	120	7
6.	Management	Specialist graduate professional study programme	Polytechnic of Šibenik	120	7

** Croatian Qualification Framework

Source: Data generated from the Mozvag Module Browser

¹ –Business Informatics – License from 18 Nov 2018 – first generation of students will be enrolled in the academic year 2019/20¹ –Administrative Studies – License from 16 Nov 2018 - first generation of students will be enrolled in the academic year 2019/20

NUMBER OF STUDENTS:

The number of students per study programme for the current academic year is given in Table 3.1 in the Analytic supplement to the Self-evaluation

Study programme name	Full-time students	Part-time students
Management; specialisations in: Tourism Management, IT Management (408)	368	42
Transport; specialisations in: Road Transport, Postal Services (410)	77	16
Administrative Studies (411)	107	74
Total number for undergraduate level	552	132
Management (409)	123	23
Total number for graduate level	123	23
Total number of students on all study programmes	675	155
Total number of students	830	

NUMBER OF TEACHERS:

The structure of teachers is given in Table 4.1.b in the Analytic supplement to the Self-evaluation report

Staff	Full-time staff	Cumulative employment	External associates
College professors	2	-	2
Senior lecturers	23	-	6
Lecturers	6	-	2
Lectors	-	-	-
Full professors with tenure	-	-	-
Full professors	-	-	2
Associate professors	-	-	1
Assistant professors	-	-	-
Expert associates	-	-	-
Assistants	1	-	2
Technical staff	2	-	-
Administrative staff	13	1	-
Support staff	3	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Short description was based on the Self-evaluation document.

The Polytechnic of Šibenik was established on July 6, 2006 by the Decree of the Government of the Republic of Croatia, based on the Elaboration on the Establishment and Organization of the Polytechnic of Šibenik from March 2006, with three departments: Management, Traffic and Administrative Department. Since there were more professional studies in the Šibenik-Knin County, which took place as independent or dislocated studies of other higher education institutions, there was a need for their unification within a higher education institution.

Since the beginning of higher education so far in Šibenik more than 3500 students have graduated (about 300 per year). From each year for enrolment in the professional studies at the Polytechnic of Šibenik, there is an increasing interest of future students so that the enrolment quotas are filled up already in the first enrolment period. There are currently over 830 students at the Polytechnic, of which almost 70 % are students outside of Šibenik.

In Addition to its basic activity, the Polytechnic performs professional and scientific work, organizes and performs programmes of lifelong education and professional development, deals with publishing, library and IT activities, and organizes courses, seminars, professional and scientific conferences, professional and other exams for obtaining permits, authorizations and licenses, etc.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Small community, Location: between two cities, between two national parks, with UNESCO world heritage list, coastal
2. Economic Council
3. Erasmus Charter/CEEPUS
4. Regular feedback/Survey from the students
5. Motivated teaching staff

DISADVANTAGES OF THE INSTITUTION

1. Very general assessment criteria for all courses
2. ECTS do not correspond with the student workload at administrative studies
3. Limited applied research publication in international journals
4. No existence of comprehensive database about alumni, their positions, jobs etc.
5. Very slow in taking actions and measures.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Establishment of the Internal Quality System/Strategy as a first step, which should be developed and focused on.
2. Yearly organisation of international conferences and published proceedings
3. ORACLE Academy
4. Culture of self-evaluation and openness of external evaluation is recognised
5. Strong links with the industry
6. System of rewarding for lecturers & students
7. Participation of students in research projects

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 Polytechnic has established internal quality assurance system in accordance with the ESG requirements, which is a part of its strategic management for the period from 2017 to 2025, and it is based on objective and comprehensive SWOT analysis (Work and Development Programme (Strategy) of the Polytechnic of Šibenik for the period 2017-2025). But Work and Development Programme (Strategy) of the Polytechnic of Šibenik is too abstract and not linked to financial, progress indicators and measuring of progress. According to the evidence gathered during the site visit (action plans, reports) the Expert panel concluded that the recommendations for quality assurance from previous evaluations have been implemented. In addition, The Polytechnic has procedures and rules for preventing unethical behaviour, intolerance and discrimination and procedures are defined in the rulebooks on disciplinary procedure and professional study programmes (Code of Ethics, Student Ombudsperson, Rulebook on student disciplinary responsibility, Rulebook on employee disciplinary responsibility). Also, The Polytechnic should be praised for taking plagiarism so seriously by utilising tools such as Turnitin to prevent plagiarism, which is widely used in highly ranked institutions. The Polytechnic's website contains information on the organization of the institution, study programmes, lifelong learning and the quality of performance of the Polytechnic's activities. Public acts, decisions, announcements, announcements of guest, public and inaugural lectures as well as information on international cooperation and mobility, participation in conferences, projects and the activities of the Student Council are regularly published. The Polytechnic has a locally economic role (Establishment of the Economic Council), both through professional and economic projects, as well as through other services and activities that the Polytechnic provides for the development of the domestic economy and the wider social community. Established lifelong learning programmes are systematically revised and developed, aligned with the general goals of the programme and the needs of society and contribute to the development of the local community.

Recommendations for improvement

- The higher education institution is also recommended to develop strategy with measurable key performance indicators in all activities.
- Focusing the strategy and activities to a wider region or national, rather than only to the local industry and community.

- The social role could be further improved by increasing the number of life-long learning programmes.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

General objectives of the study programmes are aligned with the strategic goals of the Polytechnic. In the self-analysis, the strategic goals of the higher education institution were defined and in the syllabus of study, programmes defined general objectives that were aligned with the strategic goals.

During the meetings, students, teachers and employers agreed in that the study programmes provide education suitable for the demands of the local labour market. Unique selling points for these study programmes are: old traditions; well-known in market; young and professional teachers; close and intensive cooperation with the tourism business representatives. The learning outcomes of the all study programmes, such as the undergraduate tourism programme, graduate Management, Administrative Law and Transport are clearly described, and aligned with the mission and goals of the higher education institution. Learning outcomes are also related to the specific learning outcomes of individual courses in separate tables. The Polytechnic operates in accordance with the requirements of the profession in defining the learning outcomes of study programmes, however, the learning outcomes for Transport programme are not properly defined for all courses and the revision of learning outcomes is necessary. On some courses, the outcomes are defined higher than the required level and some are defined below the required level. Also, when defining the outcome, it is important to ensure that each outcome is clearly defined so that it can be clearly determined whether it is satisfied or not. In addition, it is not entirely clear how, for example, tourism courses learning outcome are measured in the assessment. The Expert panel considers that the way of examining the learning outcomes is not clearly defined in syllabus for all programmes. It is also possible to define the level of knowledge of each outcome for an adequate grade. In addition, the Polytechnic of Šibenik regularly works on curriculum development. When deciding to change the study programme, they include the opinion of almost all stakeholders, students through the survey, the Economic Council and the Professional Associations. The allocation of ECTS credits between different teaching activities is indicated in the description of study programmes and individual courses regarding Administrative Studies. The Expert Panel has determined that the Polytechnic does not consistently align ECTS credits with actual workload on the basis of stakeholder analysis in the teaching process or

other procedures. Polytechnic has good business contacts and enables students to learn and acquire skills in student practice. Practice is held outside of the institution and is modified to the learning outcomes of the study programme.

Recommendations for improvement

- Establish a procedure for collecting and analysing the recommendations of professional associations and economies, both locally and nationally.
- Revise learning outcomes on individual courses in Transport programme and Administrative Law programme according to standards
- Analyse the needs of the market and align the learning outcomes with the necessary competences
- To reduce the number of learning outcomes in the study programmes (Tourism and Management Studies and Administrative Law) and course descriptions as well;
- Define how each outcome of each course is examined and what level of knowledge of a particular outcome is required for a particular grade
- Establish assessment criteria with clear focus for each group/individual assignment, and case studies. These assessment criteria should be clearly addressed in the introduction of the course. The student should have a clear idea about the criteria of assessment. These assessments should achieve the learning outcome of the course.
- An important issue is the final thesis. The final thesis should have clear assessment criteria, testing for example the (1) problem analysis; (2) the literature review; (3) the context of the study; (4) the methodology used; (5) findings, conclusions and recommendations and finally the quality of the presentation of the thesis such as referencing, clear structure etc. These should be part of the assessment criteria for all final theses. Currently, it is unclear how student's theses are evaluated.
- It is necessary to align the number of ECTS credits with actual loads, regarding the number of lecture hours, number of homework, number of hours in working on projects and number of hours for internship.
- The Expert panel recommends that increasing the duration of the working period (internship) is beneficial to all parties.

Quality grade

Minimum level of quality

III. Teaching process and student support

Analysis

Polytechnic in Šibenik bases its admission procedures, recognition of prior learning and completion of studies on the *Decision on the criteria for the enrolment in Undergraduate Professional Studies of the Polytechnic of Šibenik* and *Regulations on studying*. The Polytechnic also has clearly defined procedures for making decisions on admission criteria, which it publishes on their website and notice board. Admission criteria for undergraduate studies are available at www.postani-student.hr, and through calls for enrolment that are published on the Polytechnic's website. The information on student progress in the study programme is regularly collected and analysed through the ISVU system. Student progress data is collected automatically and updated on a daily basis as professors enter exam scores into the system immediately during the formation of the final grade of the course in accordance with the *Regulations on Studying* and the *Rulebook on assessment and evaluation of student work*.

Based on the evidence from Self-assessment and the meetings with Polytechnic's management, internal and external teachers and students, the Expert panel has concluded that Polytechnic encourages various modes of programme delivery and continually evaluates and adapts teaching methods for all student population, has available and committed teachers who contribute to the motivation and engagement of students as well as encouragement of student autonomy and responsibility. The syllabus at the Polytechnic is transformed from ex cathedra (lecturer) oriented study to problem (student) oriented study. Students participate in the Polytechnic's research projects as well and, based on the acquired experience and data collected, they finalize their final thesis, independently or with the help of a mentor. The Polytechnic has planned to establish a career development Centre, which is in line with task 1.5. of the *Work programme and development strategy of the Polytechnic of Šibenik for the period 2017.-2025*. Until the start of the Center, the Polytechnic has a developed system of support for students, which includes the work of mentors, advisors and a system of peer assistance.

The Polytechnic has been working with CISOK (Information and Career Counselling Centre) for many years to improve the personal potential of students for lifelong career development by gaining advice regarding the search and creation of professional opportunities, improving job search techniques, necessary information and making professional decisions. As part of the collaboration, CISOK held a number of group lectures and workshops for students and provided information and brochures on employment and the labour market. Based on all the evidence the Expert panel has gathered, Polytechnic monitors various needs of students from vulnerable and under-represented groups and adjusts the teaching process for those students as well as invests resources in support to those students. The Polytechnic annually announces

the full and open competition for students in the state of social support. Information on possibilities for studying abroad through mobility programmes CEEPUS and ERASMUS are publicly available on the Polytechnic website. Based on the information from the Self-assessment and the collected data, the Polytechnic has a procedure for the recognition of grades and ECTS credits awarded through mobility programmes. *The mobility Programme Committee* regularly maintains the meetings and informs all stakeholders about planned and realized mobilities. *The mobility Programme Committee* shall conduct a selection of the candidates applying to tenders published under the mobility programme and adopt decisions on the implementation of the mobility programme. Polytechnic of Šibenik has an *Erasmus Charter for Higher Education*, and has since signed a total of 22 bilateral cooperation agreements that enable the incoming mobility of students. The Polytechnic organizes lectures in English for incoming students or individual consultations according to the abilities of the Polytechnic's lecturers and associates, or in accordance with the *Learning Agreement*. For each academic year, the *Syllabus* is published on the website for all professional studies as well as *The Regulations on Studying* and the *Regulations on assessment and evaluation of student work*.

