



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

**Date of preliminary site visit:
30 October 2020**

**Date of on-line re-accreditation:
3 - 5 November, 2020**

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INTRODUCTION

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

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

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

Members of the Expert Panel:

1. Prof. dr. sc. Ljubica Glavaš-Obrovac, Faculty of Medicine, Josip Juraj Strossmayer University of Osijek, Croatia – **chair of the Expert Panel**
2. Prof. dr. sc. Jasenka Gajdoš Kljusurić, Faculty of Food Technology and Biotechnology, University of Zagreb, Croatia
3. Doc. dr. sc. Snježana Schuster, prof. v. š., Polytechnic of Applied Health Studies in Zagreb, Croatia
4. Dr. sc. Katarina Merše Lovrinčević, Faculty of Health Sciences, University of Primorska, Slovenia
5. Dr. sc. Teja Škodič Zakšek, Faculty of Health Sciences, University of Primorska, Slovenia
6. Tajana Juriša, bacc. med. techn., student, University North, Croatia.

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

- Management,
- Quality Assurance Committee
- ERASMUS Coordinator
- ECTS Coordinator
- Students of all study programmes
- Alumni

- Representatives of the business sector, potential employers
- Full-time and cumulatively employed teaching staff
- External teaching staff
- Heads of study programmes
- Vice-dean for academic affairs
- Vice-dean for business affairs
- Heads of research and professional projects.

Croatian members of the Expert Panel participated in the preliminary site visit to the higher education institution on 30 October 2020, during which they visited exercise cabinets, computer rooms, the Students' Office and classrooms, and they attended sample lectures, where they held brief Q&A sessions with students.

During the preliminary site-visit, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Health Studies, University of Rijeka, on the basis of the Faculty of Health Studies Self-evaluation report, other relevant documents, the preliminary site visit and on-line meetings.

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, preliminary site visit to the Faculty of Health Studies, University of Rijeka, online meetings and writing of the Report, the Expert Panel was supported by:

- Frano Pavić, coordinator, ASHE
- Ivana Borošić, assistant coordinator, ASHE

- Lida Lamza, Report translator, ASHE.

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

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities
3. **Issue a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

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

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

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

ADDRESS: Ulica Viktora cara Emina 5, 51000 Rijeka

DEAN: Prof. dr. sc. Alan Šustić, dr. med.

ORGANISATIONAL STRUCTURE:

The short description is based on information from the Self-evaluation (p. 5)

The Faculty consists of the following organisational units:

Services:

Service for Human Resources and General Affairs

Service for Student Affairs

Service for Financial and Accounting Affairs

IT Support and an employee in the administrative office

Departments:

Department of Basic Medical Sciences

Department of Clinical Medical Sciences I

Department of Clinical Medical Sciences II

Department of Radiological Technology

Department of Health Care

Department of Physiotherapy

Department of Public Health

Department of Midwifery

STUDY PROGRAMMES:*Information from the MOZVAG database*

No.:	Name of study programme	Type of study programme	Provider:	Number of ECTS credits	CROQF **Level
1	Nursing (Rijeka)	Undergraduate professional study programme	Faculty of Health Studies, University of Rijeka	180	6
2	Nursing (dislocated study in Karlovac)	Undergraduate professional study programme	Faculty of Health Studies, University of Rijeka	180	6
3	Midwifery	Undergraduate professional study programme	Faculty of Health Studies, University of Rijeka	180	6
4	Radiological Technology	Undergraduate professional study programme	Faculty of Health Studies, University of Rijeka	180	6
5	Physiotherapy	Undergraduate professional study programme	Faculty of Health Studies, University of Rijeka	180	6
6	Physiotherapy	University graduate study programme	Faculty of Health Studies, University of Rijeka	120	7
7	Clinical Nutrition	University graduate study programme	Faculty of Health Studies, University of Rijeka	120	7
8	Midwifery ¹	University graduate study programme	Faculty of Health Studies, University of Rijeka	120	7

9	Nursing – Healthcare Management	University gradu- ate study pro- gramme	Faculty of Health Studies, University of Rijeka	120	7
10	Nursing – Promotion and Protection of Mental Care	University gradu- ate study pro- gramme	Faculty of Health Studies, University of Rijeka	120	7

** Croatian Qualifications Framework

Source: Information from the MOZVAG database

¹ –Midwifery – the study programme is exempt from the MOZVAG analytics because the re-accreditation took place in the acad. year 2018/2019, and this study programme was initiated in the acad. year 2019/2020, according to the letter from the Faculty of Health Studies, University of Rijeka (CLASS: 602-04/19-04/0051, Reg. No: 380-20-0002), which the Agency for Science and Higher Education received on the 13th December 2020.