Evaluation procedures take into account the special circumstances of studies for certain groups of students by adapting examination instruments or methods. For example, it adjusts the font in the print text of the written exam; In case of problems with the written/oral way of responding, it is possible to combine different methods of answering.

On the other hand, the Polytechnic in its Syllabuses does not clearly publish and define criteria and methods for evaluating and grading. After the completion of the study, students receive a diploma and diploma supplement, which contains the acquired qualifications, competencies and the level, content and status of studies they attended and completed successfully. The Diploma contains information about the holder of the diploma (first and last name, date and place of birth), information about ECTS credits, the date of completion of the study, data on the level of qualification, study, field of study and academic title. The Diploma is a public document with a registration number, the date of issuance is given and is certified by the Dean and the dry seal of the Polytechnic of Šibenik. The Polytechnic of Šibenik analyses the employability of graduated students every year before determining the entry quotas. In This process, the Polytechnic collaborates with the Croatian Employment Service, office in Šibenik, using their data published in issued publications (e.g. monthly newsletter) and professional suggestions at joint thematic meetings. Once a year, the Polytechnic of Šibenik organizes the *Open Day* manifestation, as part of which the high school graduates of Šibenik-Knin have an organized visit the institution. During the daily programme, pupils are presented all the advantages of attending study programmes and the possibility of continuing study and employment after completing their studies.

The Polytechnic also organizes visits to secondary schools in Zadar and Split-Dalmatia County, where interested students are informed about the benefits of attending study programmes and the possibilities of continuing studies and employment after graduating.

The most significant event is definitely the *POLYTECHNIC OF ŠIBENIK Career Day*. The event is carried out in order to achieve student opportunities for the realization of professional training and employment with eminent Croatian employers.

Recommendations for improvement

- To develop extensive analysis of student performance on the study programme based on admission criteria and criteria for continuation of studies in order to improve those criteria based on collected data.
- To insure enough administrative staff and their working conditions in order to increase their eagerness and politeness towards students and their questions and requests.
- Additionally motivate Polytechnic students to participate in mobility
- Adapt all courses in foreign language not just few ones, particularly in tourism programme, as this is one of the Unique Selling Points of the Polytechnic.
- Clearly define criteria in all Syllabuses for each method of evaluation – how are the seminars evaluated and graded, how are projects evaluated and graded, how is written exam evaluated and graded as well as how is oral exam evaluated and graded and in what percentage each method defines final grade of the course
- Implement procedures for ensuring the objectivity and reliability of grading such as double marking of exams or four-eyes-system for evaluating seminars and final thesis.
- Implement extensive database of all graduates – should contain their contact, company in which they are employed, their position in the company and the level of education they have
- Implement extensive database of all alumni that contains the same data mentioned in previous recommendation

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The number and qualifications of teachers are appropriate for the realization of the study programmes and the acquisition of learning outcomes. The Expert panel considers that teachers' qualifications match the learning outcomes of the courses. Procedures for election into teaching grades are conducted in accordance with national regulations. The ratio of students and teachers is appropriate for quality study. The ratio of teachers and students is 23.25, which fully corresponds to the conditions of the Ordinance. Teachers have teaching load with up to 120 % of teaching work norm. Working over this amount is only possible with teacher's consent. During the planning of the lessons, teachers' other obligations are taken into account – teachers can ask their heads of departments or vice-dean for a decrease in teaching loads (in writing.) Deviations from the standard teaching workload are too high; some teachers are at +20 %, and some at the -20 %, which does not seem just. Teaching hours should be evenly divided, and teachers should have enough time for their own professional development and education. External associates have the adequate work experience. There are currently 15 external associates at Polytechnic of Šibenik, of which 2 are college professors, 6 senior lecturers, 2 lecturers, 2 full professors, 1 associate professor and 2 assistants. Polytechnic of Šibenik includes external associates during the final thesis phase. In 38 final theses the mentor was a person from public or private sector. Teacher recruitment procedures are based on the goals of the Polytechnic and in compliance with the legal regulations. However, after reviewing the documentation, the expert panel has identified a lack of appropriate methods for the selection of best candidates for each job position. There is a need to develop criteria for selecting candidates for each job position. The Expert panel believes that Polytechnic of Šibenik provides opportunities for development of teacher competencies, but that the system is not sufficiently developed. According to feedback from teachers, the Dean decides on the matter of financing scientific and professional training of staff, and his decision is always positive, however, there are no clearly defined criteria and infrastructure in the entire system of professional advancement. Twice a year the *Proceedings of the Polytechnic of Šibenik* is published, and so far 3 international scientific and professional conferences *Challenges of the Present* have been held. Polytechnic of Šibenik is in the phase of improving infrastructural capacities. The following facilities have been completed: the first phase of the reconstruction of the building; during 2010 the reconstruction and equipping of the student dormitory was completed; the construction and equipping of the student restaurant in the period from 2014 to 2015. Nevertheless, the Expert panel has concluded that infrastructure capacities are insufficient for achieving learning outcomes and the implementation of scientific and professional activities. The Expert panel concluded that students lack adequate learning space. There is no reading room in the library, the library space is too

small and there are not enough copies of literature for each course (appropriate number of copies is defined by national regulations and depends on the number of enrolled students).

Recommendations for improvement

- To regulate the teachers norm; some teachers have an exceeding teaching load that prevents their professional development
- Increase the number of co-mentors for final thesis from public or private sector
- Form an internal act that prescribes additional conditions for staff advancement, aimed at increasing the quality of staff
- Develop a system and criteria for selecting candidates for each job position
- Modify the procedure of applying for participation in conferences, etc. whereby justification of participation is provided in terms of professional development of a particular teacher
- Develop appropriate documents (E-Learning Strategy, appointment of the expert committee) to encourage the use of infrastructure for achieving learning outcomes and realization of scientific and / or professional activities.
- Subscribe to the appropriate database and international tourism journals
- Find a better temporary solution than the City Library because, by definition, the City Library does not have enough specialized literature needed by students

Quality grade

Minimum level of quality

V. Professional and/or scientific activity

Analysis

The lecturers and associate of the Polytechnic have published a limited number of publications in international journals. There is indeed a significant increase in the number of lecturers at the Polytechnic from 11 to 17 senior lecturers in 2018-2019. The institution is actively financing doctoral studies, and participation in national as well as international conferences. Scientific publications were mentioned during the discussion that the Polytechnic wants to have a balance between professional and scientific research projects and publications. However, this is not the case now. With the new interface of the CROSBIB The Croatian Scientific Bibliography has been published, all lecturers and associates are obliged to enter their publications in the specified system. By exporting data from the CROSBIB, it is indeed possible to obtain a precise distribution of works by publications, and subsequent reprocessing and distribution by departments of the Polytechnic. The Strategy of the Polytechnic is clearly stating the participation in the development of society. Cooperation with the economy and participation in the development of the local economy is an indispensable task of the work of the Polytechnic as a socially responsible institution. The Polytechnic engaged in many projects in the region. Lecturers and associates are the winners of regional, awards and awards for professional achievement. However, limited to non-international awards. There are only two occasions where a professor of the Polytechnic was the winner of the Šibenik City award in 2017, and award of the town of Šibenik.

The increase in the number of contracted projects from the EU and other local and national partners as well as encouraging lecturers to participate in the application and implementation is one of the main tasks of the strategic objectives of developing international cooperation and internationalisation. However, this is one of the objectives but currently not realised. The research equipment and digital tools used in teaching at undergraduate and graduate level is very limited. However, students have constant access to the most modern computer equipment's in the existing IT cabinets where different softwares packages are installed. One of the achievements of the Polytechnic is their membership in the ORACLE Academy.

Recommendations for improvement

- There is a need for *clear criteria* from the Polytechnic on how many papers each lecturer/senior lecturer and associates need to publish per year. Now, everyone needs to publish professional (and possibly scientific) papers but it is not clear how many for each lecturer/senior lecturer and associates per academic year.
- The emphasis should be focused on commercial projects for various companies and organisations in the county but also on national level. If they want to achieve an

excellence of education and professional research, they should focus on conducting studies that the industry is needed.

- There is currently limited international achievement at international conferences. This should be strengthened by lecturers and associates in engaging with the academic community in attending different international conferences to present their work and progress based on various professional projects.
- The institute of Polytechnic should be proactive in applying and tendering for EU as well as national, and local projects with their strong connections with the industry. Due to this strength, the Polytechnic should be the lead in applying and coordinating professional projects.
- Currently, limited 'Tourism-Focused' conferences are in the list presented by the Polytechnic. Through attending tourism conferences, employees of Polytechnic will get in touch with well-known editors and editorial board members of International Tourism Journals, such as *Tourism Management*, *Annals of Tourism Research*, *Current Issues in Tourism*, *International Journal of Tourism Cities*, to mention few of them. Through these conferences, networks can be strengthened internationally, and this may lead to the improvement of Tourism Programme.
- The undergraduate and graduate students are not fully participating in the professional projects of Polytechnic. In addition, students should be much more involved in the projects of the Polytechnic.

Quality grade

Minimum level of quality

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

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

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

Analysis

The Polytechnic has established internal quality assurance system in accordance with the ESG requirements, which is a part of its strategic management for the period from 2017 to 2025, and it is based on objective and comprehensive SWOT analysis (Work and Development Programme (Strategy) of the Polytechnic of Šibenik for the period 2017-2025). But Work and Development Programme (Strategy) of the Polytechnic of Šibenik is too abstract and not linked to financial, progress indicators and measuring of progress.

Internal quality assurance system involves all stakeholders of the higher education institution, but the role of alumni should be much stronger and focused on improvement of study process and achievement of strategic goals of Polytechnic of Šibenik.

The higher education institution collects and analyses data on its processes and results, and uses them to effectively manage and improve its activities, as well as for further development. The internal quality assurance system is implemented through a system of quality monitoring mechanism based on audit, surveys reports, meetings, feedbacks, discussions. During the period since the last re-accreditation to date, many activities have been carried out on the basis of the recommendations of the Expert panelExpert panel, but implementation of some activities was too slow and too weak.

The Polytechnic is committed to the development and implementation of human resource management policies in accordance with professional principles and standards (Employee education plan). As an example, thirteen lecturers enrolled in postgraduate studies in order to acquire a higher academic title, and so far eleven lecturers have completed these studies at the Polytechnic (five have earned the title of Doctor of Science (PhD), one Master of Science degree, and six University Specialist Degrees). Educational programmes for teaching staff were performed too. However, the potential of the researchers should be strengthened in order to implement a professional master's degree.

Activities of the higher education institution are transparent, public and courseed to external evaluation and assessment. Evidence is provided through the rulebook and the manual available on the corresponding websites.

Recommendations for improvement

- Further development and continuous improvement of the Quality Assurance system, and focus more on improving the quality of the study process is recommended.
- The Polytechnic is recommended to engage with alumni and external stakeholders to enhance quality and quality assurance with regards to the courses, student experience, employability and development of lifelong learning, as well as to attract high quality candidates to the courses.
- The higher education institution is also recommended to develop strategy with measurable key performance indicators in all activities.

Quality grade

Minimum level of quality

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

Analysis.

According to the evidence gathered during the site visit (action plans, reports) the Expert panel concluded that the recommendations for quality assurance from previous evaluations have been implemented. During the period since the last reaccreditation to date, the following main activities have been carried out: Development Strategy was developed; The Quality Assurance System Manual has been improved to meet the ESG Guidelines; Erasmus Charter and CEEPUS mobilities have been realized of lecturers, students, and administrative staff (both domestic and foreign) are being implemented. However, it should be noted that some of the recommendations have not been fully implemented: level of internationalization of studies; ECTS concept implementation in full level and so on.

Recommendations for improvement

- In order to achieve the goals of the strategic plan, it is necessary to increase the involvement of heads of departments and variety of staff.

Quality grade

Satisfactory level of quality

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

Analysis

The Polytechnic has procedures and rules for preventing unethical behaviour, intolerance and discrimination and procedures are defined in the rulebooks on disciplinary procedure and professional study programmes (Code of Ethics, Student Ombudsperson, Rulebook on student disciplinary responsibility, Rulebook on employee disciplinary responsibility). Also, The Polytechnic should be praised for taking plagiarism so seriously by utilising tools such as Turnitin to prevent plagiarism, which is widely used in highly ranked institutions. The Code governs basic ethical principles, ethical principles in science and higher education, organization and work of the Ethics Committee and proceedings before the Ethics Committee of the Polytechnic. The procedures are defined in relevant legal acts.

Recommendations for improvement

No recommendation

Quality grade

High level of quality

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

Analysis

The Polytechnic's website contains information on the organization of the institution, study programmes, lifelong learning and the quality of performance of the Polytechnic's activities. Public acts, decisions, announcements, announcements of guest, public and inaugural lectures as well as information on international cooperation and mobility, participation in conferences, projects and the activities of the Student Council are regularly published.

The Polytechnic regularly informs the interested public (media) through articles in local and national press, through television and radio broadcasts on important events and student activities, and thus informs the public about its activities.

The Polytechnic continually and timely informs students about available scholarships. At present, only information about Erasmus is available in English. General information about the higher education institution as well as the overall study programmes is also available in English. Where possible and given staff constraints

lectures of the courses are delivered in English also. Results from assessment procedures and surveys are published. However, there is a lack of information on indicators that are relevant to stakeholders (such as pass rate analyses, graduate employment, dropout rates).

Recommendations for improvement

- The Polytechnic should inform stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students in English in web site.
- The Polytechnic should inform stakeholders about other indicators: pass rate analyses, graduate employment, dropout rates, outcomes of previous evaluations, etc. in web site.

Quality grade

Satisfactory level of quality

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

Analysis

The Polytechnic has a locally economic role, both through professional and economic projects, as well as through other services and activities that the Polytechnic provides for the development of the domestic economy and the wider social community.

Establishment of the Economic Council in 2014 - a significant progress has been made in the cooperation with local business persons.

The Polytechnic is involved in the decision-making of public interest through its lecturers acting on their own or on behalf of the Polytechnic through their presence in state bodies, county, city and other bodies.

Lecturers and scientists of the Polytechnic contribute to the development of the environment through their research work, international scientific and professional conference.

The civic role of the Polytechnic is manifested in various actions for the needs of the local community: volunteering students in the public kitchen, donating blood in the actions of the Croatian Red Cross, Christmas collection of humanitarian aid and so on.

Recommendations for improvement

- Focusing the strategy and activities to a wider region or national, rather than only to the local industry and community.

- The Polytechnic contributes significantly towards society. While we encourage maintaining the current activities, we recommend enhancing a social role of ALUMNI society to improve society performance and quality.

Quality grade

Satisfactory level of quality

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

Analysis

Established lifelong learning programmes are systematically revised and developed, aligned with the general goals of the programme and the needs of society and contribute to the development of the local community.

The Polytechnic organizes and carries out a legally prescribed seminars and professional exams for the managers of travel agencies and tourist guides.

In November 2015 the Polytechnic, by signing an Agreement with Oracle Croatia Ltd., became part of a global educational programme that offers opportunities for improving Knowledge, skills development and innovation in the field of information technology.

The Higher Education Institution carries out a small number of lifelong learning programmemes focused exclusively on tourism and IT. There is a lack of initiative to interest the social needs of an aging population and their satisfaction with lifelong learning programmes in region. In addition, the Polytechnic should carried out analysis and improvements to the lifelong learning programmes and monitoring student's satisfaction at lifelong learning programmes.

Recommendations for improvement

- The social role could be further improved by increasing the number of life-long learning programmes.
- Procedures for monitoring student satisfaction at lifelong learning programmes should be established.
- Evidence of carrier out analysis and improvements to the lifelong learning programmes should be provided.

Quality grade

Minimum level of quality

II. Study programmes

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

Analysis

General objectives of the study programmes are aligned with the strategic goals of the Polytechnic of Šibenik. In the self-analysis, the strategic goals of the higher education institution were defined and in the syllabus of study, programmes defined general objectives that were aligned with the strategic goals.

The Polytechnic of Šibenik has an Economic Council, which includes business representatives who mostly have contracts with the Polytechnic of Šibenik in the form of various cooperations, mostly through the realization of student practice. The Economic Council also provides feedback on the students' competences and thus provides suggestions for improvement of study programmes. It is proposed to better take into account the recommendations and feedback of professional associations and the Economic Council regarding improvement of study programmes. It was noted that the Polytechnic of Šibenik is orientated towards local cooperation, and that it should develop a network at the national level.

The need for study programmes has been established and only the specialisation of Postal Services at the Traffic study has not been active for some time since there are no students. Due to the location of the Polytechnic of Šibenik, according to the analyses of social and economic needs carried out by the analyses and conducted surveys, most of the study programmes are justified.

During the meetings, students, teachers and employers agreed in that the study programmes provide education suitable for the demands of the local labour market. Unique selling points for these study programmes are: old traditions; well-known in market; young and professional teachers; close and intensive cooperation with the tourism business representatives.

Since the last re-accreditation, the Polytechnic of Šibenik has implemented changes and additions to the study programmes up to 20%, taking into account changes occurring in organizations, economies, technologies and methods as well as the needs of employers, labour markets and students' remarks.

Recommendations for improvement

- Establish a procedure for collecting and analyzing the recommendations of professional associations and economies, both locally and nationally.
- Expand the network of co-operation with the stakeholders.

Quality grade

Satisfactory level of quality

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

Analysis

The learning outcomes of the all study programmes, such as the undergraduate tourism programme, graduate Management, Administrative Law and Transport are clearly described, and aligned with the mission and goals of the higher education institution. Learning outcomes are also related to the specific learning outcomes of individual courses in separate tables. The Polytechnic of Šibenik operates in accordance with the requirements of the profession in defining the learning outcomes of study programmes, however, the learning outcomes for Transport programme are not properly defined for all courses and the revision of learning outcomes is necessary. On some courses, the outcomes are defined higher than the required level and some are defined below the required level. Also, when defining the outcome, it is important to ensure that each outcome is clearly defined so that it can be clearly determined whether it is satisfied or not. In addition, it is not entirely clear how, for example, tourism courses and Administrative Law courses learning outcome are measured in the assessment.

The Polytechnic of Šibenik has good connections with the stakeholders/industry and employers, resulting in various co-operations. They formed an Economic Council that has an advisory role in the change of study programmes. The Expert panel considers this to be an example of a good practice in improving study programmes and learning outcomes. Nevertheless, the Expert panel considers that the Polytechnic systematically does not collect enough information from the economy and professional associations to upgrade the curricula needed for the labour market.

The Polytechnic of Šibenik is taking into account the Dublin descriptors of Knowledge and understanding, applying Knowledge and understanding, concluding and reasoning for the development of new courses. The Polytechnic of Šibenik participated in the IPA IV Human Resources Development Project: Adoption of the CROQF principles in the higher education system.

The defined learning outcomes of the study programs are aligned with the mission and goals of a higher education institution, taking into account Dublin descriptors of Knowledge and understanding, applying Knowledge and understanding, concluding and reasoning, communication and student learning skills in undergraduate (6 levels according to CROQF) and graduate (7 levels according to CROQF) level of study, which is also published in the Syllabus.

The programme title, expected learning outcomes and the programme content are not strongly interrelated for leading to the qualification of professional bachelor of Tourism management. The programme aims and learning outcomes are rather well-formulated, but there are too many study programme learning outcomes and the content of each is quite wide. The learning outcomes are too general - the Expert panel doubts if the aim (to prepare tourism business professionals) is achieved. According to the list of the courses, they are more connected to overall business administration or management and less with the tourism management dimension. The learning outcomes of the programme courses are too detailed and there are too many of them to assess their direct compliance with the aim of the programme.

Descriptions of the study programme courses (in Tourism) are prepared in accordance with the goals/strategy approved at the Polytechnic of Šibenik. In majority of the course descriptions, the assessment criteria are indicated either incorrectly or not at all. The applied study methods are innovative; they match the course and learning outcomes, but there are too many indicated methods in several course descriptions. Furthermore, the student assessment methods are the same for all learning outcomes, and they do not meet the taxonomy level in several course descriptions.

The content of the courses is consistent with the type and level of the studies. The scope of the programme is sufficient to ensure learning outcomes. The content of the programme does not reflect the latest achievements in science and the latest achievements in technologies, because the students have no big opportunity to practice with updated tourism business management programmes during studies. The study programme curriculum design is very conservative and there are no such courses as Leadership, Entrepreneurship, Tourism Planning, Tourism Policy, Art of Negotiations and other innovative courses that would make this programme extraordinary.

Recommendations for improvement

- Revise learning outcomes on individual courses in Transport programme and Administrative Law programme according to standards
- Analyze the needs of the market and align the learning outcomes with the necessary competences
- To reduce the number of learning outcomes in the study programmes (Tourism and Management Studies and Administrative Law) and course descriptions as well;
- Provide assessment criteria for study outcomes.

Quality grade

Minimum level of quality

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

Analysis

The Polytechnic of Šibenik conducts a survey in which it collects student feedback on the course and teachers. Teachers, accordingly, improve courses, teaching methods and assessment methods. Polytechnic of Šibenik has developed procedures to improve the quality of teaching in the event of a student's negative assessment of teachers.

A practical part of the lesson should have more realized hours as it is a professional programme. The need for a greater number of practical classes was also expressed by the students.

The Expert panel considers that the way of examining the learning outcomes is not clearly defined in syllabus for all programmes. It is also possible to define the level of knowledge of each outcome for an adequate grade. If they clearly define the ways of examining the outcome and the level corresponding to each grade, the grading system would be more transparent, and the student would be able to prepare better for expected learning outcomes. In addition, it is not entirely clear how attendance is measured in relation to the learning outcome. The assessment criteria in measuring and achieving the learning outcomes are not clear in the syllabus.

The outcomes of all study programmes are assessed by written and oral examinations, as well as the evaluation of the final thesis. Evidence of exams and theses was provided. Active participation of students is encouraged and learning by doing is continuously integrated in the learning process. Based on the feedback collected from students, teachers and external stakeholders, the Polytechnic of Šibenik utilizes different methods to evaluate the intended learning outcomes, e.g. via written or oral exams, via projects, etc. Nevertheless, attention should be paid to the assessment criteria for achieving the learning outcome of all programmes.

Recommendations for improvement

- Increase the number of student practice hours in the tourism professional programme and in Administrative Law programme.
- Define how each outcome of each course is examined and what level of knowledge of a particular outcome is required for a particular grade
- Establish assessment criteria with clear focus for each group/individual assignment, and case studies. These assessment criteria should be clearly addressed in the introduction of the course. The student should have a clear idea about the criteria of assessment. These assessments should achieve the learning outcomes of the course.
- An important issue is the final thesis. The final thesis should have clear assessment criteria, testing for example (1) the problem analysis; (2) the literature review; (3)

the context of the study; (4) the methodology used; (5) findings, conclusions and recommendations, and finally the quality of the presentation of the thesis, such as referencing, clear structure etc. These should be part of the assessment criteria for all final theses. Currently, it is unclear how students' theses are evaluated.