NUMBER OF STUDENTS:

The number of students per study programme for the current academic year is presented in table 3.1 of the Analytical Supplement to Self-evaluation Report (p. 2)

Name of study programme	Full-time students	Part-time students
Nursing (853), undergraduate professional study programme, Rijeka	98	154
Nursing (854), undergraduate professional study programme, Karlovac	0	134
Radiological Technology (856), undergraduate professional study programme, Rijeka	29	24
Midwifery (858), undergraduate professional study programme, Rijeka	42	15
Physiotherapy (855), undergraduate professional study programme, Rijeka	106	0
Total number of students at the undergraduate level	275	327
Clinical Nutrition (262), graduate university study programme, Rijeka	0	31
Physiotherapy (859), graduate university study programme, Rijeka	0	110
Nursing - Promotion and Protection of Mental Care (860), graduate university study programme, Rijeka	0	43
Nursing - Healthcare Management (862), graduate university study programme, Rijeka	0	80
Total number of students at the graduate level	0	264
Total number of students in all study programmes;	275	591
Number of students	866	

NUMBER OF TEACHERS:

The structure of the teaching staff is specified in Table 4.1.a of the Analytical Supplement to Self, evaluation Report (p. 14)

Staff	Full-time employees	Part-time employees (cumulative employment)	External associates
Full professors with tenure	-	6	5
Full professors	1	9	28
Associate professors	-	18	44
Assistant professors	2	6	50
Research advisors (with tenure)	-	-	-
Research advisors	-	-	-
Senior research associates	-	-	-
Research Associates	-	-	-
Appointment to teaching grades	16	29	54
Assistants	-	1	1
Postdoctoral researchers (postdocs)	-	2	1
Project staff	-	-	-
Professional associates	-	-	1
Technical staff	-	-	-
Administrative staff	-	-	-
Assistant staff	-	-	-

THE OFFICIAL REGISTER OF SCIENTIFIC ORGANISATIONS

Biomedicine and health

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The short description is based on information from the Self-evaluation (p. 5).

Faculty of Health Studies is the youngest constituent of the University of Rijeka, established in 2014 as the first institution in the Republic of Croatia dedicated to higher education of non-medical health care professionals.

The Faculty was established by a decision of the University Senate on the 19th March 2013. The Ministry of Science, Education and Sports issued a decision on 10 April 2013, stating that the “Decision on the establishment of the Faculty of Health Studies within the University of Rijeka is in accordance with the Act on Institutions and the Act on Scientific Activity and Higher Education”. The Ministry also issued a permit to the Faculty for performing higher education and scientific activities, and the same is registered in the Register of Scientific Organisations under number 351, in the field of biomedicine and health care. After the transfer of study programmes and the entry of students into the ISVU program, the Faculty of Health Studies started operating on the 1st October 2014.

Under the Agreement on the provision of real estate for use, the Faculty of Health Studies received a building for use from the University of Rijeka at the address Viktora Cara Emina 5, where it is located today.

Mission

The mission of the Faculty of Health Studies is determined by the Act on Science and Higher Education of the Republic of Croatia, other relevant laws and bylaws and the adopted Strategy of the University of Rijeka 2014 -2020. In a broader sense, the mission of the Faculty of Health Studies is to contribute to the broader community through higher education, training and the creation of reputable health professionals.

Vision

The vision of the Faculty is to become the leading institution for the higher education of health personnel on the broader region.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Undergraduate study programmes educate health professionals who are needed on the labour market in Croatia and the EU.
2. Professional training of students with mentoring supervision in specialized exercises and student internships are an integral part of study programmes.
3. The HEI provides support to the employed teachers in their professional development.
4. The HEI understands and encourages the development of its social role and prevents unethical behavior.
5. Well-developed cooperation with the regional administration, the health sector, higher education institutions, the local community and the economy.
6. Highly motivated external collaborators, especially clinical mentors.

DISADVANTAGES OF THE INSTITUTION

1. The system of internal quality assurance and improvement is minimally developed in the part of its implementation.
2. Learning outcomes at the course level are not harmonized with learning outcomes at the level of study programmes.
3. Insufficient number of teachers in scientific teaching positions, as well as assistants and postdoctoral students.
4. The HEIs scientific achievements are not recognised in the national and international frameworks.
5. Inadequate availability of appropriate literature and textbooks, as well as learning space.
6. The Faculty's international profile in the field of teaching and scientific research is not at the level it could be.
7. Mobility of employees and students and mechanisms for its support are in the initial development phase.
8. There are only part-time students at the level of graduate studies.
9. Weak connection between students at the dislocated study in Karlovac and those in Rijeka.
10. Procedures related to the EU Midwifery Directive are not fully applied.
11. Lack of permanent connection with former students of the Faculty.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Publishing information about the Faculty on the website and in public space.
2. Student survey is conducted after the completion of classes.
3. Ensured accessibility for students and employees with disabilities to the places where classes are held.
4. The Faculty publishes a journal of scientific and professional papers.
5. Significant efforts are made to transfer knowledge so that the profession learns from the profession.
6. Employees and students are encouraged to work on community service projects.
7. The HEI offers elective online courses in foreign languages, and those ECTS credits are recognized as part of the study.
8. Significant contribution to the development of study programmes in health care at the dislocated location, which contributes to the creation of new jobs in health and other professions.