- The inclusion of a member of the industry for assessing and evaluating the final theses.
- The Expert Panel suggests the prolongation of internship in teaching bases in conjunction with the assigning of an appropriate number of ECTS points.

Quality grade

Minimum level of quality

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

Analysis

The Polytechnic of Šibenik regularly works on curriculum development. When deciding to change the study programme, they include the opinion of almost all stakeholders, students through the survey, the Economic Council and the Professional Associations. Descriptions on all study programmes are published on the website of the Polytechnic of Šibenik and regularly updated. During the planning of new study programmes, the Polytechnic of Šibenik conducted an analysis of justification, capacity and compliance with the strategic goals at the local and regional level and other needs in society. All changes to the study programmes are recorded by the Polytechnic of Šibenik. The work of the Economic Council also includes proposals for changing the study programme and thus contributes to improvements. The former students should also be included in the proposals for modification and improvement of study programmes since they cannot contribute to improvements in a formal way.

The management of the Polytechnic of Šibenik is based on continuous monitoring and analysis of changes in the environment in order to adjust the strategic goals and procedures in accomplishing the institutional mission and vision. According to this, it cares about the quality of study programmes and the changes in line with labour market requirements. They provide students with academic Knowledge and skills, including those that are transferable and can influence the personal development of students and find application in their future careers.

The Polytechnic of Šibenik has good collaboration and feedback channels with the relevant industry. Students and teaching staff reported that HEI is open to their feedback, and tries to accommodate their needs.

Recommendations for improvement

- Involve former students in suggestions for improving study programmes and developing new ones
- The Polytechnic of Šibenik should keep reviewing and improving the current programmes before establishing new programmes.
- Participation of professional associations and external stakeholders in the revision of study programmes should be encouraged and better documented.

Quality grade

Satisfactory level of quality

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

Analysis

The allocation of ECTS credits between different teaching activities is indicated in the description of study programmes and individual courses regarding Administrative Law programme. The Expert Panel has determined that the Polytechnic of Šibenik does not consistently align ECTS credits with actual workload on the basis of stakeholder analysis in the teaching process or other procedures. The Expert Panel noted irregularities in the allocation of ECTS credits in the Administrative Studies study programme. Since all undergraduate studies have 180 ECTS credits, it is not entirely clear for the Administrative Studies to have a significant number of ECTS credits. In addition, the inconsistency in the award of ECTS credits for the implementation of final thesis was noticed. In the case of a professional undergraduate study, Administrative Studies students earn 20 ECTS credits, while the final thesis of the graduate study Management has 8 ECTS credits. In addition, the student obtains 20 ECTS credits at the graduate work (final thesis) in Administrative Studies.

During the academic year, the Polytechnic Quality Assurance Expert panel conducts surveys of students' satisfaction with the quality of education and studying process, as well as the quality of studying and the work of professional services during the winter and summer semesters. In each academic year, the revision of the Syllabus is carried out for the following academic year, including audits of ECTS credits on individual courses in accordance with actual student workload.

The Polytechnic of Šibenik seems to use ECTS properly only for Tourism programme and both the teachers and students reported that ECTS allocation is adequately used to weigh the expected workload of the courses.

Nevertheless, in some cases (e.g., internship) the ECTS allocation might vary from the actual workload, since different industry partners have different expectations from the interns.

Recommendations for improvement

- It is necessary to align the number of ECTS credits with actual loads, regarding the number of lecture hours, number of homework, number of hours in working on projects and number of hours for internship.
- A modification of the number of ECTS credits for the postgraduate management thesis.
- Keep the consistency of assigning ECTS credits to all study programmes
- The Polytechnic of Šibenik should define a more efficient system that allows achieving better consistency between workload and the corresponding ECTS allocated to each module.

Quality grade

Minimum level of quality

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

Analysis

Polytechnic of Šibenik has good business contacts and enables students to learn and acquire skills in student practice. Practice is held outside of the institution and is modified to the learning outcomes of the study programme. The syllabus defines the learning outcomes of student practice and it is organized in a way that is modified to meet the outcomes. The Expert panel noted that professional studies must have more practice (internships), which was confirmed through a conversation with the external stakeholders and students. The Expert panel's proposal is that the contracts that the Polytechnic of Šibenik signs with the external stakeholders have specifically defined number of contact-hours the mentor spends with the student.

Professional practice at the Polytechnic of Šibenik is a compulsory part of all study programmes. Students are referred to professional practice in order to complete the theoretical with practical knowledge and preparation of final thesis, which makes it possible to successfully complete a study programme and engage in professional work. A head of professional practice is in charge of the implementation of professional practice for each study. Head of professional practice is appointed by the Council of Departments for a particular study, and the Department Council and the Vice Dean for Academic Affairs are responsible for their work.

The management even mentioned that it's mandatory for the students to have an internship with the industrial partners before they graduate and industrial partners are collaborating in co-teaching and co-mentoring students (e.g., via theses work or project-based courses). The industry representatives expressed their enthusiasm for offering guest lectures and internships, as well as for furthering their collaboration with HEI.

Recommendations for improvement

- Enable the focus of mentors on students during the implementation of the practice
- Because of unclear assessment criteria for the internship/placement, we would also suggest increasing the length of the placement and improving the deliverable, that student should submit at the end of the placement.
- The Expert panel recommends that increasing the duration of the working period (internship) is beneficial to all parties.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

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

Analysis

Polytechnic in Šibenik bases its Admission procedures, recognition of prior learning and completion of studies on the *Decision on the criteria for the enrolment in Undergraduate Professional Studies of the Polytechnic of Šibenik* and *Regulations on studying*. The collected data and the Self-evaluation report (page 52) show that the criteria for the admission and continuation of studies are clear and published on the Polytechnic's website. The Polytechnic also has clearly defined procedures for making decisions on admission criteria, which it publishes on their website and notice board. Admission criteria for undergraduate studies are available at www.postani-student.hr, and through calls for enrolment that are published on the Polytechnic's website. Admission criteria for graduate studies, which are conducted via a public call for enrolment, are also available on the Polytechnic's website. Candidates who had previously been enrolled at the Polytechnic of Šibenik or another higher education institution in the Republic of Croatia or abroad, can enroll based on the *Decision on the Transition*. The enrollment procedure for these candidates is described in the *Rulebook on recognition and evaluation of previous learning* and the *Decisions of the Expert panel for the recognition of previous learning*. Therefore, Polytechnic's criteria for admission or continuation of studies are clearly published and consistently applied and Polytechnic also has effective mechanisms for recognising prior learning.

Based on the number of students per study programme for the current academic year and the structure of enrolled students and interest in first level study programmes in the current and last two academic years, as well as the structure of enrolled students and interest in graduate and postgraduate programmes in the current and last two academic years (tables 3.1, 3.2 and 3.3 from the MOZVAG database), the Expert panel has concluded that the criteria for admission or continuation of studies does not ensure the selection of candidates with appropriate prior knowledge that alignes with the requirements of the study programmes. Polytechnic also does not have developed analysis of student performance on the study programme based on the admission criteria or criteria for the continuation of studies and examples of improvement of these criterias based on obtain results.

Recommendations for improvement

- To develop extensive analysis of student performance on the study programme based on admission criteria and criteria for continuation of studies in order to improve those criterias based on collected data.
- To introduce another criterias for admission or continuation of studies such as motivation letter and/or initial elective exam to better understand the specific motivation of each student enrolling in Polytechnic, as well as additional assess the knowledge and skills of student.

Quality grade

Satisfactory level of quality

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

Analysis

According to the evidence from the tables 3.4 and 3.5 from the MOZVAG database (Progress in the study programme from the first to the second year of study - only for undergraduate and integrated study programmes in the last five academic years and Completion of the study programme), as well as the evidence form Self-assessment (pages 53, 54 and 55), Polytechnic has clearly defined and available procedures for monitoring student progress. The information on student progress in the study programme is regularly collected and analysed through the ISVU system. Student progress data is collected automatically and updated on a daily basis as professors enter exam scores into the system immediately during the formation of the final grade of the course in accordance with the *Regulations on Studying* and the *Rulebook on assessment and evaluation of student work*.

Even though the Polytechnic presents adequate mechanisms for analysing student performance and pass rates and initiation of necessary actions such as introducing supervisors to all years in study programmes (one for each year in different study programmes), observing all oral exams, organising demonstrations of certain topics as well as consultative lessons and the additional last week lessons for all students, the Expert panel has concluded that the completion rates are quite low while on the other hand, drop-out rates are very high. In the meeting with the students, they have stated that drop-out rates are high due to students who have enrolled the study just for having the student rights and also the low completion rates are, according to them, because of heaviness of some courses such as mathematics or statistics. Therefore, in the Expert panel's opinion, Polytechnic does not ensure enough measures to increase pass and completion rates and decrease drop-out rates.

Recommendations for improvement

- To introduce 0-semester for courses that are considered difficult
- To develop better analysis by introducing additional student surveys based on student motivation and satisfaction

Quality grade

Satisfactory level of quality

3.3. The higher education institution ensures student-centred learning

Analysis

Based on the evidence from Self-assessment and the meetings with Polytechnic's management, internal and external teachers and students, the Expert panel has concluded that Polytechnic encourages various modes of programme delivery and continually evaluates and adapts teaching methods for all student population, has available and committed teachers who contribute to the motivation and engagement of students as well as encouragement of student autonomy and responsibility. Depending on the specificity of a course, it consists of lectures, seminars, exercises, laboratory exercises, field education, practical studying, projects, consultations, mentoring, colloquia, exams and other forms of Knowledge and expert examination, in accordance with the planned learning outcomes. The syllabus at the Polytechnic is transformed from ex cathedra (lecturer) oriented study to problem (student) oriented study. Students participate in the Polytechnic's research projects as well and, based on the acquired experience and data collected, they finalize their final thesis, independently or with the help of a mentor. They also participate in conferences, writing professional or scientific papers. Project work further enhances student autonomy and responsibility.

Lecturers have insight into the results of student surveys, which show the results of assessment of learning methods, thus being of a great help to academic staff for their continuous self-evaluation and the improvement of learning methods. Lecturers participate in workshops related to the improvement of the learning process through which they develop additional methods for continuous evaluation (e.g., anonymous collection of student commentary on an immediate lecture).

Lessons for part-time students is largely carried out in the afternoon. Those students have the option of attending additional consultative lessons as scheduled by the academic calendar. Lecturers are available to students in a predefined and publicly announced term of consultation. Additionally, lecturers are available (upon agreement) out of the term of consultations.

However, Polytechnic lacks the usage of state-of-the-art technologies in order to modernise teaching. It does not have enough modern softwares that are needed in IT-

management and any simulation programmes and softwares that support Transport study programme.

Recommendations for improvement

- To buy, install and introduce new software programmes which are necessary to modernise learning for each study programme.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support

Analysis

According to evidence from Self-assessment and meetings with management, teaching staff and students, Polytechnic provides guidance on studying and career opportunities to students and has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility and library and student administration services and students are informed about them. Student support is tailored to a diverse student population and Polytechnic employs an adequate number of qualified and committed professional staff.

The Polytechnic has planned to establish a career development Centre, which is in line with task 1.5. of the *Work programme and development strategy of the Polytechnic of Šibenik for the period 2017.-2025*. Until the start of the Center, the Polytechnic has a developed system of support for students that includes the work of mentors, advisors and a system of peer assistance.

According to the *Regulations on the head of the students and mentors*, the heads of study years and mentors are appointed. The head of the students is a lecturer who monitors and supervises the student's professional and/or scientific work, and enables faster and easier adaption into the organizational culture of the Polytechnic, assists the student in advancing through studies and reports to the students about the learning. In addition to the support by lecturers on the Polytechnic, the system of peer assistance was developed under the *Ordinance on Demonstratures*. In 2016, the Polytechnic established a *Counseling center for students and employees* (now Counseling for students). The Counseling Centre provides constant psychological, advisory and educational assistance to students and employees of the Polytechnic.

The Polytechnic has been working with CISOK (Information and Career Counselling Centre) for many years to improve the personal potential of students for lifelong career development by gaining advice regarding the search and creation of professional opportunities, improving job search techniques, necessary information

and making professional decisions. As part of the collaboration, CISOK held a number of group lectures and workshops for students and provided information and brochures on employment and the labour market.

Polytechnic of Šibenik, the Town of Šibenik and Šibenik-Knin County concluded the *Treaty on establishing a foundation for students of the Polytechnic of Šibenik*. The Foundation is intended for students of the Polytechnic of Šibenik and does not act on the Classical scholarship mode, but decisions on the payment of funds are made according to the current needs and circumstances of the students of the Polytechnic of Šibenik, who may need such assistance. In addition to the aforementioned scholarships, the Polytechnic offers scholarships to excellent students, students in the state of social needs and disabled students, and the best students of each study year get awarded with the Dean's Prize.

Furthermore, in order to support the various student activities, the Polytechnic encouraged the development of student organizations such as Student Council of the Polytechnic of Šibenik, The informatics section of students, The journalist section of students, The sport association of students, The Association StartUp Šibenik and The Association of Alumni of the Polytechnic of Šibenik.

On the other hand, during the tour of Polytechnic, the Expert panel has concluded that the library is not equipped with proper amount of needed literature and also the space for reading does not exist. Students must ask the librarian if there is a certain book available. However, Polytechnic has informed the Panel about the current project they have with Šibenik county to build a new library with enriched literature and space for reading.

Students have complained on the eagerness and politeness of administrative staff and also stated they do not have proper space for learning or relaxing inbetween two lectures.

Recommendations for improvement

- To install a system, which catalogs available books in the library that students can access by themselves.
- To insure enough administrative staff and their working conditions in order to increase their eagerness and politeness towards students and their questions and requests.
- To insure proper waiting space for students inbetween lectures (room with tables, stools, couches and something to drink, for example beverage dispensers and wi-fi access)

Quality grade

Satisfactory level of quality

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

Analysis

Based on all the evidence the Expert panel has gathered, Polytechnic monitors various needs of students from vulnerable and under-represented groups and adjusts the teaching process for those students as well as invests resources in support to those students. The Polytechnic annually announces the full and open competition for students in the state of social support. All students are ensured with a student insurance collateral from the accident and are provided annual systematic medical examinations for students. In order to provide technical support, the conditions for spatial accessibility are ensured and accommodated in student dorm. In addition to this, the scholarship programme creates the conditions of material support, all with the aim of actively involving students with disabilities in activities related to active participation in the academic community.

Even though the Polytechnic had not yet encountered a student with 100% disability, they are building elevators and preparing for such case. The Expert panel has concluded that Polytechnic in Šibenik meets all the criteria for this standard.

Recommendations for improvement

- To ensure further improvements and developments for the students with disabilities and under-represented groups (introduce a buddy programme for students from vulnerable and underrepresented groups from the time of their enrolment).

Quality grade

High level of quality

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

Analysis

Information on possibilities for studying abroad through mobility programmes CEEPUS and ERASMUS are publicly available on the Polytechnic website. Based on the information from the Self-assessment and the collected data, the Polytechnic has a procedure for the recognition of grades and ECTS credits awarded through mobility programmes. Discussion with students revealed that they did not have any problems with this recognition procedure. The *Professional Council* of the Polytechnic of Šibenik adopted the *Rulebook of the Erasmus Programme of International Mobility* regulating the basic principles of the mobility of incoming and outgoing students, incoming and

outgoing academic and non-academic staff at the Polytechnic, the rights and obligations of students, academic and non-academic staff, the rights and obligations of the Polytechnic *Expert panel for the Mobility Programme*, the rights and obligations of the Erasmus Coordinator at the Polytechnic, and other issues relevant to the implementation of the mobility programme. *The mobility Programme Committee* regularly maintains the meetings and informs all stakeholders about planned and realized mobilities. *The mobility Programme Committee* shall conduct a selection of the candidates applying to tenders published under the mobility programme and adopt decisions on the implementation of the mobility programme. The *Erasmus coordinator* and the *ECTS coordinator* are in charge of providing academic support to outgoing and incoming students and academic and non-academic staff participating in the mobility programme.

Students are informed at the level of all study programmes about the possibilities of attending a part of the study abroad. The Polytechnic organizes *Student Mobility Days* in cooperation with the association “Mladi u EU” from Šibenik. Prior to the application, the *ECTS Committee* performs a comparison and assessment of the compatibility of study programmes, cases and the recognition of ECTS credits, evaluations, and periods of traineeship, and when comparing and assessing the compatibility of study programmes and of individual cases, the ECTS Committee starts from the principle of maximum flexibility.

Based on all the evidence, the Expert panel has concluded that the Polytechnic meets all criterias for this standard.

However, according to table 3.6 form the MOZVAG database (Mobility of students (total) in the last five academic years), the Panel has agreed that the number of students included in outgoing and also incoming mobility is low. Polytechnic also does not expose enough its students to foreign literature and work with foreign professors and colleagues.

Recommendations for improvement

- Additionally motivate Polytechnic students to participate in mobility
- More foreign literature in library and in mandatory literatures for courses
- Inviting foreign professors (Visiting Porfessors) to teach and/or organise workshops and seminars in certain courses in foreign languages
- Increase the internship period

Quality grade

High level of quality

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

Analysis

Polytechnic of Šibenik has an *Erasmus Charter for Higher Education*, and has since signed a total of 22 bilateral cooperation agreements that enable the incoming mobility of students. Furthermore, as the Polytechnic of Šibenik is part of the 4 Ceepus network, it achieves incoming mobility also within this programme. The Erasmus Coordinator and ECTS coordinator are responsible for organizing, administering and reception of incoming students.

In order to provide information to incoming students about the possibilities and conditions of study at the Polytechnic of Šibenik, a guide for incoming students has been developed, the *International Student Guide* and this guide is published on the website of the Polytechnic of Šibenik. In *The Student Guide*, students get information about: the structure of Polytechnic; the e-learning system; the list of courses available in English per semester; the way of regulating the stay in Croatia, which specifically relates to the resolution of visas; health care, obtaining of social security; student organizations; a way to achieve student nutrition; accommodation in the dorm; and other useful information related to studying in Šibenik.

The Polytechnic organizes lectures in English for incoming students or individual consultations according to the abilities of the Polytechnic's lecturers and associates, or in accordance with the *Learning Agreement*. Following the achieved mobility, the Polytechnic, as the host institution of the incoming student, shall issue a *Learning Agreement*. After the achieved mobility, the Polytechnic, as host institution, issues the student a *Transcript of the assessment/grades* or *Certificate of professional training* in English language. Based on these documents, the Polytechnic of Šibenik carries out the procedure of recognition of courses and ECTS credits achieved by a student during his study mobility.

Based on the discussion with the foreign students as well as all the other evidence presented to the Panel, Polytechnic in Šibenik meets all the criteria for this standard. Foreign students stated that they are really satisfied with courses, quality of support by teachers and students as well as the whole organisation process. They also have Croatian language lessons if they want to attend.

According to the table 3.6 from the MOZVAG database, it can be seen that the number of incoming foreign students is low.

Recommendations for improvement

- Better advertising of the Polytechnic in order to attract more foreign students
- More foreign literature as stated in standard 3.6

- Adapt all courses in foreign language not just few ones, particularly in tourism programme, as this is one of the Unique Selling Points of the Polytechnic.

Quality grade

High level of quality

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

Analysis

For each academic year, the *Syllabus* is published on the website for all professional studies as well as *The Regulations on Studying* and the *Regulations on assessment and evaluation of student work*.

The Polytechnic of Šibenik organizes workshops and provides in that manner support in the development of skills related to examination methods and examination for all who evaluate students. Lecturers are required to provide students assessment and evaluation on the foundations of fairness, objectivity, transparency, timeliness and public, as defined in the *Code of Ethics*. Students in the surveys grade the appropriateness of the knowledge checking. A mailbox was set up in the Polytechnic for the delivery of written comments and remarks on ethical misbehavior, which provides the students with an additional possibility to request anonymous reports of irregularities at any time.

Students receive feedback on the valuation results as the test results are available on the e-learning system, all in accordance with the Regulation of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data and the free movement of such data. In addition, students have the right to have insight of exams where they also receive advice for learning related to them, where appropriate. In the case of a bad result, students are invited to consult where the errors are individually indicated. In accordance with the Regulations on Studying, a student who considers that he has not been properly evaluated, has the right to request a repetition of the exam in front of the study committee.

The Polytechnic of Šibenik collects and compares the results of evaluation analysis through multiple sources, from continuous student surveys, graduates surveying, monitoring the movement of transience and average grades of the course by generations.

Evaluation procedures take into account the special circumstances of studies for certain groups of students by adapting examination instruments or methods. For example, it adjusts the font in the print text of the written exam; In case of problems with the written/oral way of responding, it is possible to combine different methods of answering.

On the other hand, the Polytechnic in its Syllabuses does not clearly publish and define criteria and methods for evaluating and grading. Although they have The Code of Ethic, besides that, they do not have any additional procedures for ensuring objectivity and reliability of grading. The Polytechnic also does not conduct meta-evaluations of teaching and grading methods. In discussion with management and teaching staff, it has been established that there is any defined measure taken if the professor gets the low grade on the student survey, besides the discussion with this professor.

Recommendations for improvement

- Clearly define criterias in all Syllabuses for each method of evaluation – how are the seminars evaluated and graded, how are projects evaluated and graded, how is written exam evaluated and graded as well as how is oral exam evaluated and graded and in what percentage each method defines final grade of the course
- Introduce additional procedures of evaluating each lecture
- Implement procedures for ensuring the objectivity and reliability of grading such as double marking of exams or four-eyes-system for evaluating seminars and final thesis.
- Implement defined measures for professors who have been low-rated by students, such as trial period, monitoring lecture and evaluating teaching methods, monitoring and evaluating their grading system and introducing feedback from students for each lecture during trial period
- Assessment criteria particularly for theses should be clearly developed. Currently, it is unclear how theses are evaluated. It should be based on problem analysis, literature review, context analysis, methodologies used, findings, conclusions and recommendations, and the presentation and layout of the thesis. These are some measures to consider when evaluating a thesis.

Quality grade

Minimum level of quality

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

Analysis

After the completion of the study, students receive a diploma and diploma supplement, which contains the acquired qualifications, competencies and the level, content and status of studies they attended and completed successfully. The Diploma contains information about the holder of the diploma (first and last name, date and place of birth), information about ECTS credits, the date of completion of the study, data on the level of qualification, study, field of study and academic title. The Diploma is a public

document with a registration number, the date of issuance is given and is certified by the Dean and the dry seal of the Polytechnic of Šibenik.

The diploma supplement is issued in accordance with the *Higher Education Act* Article 84, Paragraph 5, as instructed by the *Ministry of Science and Education*. The Contents of the diploma supplement are in accordance with the instructions for completing the diploma supplement issued by the *Ministry of Science and Education* and instructions issued by the Polytechnic in Šibenik (*Regulation on the content and form of certificates, diplomas, certificates and forms of diploma supplements of the study*).

Diplomas and diploma supplements on the study are handed to students at the promotion, and until the promotion of the successful completed study, the student is issued a certificate containing: the name of the Polytechnic; The name of the Polytechnic department; The name and surname of the student to whom the certificate is issued; The name of the study completed by the student; Date of defense of the final thesis; acquired professional title; Signature of the authorized person and the seal.

So far there has been no feedback from students and alumni that would indicate the necessity of modifying and supplementing the contents of the documents.

According to all the gathered evidence, Polytechnic in Šibenik meets all the criterias for this standard.

Recommendations for improvement

No recommendation

Quality grade

High level of quality

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

Analysis

The Polytechnic of Šibenik analyzes the employability of graduated students every year before determining the entry quotas. In This process, the Polytechnic collaborates with the Croatian Employment Service, office in Šibenik, using their data published in issued publications (e.g. monthly newsletter) and professional suggestions at joint thematic meetings. The Recommendations of the Croatian Employment Service on enrolment policy and the needs of the labour market expressed as recommendations of the members of the Economic Council of the Polytechnic are considered when deciding on the enrolment quota.

Once a year, the Polytechnic of Šibenik organizes the *Open Day* manifestation, as part of which the high school graduates of Šibenik-Knin have an organized visit the institution. During the daily programme, pupils are presented all the advantages of attending

study programmes and the possibility of continuing study and employment after completing their studies. The Polytechnic also organizes visits to secondary schools in Zadar and Split-Dalmatia County, where interested students are informed about the benefits of attending study programmes and the possibilities of continuing studies and employment after graduating.

The most significant event is definitely the *POLYTECHNIC OF ŠIBENIK Career Day*. The event is carried out in order to achieve student opportunities for the realization of professional training and employment with eminent Croatian employers. The event involves a number of well-known business entities from economic areas compatible with the implementation of traineeships and the recruitment of students of the Polytechnic.

The Polytechnic also organizes *Life Long Learning Week* event, which organizes a series of useful lectures and workshops with the aim of encouraging students to further educate themselves. The Polytechnic plans to establish a career development Centre within which, besides the content for students of the Polytechnic of Šibenik, a database of former students will also be established in order to achieve lasting contact and to monitor the development of their careers. This activity is foreseen by the *Programme of work and development of the Polytechnic of Šibenik for the period of 2017 - 2025*.

The Association of graduated students of the Polytechnic of Šibenik, „ALUMNI POLYTECHNIC OF ŠIBENIK“, was founded on 14th of November 2008, and since then the Polytechnic has successfully collaborated with the association in a way that it participates in the creation of content and events, advises the leadership of the organization on the topic of development and, if necessary, uses the database of association membership.

However, based on the table 3.7 from the MOZVAG database (Employment of graduates / alumni in the last 3 calendar years) and the meeting with alumni, the Panel has concluded that the Polytechnic in Šibenik does not have extensive database of the employment and contacts of their graduates and especially alumni. Most of alumni are from Šibenik and Šibenik county, there are none of them from other places in Croatia even though they studied at Polytechnic in Šibenik. And in addition, Polytechnic does not include the alumni in developing new study programmes and new teaching methods.

Recommendations for improvement

- Implement extensive database of all graduates – should contain their contact, company in which they are employed, their position in the company and the level of education they have
- Implement extensive database of all alumni that contains the same data mentioned in previous recommendation

- Include alumni in adapting new teaching methods and developing new study programmes
- Stronger connection with the alumin as these are the ambassadors of the university.
- Inviting alumni to provide guest-lectures in specific courses.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities

Analysis

The number and qualifications of teachers are appropriate for the realization of the study programmes and the acquisition of learning outcomes. In the academic year 2014/2015, four teachers were employed, and one assistant was advanced in higher teaching grade. In the following academic year, 2015/2016, one teacher and four assistants were employed at the expense of HEI. In the academic year 2017/2018, two assistants were advanced in higher teaching grade, in the 2018/2019 another assistant was advanced in higher teaching grade, and the last assistant is in the process of advancement into higher teaching grade (Analytic supplement 4.2). In the Analytic supplement 4.1. it is evident that there are two college professors, 23 senior lecturers, 6 lecturers and 1 assistant. The Expert panel considers that teachers' qualifications match the learning outcomes of the courses. Procedures for election into teaching grades are conducted in accordance with national regulations. According to the CVs, Decision on appointment into grade, data in CROSB, and Teaching Plan, it's evident that teachers meet the criteria required for the courses they perform. The lecturing team is clearly motivated in their jobs and career.

The ratio of students and teachers is appropriate for quality study. The ratio of teachers and students is 23.25, which fully corresponds to the conditions of the Ordinance.

At the end of the summer semester of each academic year, the Polytechnic of Šibenik delivers a plan of teaching for the next academic year at the suggestion of the Vice Dean for Teaching. Subsequently, it is followed by adoption at the Councils of the Department and at the Expert Council. Teachers have teaching load with up to 120 % of teaching work norm. Working over this amount is only possible with teacher's consent. During the planning of the lessons, teachers' other obligations are taken into account – teachers can ask their heads of departments or vice-dean for a decrease in teaching loads (in writing.) During the meeting with teachers, the Panel was informed that remuneration for teaching hours that exceed 120 % of their regulated norm-hours is not adequately defined. The justification for this statement was alignment with the new collective agreement. Mentors and heads of student practice have defined working hour norm through the Rulebook on Leaders and Mentors of Professional Practice and the Decision on the Method of Paying for External Associates - a Mentor of Professional Practice. The fee is HRK 300 gross per student.

Deviations from the standard teaching workload are too high; some teachers are at +20 %, and some at the -20 %, which does not seem just. Teaching hours should be evenly divided, and teachers should have enough time for their own professional development and education. The maximum prescribed teaching workload prevents them in doing so.

In addition, there may be personal tensions between individual teachers, which can result in lack of collegial atmosphere. The number of professional papers per teacher varies. Some teachers have in the last five years published 20, 30 or even 50+ papers, while a good portion of teachers is at a legal minimum in this regard. Ultimately, this results in a small number of college professors. The Expert panel has identified the need for a strategy for teaching progress. It is necessary to define deadlines to encourage teachers to improve their skills.

Teachers are qualified for the particular courses they deliver. The courses are thematically related, and their publications are consistent with the above.

Recommendations

- To regulate the teachers norm; some teachers have an exceeding teaching load that prevents their professional development
- Standardize equal teaching loads, since there are too many differences in teaching hours between teachers
- Strategically encourage the training teachers, with regard to their area of interest
- Define a plan for the development of doctoral dissertations, with regard to their area of interest and deadlines

Quality grade

Satisfactory level of quality

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

Analysis

External associates have the adequate work experience. There are currently 15 external associates at Polytechnic of Šibenik, of which 2 are college professors, 6 senior lecturers, 2 lecturers, 2 full professors, 1 associate professor and 2 assistants. They are employed in state, public and private sector institutions. External associates include different methods in their teaching process, such as workshops, guest lectures, field teaching, etc. In addition, they are well-informed of the labour market needs, and contribute to raising the quality of the teaching process.

Polytechnic of Šibenik includes external associates during the final thesis phase. In 38 final theses (about 14 % of the total defended theses), the mentor was a person from public or private sector. Polytechnic of Šibenik has a Rulebook on Student Leaders and Mentors in which the financial compensation is described. It can be stated that they are in the initial phase of involving external associates during the final thesis. The Expert panel considers that the envisaged option has not been sufficiently achieved (i.e. c-mentors are rarely appointed).

Collaboration between Polytechnic of Šibenik and partner institutions of external associates is in a developed phase. Namely, external associates are a bridge between Polytechnic of Šibenik and labour market, and are among the better indicators of quality system improvement. The Expert panel believes that a large number of students indeed find employment at their placement institutions. However, the Expert panel did not receive positive feedback on the analysis of status of alumni. The Expert panel believes that there isn't enough information on their employment status, and that the analysis is thus lacking for any substantial improvements of the quality system.

Recommendation

- Increase the number of co-mentors for final thesis from public or private sector
- Keep records of external teachers and their professional advancement
- Analyse student and alumni feedback and make improvement measures

Quality grade

Satisfactory level of quality

4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence

Analysis

Teacher recruitment procedures are based on the goals of HEI and in compliance with the legal regulations. The Statute, task 3.1, envisages an increase in the number of teaching staff. The Rules of Procedure prescribe mutual rights and obligations between employer and employee (employment contract, salaries, other cash benefits, working hours, etc.).

The Statute (Articles 62 to 66) prescribes additional conditions for associate and professional grades and positions. The procedure is initiated by heads of departments and/or dean, after which the Expert Council appoints an expert committee which decides on each candidate. There is no other internal act that prescribes additional conditions for election to teaching grades. In the process of selecting, appointing and evaluating teachers, their current teaching, research and other activities are taken into account, as prescribed by the Act on Scientific Activity and Higher Education (Official Gazette 123/03, 198/03, 105 / 04, 174/04, 46/07, 63/11, 94/13, 131/17) and the Decision on Conditions for Evaluation of Teaching and Professional Activities in the Appointment Process (Official Gazette 20/12, 85/13, 4 / 15). Evaluations of teachers are based solely on national regulations. The Expert panel has determined that there is no plan of professional advancement of teaching staff, which would be helpful in a current situation. Namely, there are only two fully-employed college professors with permanent

contracts. It is necessary to develop a system of professional advancement of teaching staff, since HEI also conducts a specialist graduate professional study programmes that require a higher level of teacher qualification.

By reviewing the documentation, the Expert panel identified a lack of appropriate methods for the selection of best candidates for each job position. There is a need to develop criteria for selecting candidates for each job position. In the example of Polytechnic of Šibenik, the professional inadequacy was noted with the Head of Tourism Management, coming from the field of biotechnical sciences. According to Article 49 of the Polytechnic of Šibenik Statute, the Head of the Department, inter alia, cares for the quality of teaching and professional training of teachers. The opinion of the Expert panel is that in the area of the aforementioned study, the Head of Department should be a person from the field of Social Sciences, the field of economics.

The Polytechnic has a Rulebook on Rewarding Teachers and Associates through which four categories are elaborated on the system of evaluation and rewarding of excellence. These are: reward for teacher or student based on student evaluation; reward for published scientific papers; reward for cooperation with the business sector; reward for international or national projects. However, the rewards are not in correlation with the system of professional advancement and the Expert panel believes that this connection should be established.

Recommendations

- Form an internal act that prescribes additional conditions for staff advancement, aimed at increasing the quality of staff
- Develop a system and criteria for selecting candidates for each job position
- Encourage teachers to improve and advance through personal plans
- Reduce the teaching norms so that the teachers have more opportunity for professional and scientific development
- Interlink procedures for professional advancement with the system of evaluation and rewarding excellence
- Interlink the additional conditions for advancement and the strategic goals of the Polytechnic of Šibenik

Quality grade

Minimum level of quality

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

Analysis

The Expert panel believes that Polytechnic of Šibenik provides opportunities for development of teacher competencies, but that the system is not sufficiently developed. According to feedback from teachers, the Dean decides on the matter of financing scientific and professional training of staff, and his decision is always positive, however, there are no clearly defined criteria and infrastructure in the entire system of professional advancement. Numerous workshops on learning outcomes were held to motivate teachers for professional advancement.

Twice a year the *Proceedings of the Polytechnic of Šibenik* is published, and so far 3 international scientific and professional conferences *Challenges of the Present* have been held. However, there is no link between these conferences and the professional advancement of teachers. No feedback is collected after professional trainings. In addition, data obtained from the student surveys - which could be useful for the professional training of each teacher - is not analyzed. The only way for motivating teachers is through the Rulebook on Awarding Excellence of Teachers and Associates that differentiates between four evaluation categories: a teacher or associate reward based on the results of student evaluation; reward for published scientific papers; reward for cooperation with the industry / business sector; reward for international or national projects. Although the category of cooperation with the industry is envisaged as a way of improving professional qualifications, the Expert panel believes that the Rulebook is insufficiently focused on rewarding in the field of professional activities. International and national projects and scientific work are emphasized (which is also important for the development of teaching competencies), but emphasis should be greater in the category of professional training.

As of recently, teachers actively participate in mobility programmes. There were 23 cases of outgoing teacher mobility of up to 3 months, and 7 cases of professional mobility, which is a significant step forward. An additional incentive is provided by the Mobility Commission. The appointment and work of the Commission and accompanying regulation are defined by the Regulations on the Erasmus International Mobility Programme.

Recommendations

- Define teacher training plan
- Modify the procedure of applying for participation in conferences, etc. whereby justification of participation is provided in terms of professional development of a particular teacher

- Analyze data based on student evaluations and, if necessary, introduce improvement measures
- Include the category of professional development in the Rulebook on awarding excellence of teachers and associates, in order to encourage the professional advancement of teaching staff

Quality grade

Satisfactory level of quality

4.5. The space, equipment and the entire infrastructure (labs, IT, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and implementation of professional and / or scientific activity.

Analysis

Polytechnic of Šibenik is in the phase of improving infrastructural capacities. The following facilities have been completed: the first phase of the reconstruction of the building; during 2010 the reconstruction and equipping of the student dormitory was completed; the construction and equipping of the student restaurant in the period from 2014 to 2015; construction and equipping of a new part of the building. The following projects are currently underway: Student Dormitory "Palacin" from 2017 to 2020 and the second phase of reconstruction of the building from 2018 to 2019. In the past three years, the classrooms have been equipped, and after the new part of the building, the Polytechnic will have 1464 m² of teaching area, two 105 m² classrooms and a new 225 m² library.

The Expert panel has concluded that infrastructure capacities are insufficient for achieving learning outcomes and the implementation of scientific and professional activities. There is no professional research lab where teachers / students could develop their scientific and professional skills. The Expert panel did not get any feedback on the utilization of the current infrastructure capacity. This is primarily the issue of online learning. There are no defined legal elements to ensure the implementation of such a learning mode.

Recommendations:

- Develop appropriate documents (E-Learning Strategy, appointment of the expert committee) to encourage the use of infrastructure for achieving learning outcomes and realization of scientific and / or professional activities.
- Define the rewarding system based on the utilization of infrastructure capacities (reward criteria based on online learning).

Quality grade

Minimum level of quality

4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity

Analysis

During the academic year, a list of required materials is collected in K1 purchase order form. The library manager, upon the Dean's approval, orders library materials. There have been no cases so far of any orders being rejected. Mimeographed lecture notes and textbooks are published in electronic form in the e-learning system. Final theses are also stored in electronic form.

The Expert panel concluded that students lack adequate learning space. There is no reading room in the library, the library space is too small and there are not enough copies of literature for each course (appropriate number of copies is defined by national regulations and depends on the number of enrolled students). According to the Financial Plan for 2019, only HRK 30,000 is allocated for procurement of books and works of art. In addition, the Expert panel did not receive feedback on subscriptions to relevant bibliographic databases, which are necessary for the development of the teaching competences, but also for student research.

The contract with the City Library is not a good solution since, according to feedback, students rarely use this opportunity. Besides, no city library has enough professional literature, so the students are put in an unfavourable position in this regard.

Recommendations:

- In the Financial Plan, increase the allocated amount for library purchases
- Subscribe to the appropriate database and international tourism journals
- Find a better temporary solution than the City Library because, by definition, the City Library does not have enough specialized literature needed by students
- The syllabi should include the number of copies of mandatory literature

Quality grade

Unsatisfactory level of quality

4.7. The higher education institution rationally manages its financial resources

Analysis

Polytechnic of Šibenik respects the principle of transparency in managing financial resources. The financial statements are published on the website and the procurement is carried out in accordance with the statutory law. The Polytechnic of Šibenik has introduced the procedure of monitoring and collecting data on revenues and expenditures and the procedure of creating contractual obligations. Ordinance on Movement and Control of Accounts Documents provides for the management of bookkeeping services. The Expert panel has established that the Polytechnic should increase additional sources of funding through scientific and professional projects, cooperation between the international and local community, all in order to achieve the set strategic goals. An increase of the amount of allocated funds for the purchase of literature is needed in order to achieve Goal 4 (Internationally Competitive Science System).

Recommendations

- Increase additional sources of funding
- Link additional funding sources to strategic goals of the Polytechnic of Šibenik

Quality grade

Minimum level of quality

V. Professional and/or scientific activity

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

Analysis

The lecturers and associate of the Polytechnic have published a limited number of publications in international journals. There is indeed a significant increase in the number of lecturers at the Ploytechnic from 11 senior lecturers to 17 lecturere in 2018-2019. The need to encourage quality professional as well as scientific publications is particularly emphasized in their strategy, by focusing on two objectives; namely professional and scientific work and human resources development. In addition, the institute of the Polytechnic actively promote professional and/or scientific achievements at national and international conferences. However, very limited participation of teachers at International conferences.

The institute is being active in financing lecturers of Doctoral studies, financing attending national as well as international conferences. Scientific publications was mentioned during the discussion that the Polytechnic wants to have a balance between professional and scientific research projects and publications. However, this is not the case now. They are very active in organising international conferences and publication of proceedings; however, they are very limited now in publishing professional papers in international journals.

With the new interface of the CROSBI The Croatian Scientific Bibliography has been published, all lecturers and associates are obliged to enter their publications in the specified system. By exporting data from the CROSBI, it is indeed possible to obtain a precise distribution of works by publications, and subsequent reprocessing and distribution by departments of the Polytechnic. There is a list of publications categorised according to the Decision of the Conditions for Assessment of Teaching and Professional Activity, in which the Polytechnic have published 23 elctronic editions for studying purposes in the last five years, mainly textbooks. However, the citations impact of publications (h-index) is very limited and poor citations. Additional incentive for lecturers to publish at professional as well as scientific conferences is given through the regular organisation of the International Conference "The Challenges of Today". In addition to the organisation of two summer schools in June 2017 and 2018.

Recommendations for improvement

- There is a need for *clear criteria* from the Polytechnic on how many papers each lecturer/senior lecturer and associates need to publish per year. Now, everyone needs to publish professional (and possibly scientific) papers but it is not clear how many for each lecturer/senior lecturer and associates per academic year.
- There should be a clear *policy*, on the number of required publications and attending of conferences, per year of each level of the teaching staff.
- Teachers and associates of the Polytechnic should also attend international conferences, particularly in tourism to expose the university quality to other colleagues in the tourism academic community.
- As Tourism Management is one of the unique selling points of the Polytechnic, professional research output based on the various projects they participate in should be disseminated at various conferences nationally as well as internationally.

Quality grade

Minimum level of quality

5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.

Analysis

The Strategy of the Polytechnic is clearly stating the participation in the development of society. Cooperation with the economy and participation in the development of the local economy is an indispensable task of the work of the Polytechnic as a socially responsible institution. Some of these examples of cooperation was the referral of more than twenty students of the undergraduate Management professional studies to two months training at Dogus Marina Hotels, which was realised in 2014 (Mrmaris, Turkey) and after completing the training, most students are employed in the new opened hotel complex in Šibenik. Another example of the cooperation with the company CroNoMar Ltd. In which students of the Master course participated in a research, which resulted in two surveys: "Analysis of the Croatian maritime industry" with emphasis on steel and aluminium vessels" and "analysis of of the Croatian maritime industry with emphasis on ship equipment manufacturers. In addition, the Polytechnic is a member of the "Partnership Council for the labour market of the Šibenik-Knin County" through which it achieves excellent cooperation with public institutions as well as the Regional Development Agency of the Šibenik-Knin County to prepare various projects applications from Higher education areas that can be financed from the EC/EU. Another collaboration of the Polytechnic is with the Administrative Department for the Economy, Entrepreneurship and Development of the City of

Šibenik, in which cooperates in the preparation and presentation of projects of the interest to the city of Šibenik. In recent times, various projects have been realised: “Revitalisation of the area of the Fortress of St. John” in which setting a new standard of tourism offer; a collaboration with the project to establish the “Centre for New Technologies and Entrepreneurship ‘Trokut’”; Market research in the part of the feasibility study with cost-benefit analysis for ship lines for the URBEKO project and SHARE project – Sustainable Approach to Cultural Heritage for the Urban Areas Requalification in Europe. All these projects give an evidence of the involvement of the Polytechnic in various professional development projects and takes into consideration the needs of the society, local community and the labour market.

The Polytechnic has been also supporting in conducting research on the characteristics of tourist offer and the demand area of the Nature Park Vransko Jezero, in which they conducted three studies in the “Analysis of the structure and attitudes of the visitors at the National Park Vransko Jezero”. The Polytechnic is also involved in the preparation of the “Strategy for sustainable tourism development in the wider area of the National Park Kornati”, as a member of the Council for Sustainable Tourism Development, in collaboration with different stakeholders and the industry. The final project is the “protection of the intangible heritage of Primošten’s Lace, in which lecturers of the Polytechnic in cooperation with the Association of Primošten’s Lace Makers “Pekljica” created the elaboration of the ‘Legal Aspects of Primošten’s Lace as cultural goods and indigenous products”. Lecturers and associates participate in regular activities of professional associations in the public and private sectors, and naturally attend sessions, round tables and conference for supporting the needs of the local community and society in general.

Recommendations for improvement

- In all these above mentioned projects, the Polytechnic has been a member of the participants of all these projects; therefore, the Polytechnic should be more active in applying and leading some of the future projects that are taking place in the County. It should take the lead as a coordinator of the project, which lecturers and associates can lead the project, in collaboration with different stakeholders.
- The emphasis should be focused on commercial projects for various companies and organisations in the county but also on national level. If they want to achieve an excellence of education and professional research, they should focus on conducting studies that the industry is needed.
- The Polytechnic has a wide range of contacts within the industry and different stakeholders, therefore, this is an opportunity to tap these contacts for commercial projects and market studies for specific stakeholder.
- It is understandable that research hours is getting under pressure, but nevertheless, it would be a good opportunity for the Polytechnic to focus on

commercial projects such as companies such as hotel resorts, tour operators or travel industry.

Quality grade

Satisfactory level of quality

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.

Analysis

Lecturers and associates are the winners of regional, awards and awards for professional achievement. However, limited to non-international awards. There are only two occasions where a professor of the Polytechnic was the winner of the Šibenik City award in 2017, and award of the town of Šibenik.

It is nevertheless, significant that in the period from the period of 31st of January 2019 to 31 of January 2021 the Polytechnic is going to be for the first time the holder of an 'Erasmus KA2 project in the strategic partnership for the youth'. It can be said that the Polytechnic is currently participating in a number of different projects as partner for professional results. The increase in the number of contracted projects from the EU and other local and national partners as well as encouraging lecturers to participate in the application and implementation is one of the main tasks of the strategic objectives of developing international cooperation and internationalisation. However, this is one of the objectives but currently not realised.

Recommendations for improvement

- There is currently limited international achievement at international conferences. This should be strengthened by lecturers and associates in engaging with the academic community in attending different international conferences to present their work and progress based on various professional projects.
- The institute of Polytechnic should be proactive in applying and tendering for EU as well as national, and local projects with their strong connections with the industry. Due to this strength, the Polytechnic should be the lead in applying and coordinating professional projects.
- Currently, teachers and associates take part of professional and international conferences; however, this is not enough. There should be a rule that every lecturer or associate would like to attend a conference, should present a paper at that conference.
- The Polytechnic should encourage their employees to attend International conference in the different fields of the study programmes. Employees of the tourism

studies programme should attend international conferences focusing on tourism arena. Teachers should be encouraged to participate in international professional associations and international conferences to elevate their scientific standard and boost the international visibility of the Polytechnic

- One of the ways to achieve this could be by linking part of the financial support for attending conferences to the obligation to attend at least one international meeting every two or three years.
- Currently, limited 'Tourism-Focused' conferences are in the list presented by the Polytechnic. Through attending tourism conferences, employees of Polytechnic will get in touch with well-known editors and editorial board members of International Tourism Journals, such as *Tourism Managemet*, *Annals of Tourism Research*, *Current Issues in Tourism*, *International Journal of Tourism Cities*, to mention few of them. Through these conferences, networks can be strengthened internationally, and this may lead to the improvement of Tourism Programme.

Quality grade

Minimum level of quality

5.4. Professional and/or scientific activities and achievements of the Polytechnic improve teaching.

Analysis

The research equipments and digital tools used in teaching at undergraduate and graduate level is very limited. However, students have constant access to the most modern computer equipments in the existing IT cabinets where different softwares packages are installed. One of the achievements of the Polytechnic is their membership in the ORACLE Academy. All interested lecturers and students can download and use all Oracle programme and products without limitation. Additionally, the institute of the Polytechnic rewards the professional and scientific achievements of lecturers and collaborators based on the *Ordinance on rewards for excellence of lecturers and associates*.

Recommendations for improvement

- The undergraduate and graduate students are not fully participating in the professional projects of Polytechnic. In addition, students should be much more involved in the projects of the Polytechnic.
- More encouragement of students and lecturers to co-author papers is indeed on of the easy ways for publications. Now there is limited output in terms of co-author papers, or participation of students & lecturers at national or international conferences as result of these professional activities and projects.

- Students' participation in research projects should be encouraged through better publicity of the research projects on the website and the social media.
- Increasing the number of research projects is recommended.
- To improve the impact of professional and scientific activities of the Polytechnic's teaching quality the research activities of the teachers must be increased.
- Based on these professional, as well as scientific activities and achievements, the Polytechnic should use these materials to improve teaching and the syllabus of courses.
- Currently, there is no clear links how professional /or and scientific activities used to improve teaching. How lecturers and professors use their professional experiences in teaching? This should be translated, and clearly articulated through the improvement and adjustments of the courses outlines/syllabus.
- To ensure the above approach; there should be a mechanism where *Head of Departments* are aware and records the improvements made for the syllabus by their employees due to these professional activities and achievements. This can be one of the ways where the Polytechnic rewards professional and scientific achievements of its employees.
- Furthermore, the Polytechnic needs to create a mechanism for clear linkages between research and education. How these projects be transferred to education. It is now unclear how some projects that the Polytechnic involved in is embedded in educational modules.
- Guest lectutres based on these professional projects are not enough. Needs for involvement of students, putting case studies that are related to the research projects in the Syllabus, list of articles/papers that are written by lecturers participating in the project to be considered for the reading materials etc. These projects can be done as real-life case studies for students to practice, and conduct their written assignment, or their final thesis as a follow up research. This is a useful to way to link education with research.

Quality grade

Minimum level of quality

APPENDICES

1. Quality assessment summary - tables

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

<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, professional and/or scientific and social role).			X	
1.5. The higher education institution understands and encourages the development of its social role.			X	
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.		X		

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

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

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

<i>Quality grade by standard</i>				
<i>V. Professional and/or scientific activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.		X		
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.			X	
5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.		X		
5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.		X		

2. Site visit protocol

Reakreditacija Veleučilišta u Šibeniku / Re-accreditation of the Polytechnic of Šibenik

**Reakreditacija
Veleučilište u Šibeniku**

**Re-accreditation of the
Polytechnic of Šibenik**

***Edukacija Stručnog
povjerenstva***

***Training of Panel
members***

Mjesto događanja:

Agencija za znanost i visoko obrazovanje

Venue:

Agency for Science and Higher Education

*Donje Svetice 38/V
10 000 Zagreb*

	Ponedjeljak, 20. svibnja 2019.	Monday, 20th May 2019
09:15 - 10:30	Edukacija članova Stručnog povjerenstva (kratko predstavljanje rada Agencije, upoznavanje sa sustavom visokog obrazovanja u Hrvatskoj, upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete i načinom pisanja završnog izvješća)	Training for the expert panel members (short presentation of ASHE, introduction to the higher education system in Croatia, introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report)
10:30 - 10:45	<i>Pauza za kavu</i>	<i>Coffee break</i>
10:45 - 13:15	Priprema Stručnog povjerenstva za posjet Veleučilištu u Šibeniku (rad na Samoanalizi) Pitanja za posjet	Preparation of the expert panel members for the site visit (working on the Self-evaluation) Questions for the site visit
13:15 - 14:00	<i>Ručak</i>	<i>Lunch</i>
14:00 - 15:00	Priprema Stručnog povjerenstva za posjet (rad na Samoanalizi) Pitanja za posjet Polazak za Šibenik	Preparation of the expert panel members for the site visit (working on the Self-evaluation) Questions for the site visit Departure for Šibenik

Hotel u Šibeniku / Hotel in Šibenik

18:00 - 19:00	Sastanak s voditeljicom stručne prakse za studij Turistički menadžment	Meeting with the leader of internship for the study programme <i>Tourism management</i>
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PROTOKOL POSJETA

Mjesto događanja: Veleučilište u Šibeniku

VISIT PROTOCOL

Venue: Polytechnic of Šibenik

Trg Andrije Hebranga 11, 22 000 Šibenik

	Utorak, 21. svibnja 2019	Tuesday, 21st May 2019
09:00 - 10:00	Sastanak s upravom visokog učilišta (dekan, prodekani) i tajnik (bez prezentacije)	Meeting with the management (Dean, Vice- deans) and Secretary (no presentations)
10:00 - 11:30	<i>Sastanak članova Stručnog povjerenstva (analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
11:30 - 12:15	Sastanak s pročelnicima odjela za menadžment, promet i upravno-pravni	Meeting with the heads of the Departments of Management, Transport and Administrative Studies
12:15 - 13:15	Sastanak s nastavnicima u stalnom radnom odnosu, nisu na rukovodećim mjestima (otvoreni sastanak)	Meeting with full-time employed teachers who do not have managerial positions (open meeting)
13:15 - 14:15	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:15 - 15:00	Sastanak sa studentima (otvoreni sastanak za sve studente)	Meeting with the students (open meeting for all students)
15:00 - 15:45	Sastanak s vanjskim predavačima	Meeting with external lecturers
15:45 - 16:30	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, employers, professional experts
16:30 - 16:45	<i>Interni sastanak članova Stručnog povjerenstva refleksija o viđenom</i>	<i>Joint meeting of the expert panel members - reflection on the day</i>
16:45 - 17:00	Organizacija dodatnog sastanka o otvorenim pitanjima (prema potrebi)	Organisation of additional meeting on open questions (if needed)

Hotel u Šibeniku / Hotel in Šibenik

18:00 - 21:00	Pisanje završnog izvješća	Work on Final Report
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PROTOKOL POSJETA

Mjesto događanja: Veleučilište u Šibeniku

VISIT PROTOCOL

Venue: Polytechnic of Šibenik

*Trg Andrije Hebranga 11,
22 000 Šibenik*

	Srijeda, 22. svibnja 2019.	Wednesday, 22nd May 2019.
09:00 - 10:00	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
10:00 - 11:30	Sastanak članova Stručnog povjerenstva s: – Voditeljem povjerenstva za osiguravanje kvalitete – Voditeljica seminara u programu cjeloživotnog obrazovanja – Voditeljem Oracle Academy – ECTS koordinatorom – Erasmus koordinatorom – Voditeljima stručne prakse	Meeting with: – Head of the Committee for Quality – Seminar Leader of the Life Long Learning Programmes – Head of Oracle Academy – ECTS Coordinator – Erasmus Coordinator – Leaders of internship
11:30 - 12:15	Sastanak s alumnijima (koji nisu zaposlenici Veleučilišta)	Meeting with the alumni (which are not employees of the HEI)
12:15 - 13:15	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
13:15 - 15:15	-Obilazak (knjižnica, referada, informatičke učionice) -prisustvovanje nastavi - obilazak radilišta	-Tour of the HEI (library, IT services, student office) -participation in teaching classes
15:15 - 16:15	Interni sastanak članova Stručnog povjerenstva	Internal meeting of the panel members
16:15 - 16:45	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
16:45- 17:00	Završni sastanak s dekanom i prodekanima	Exit meeting with the dean and vice-deans

Hotel u Šibeniku / Hotel in Šibenik

18:00 - 21:00	Pisanje završnog izvješća	Work on Final Report
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**Reakreditacija
Veleučilište u Šibeniku**

**Re-accreditation of the
Polytechnic of Šibenik**

Rad na završnom izvješću

Work on Final Report

Mjesto događanja:
Hotel u Šibeniku

Venue:
Hotel in Šibeniku

	Četvrtak, 23. svibnja 2019.	Thursday, 23rd May 2019.
09:00 - 14:00	Sastanak Stručnog povjerenstva – izrada nacrtu završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete	Joint meeting of the expert panel members – Drafting the final report and working on the document Standards for the evaluation of quality
14:30 - 15:30	<i>Ručak</i> Polazak za Zagreb	<i>Lunch</i> Departure for Zagreb

SUMMARY

The Polytechnic of Šibenik has established internal quality assurance system in accordance with the ESG requirements, which is a part of its strategic management for the period 2017-2025. However, the Work and Development Programme (Strategy) of the Polytechnic of Šibenik is too broad and not linked to financial and development indicators, or measuring of implementation.

The Polytechnic of Šibenik has an important role locally, both through professional and economic projects, and other services and activities that it provides for the development of the domestic economy and the wider social community.

With the establishment of the Economic Council in 2014, a significant progress has been made in the cooperation with local business sector. In addition, established lifelong learning programmes are systematically revised and developed, aligned with the general goals of the programme and the needs of society.

The programme title, expected learning outcomes and the programme content are not strongly interrelated for leading to the qualification of professional bachelor of Tourism management. The programme aims and learning outcomes are rather well-formulated, but there are too many study programme learning outcomes and the content of each is quite wide.

The Polytechnic of Šibenik conducts a survey in which it collects student feedback on courses and teachers. Teachers, accordingly, improve courses, teaching methods and assessment methods

The Polytechnic of Šibenik regularly works on curriculum development. When deciding to change the study programme, they include the opinion of almost all stakeholders, students through the survey, the Economic Council and the Professional Associations.

The allocation of ECTS credits between different teaching activities is indicated in the description of study programmes and individual courses. The Expert panel has determined that the Polytechnic of Šibenik does not consistently align ECTS credits with actual teaching load on the basis of stakeholder analysis in the teaching process or other procedures.

The Polytechnic of Šibenik analyzes the employability of graduated students every year before determining the entry quotas. In this process, the Polytechnic of Šibenik collaborates with the Croatian Employment Service, office in Šibenik, using their data and professional suggestions at joint thematic meetings.

The lecturers and associate of the Polytechnic of Šibenik have published a limited number of publications in international journals. The need to encourage quality professional and scientific publications is particularly emphasised in their strategy.

Cooperation with the economy and participation in the development of the local economy is an indispensable task of the work of the Polytechnic of Šibenik, as a

socially responsible institution. Furthermore, the institution needs to create a mechanism for establishing clear links between research and education, and how these projects can be transferred to education. It is now unclear how some projects are embedded in educational modules.