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

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

Analysis:

The Faculty of Health Studies of the University of Rijeka has the Development Strategy of the Faculty of Health Studies for 2018-2021, in which one of the immediate goals is: "to ensure optimal independence from other University of Rijeka constituents with regard to teaching capacities by 2020". The analysis of staff structure revealed a small number of employed teachers elected into scientific and teaching positions, as well as part-time employees, of which there is 1 assistant and 2 postdocs. A large number of teachers elected in the scientific-teaching grades are employed part-time, which means that the management did not manage to achieve this specific goal of making the Faculty independent in terms of its personnel. Staff and student mobility, as well as mechanisms for its support, are in the early stages of development.

The Faculty does not have a Strategy of Scientific Research in accordance with the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-Accreditation of Scientific Organisations and Content of Licence (OG 83/2010) for a period of at least five years. Resources for scientific activity are insufficient, and scientific-research productivity is minimal. There is no recognition of the HEIs scientific achievements in national and international frameworks.

The internal quality assurance system does not cover nor evaluate all Faculty activities. The Quality Assurance and Improvement Committee is not working on establishing and improving a quality assurance system based on Standards and Guidelines for Quality Assurance in the European Higher Education Area, as well as on national and university criteria. It was also noted that the Committee does not organize, coordinate and implement evaluation procedures such as self-assessment, assessment of study performance, development of quality indicators, development of procedures for improving teaching activities, study programmes and so on.

After the Faculty was established, an internal audit was conducted on the 15th December 2017 under the supervision of the Quality Assurance and Improvement Committee of the University of Rijeka. The report on the results of the assessment was submitted to the Faculty in April 2018. As most of the recommendations were not implemented, they are repeated in this report.

The Faculty supports academic integrity and freedom. Information on study programmes is available through the Faculty website. The Faculty publishes its achievements in local media and has well-developed cooperation with the regional administration, health sector, higher education institutions, the local community and the economy.

Recommendations for improvement:

- Establish a Quality Office
- Include the position of a vice dean for science and International cooperation in the systematization of jobs in the Faculty management
- Establish a Committee for Science, Committee for Teaching and Students, Committee for Final and Graduate Theses and an Audit Committee
- Document all procedures related to quality assurance, implementation of the strategic plan and analyzes made on the basis of collected data
- Adopt an action plan to improve quality on an annual basis
- Improve human resource management (increase the number of employed teachers elected in scientific-teaching grades, as well as the number of assistants and postdocs)
- conduct a thorough analysis of study programmes with the participation of external stakeholders
- Establish graduate study programmes for full-time students
- Ensure that the teaching process is carried out in accordance with the implementation plans
- Analyze the criteria for enrolling students in graduate study programmes
- Introduce peer review in order to improve the teaching process
- Increase the number of lifelong learning programmes
- Increase outgoing mobility of employees and students
- Write a Strategy of Scientific Research for a period of at least five years, in accordance with the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-Accreditation of Scientific Organisations and Content of Licence (Official Gazette 83/2010)
- Include scientific research in the quality assurance system.

Quality grade:

Minimum level of quality

II. Study programmes

Analysis:

The HEI delivers 9 study programmes, of which 4 are professional undergraduate studies and 5 are university graduate studies. Each study programme is clearly described and new study programmes are listed on the Faculty website.

Learning outcomes of study programmes do not fully correspond to the level and profile of qualifications acquired upon their completion (levels 6 and 7 according to the Croatian Qualifications Framework), with emphasis on the lack of learning outcomes that enable graduate students to manage and adapt to complex and unpredictable working or learning conditions.

Furthermore, the HEI did not conduct any surveys on employers' needs for specific study programmes or their compliance with social and economic needs. In midwifery study programmes, teachers and lecturers are not people from the profession, as students have pointed out. The student workload expressed in ECTS credits is not in line with the actual student workload. Changes of ECTS are conducted unilaterally, without the involvement of students. Internship is an integral part of professional undergraduate studies, and employers have expressed their satisfaction with the students' exit competencies both orally and in writing. Learning outcomes at the university graduate study Clinical Nutrition more closely resemble outcomes for specialist postgraduate studies in the field of biomedicine and health than the graduate university study, which is why the study programme should be accredited as such, or it should adjust its curriculum and learning outcomes to be positioned in the field to which it primarily belongs, namely biotechnical sciences, and harmonize them with the needs of the labor market.

Recommendations for improvement:

- Conduct an analysis of labor market needs for graduates and occupations arising from all 9 study programmes
- Conduct an analysis of learning outcomes for internship
- Analyze the needs of employers and the Croatian Employment Service and, if necessary, offer new elective courses
- Support the goal of “profession teaching profession” with heads of departments / lecturers / teachers from the profession
- Increase the number of elective courses and enable students to take elective courses from other study programmes of the Faculty and other constituents of the University of Rijeka
- Change the curriculum of the university graduate study Clinical Nutrition and adapt it for a specialist postgraduate study programme

- Restrict direct enrolment to the graduate study of Midwifery only to holders of midwifery bachelor degrees, and require the bachelors of other health professions to complete a differential year of at least 30 ECTS credits.

Quality grade:

Minimum level of quality

III. Teaching process and student support

Analysis

All information on the conditions for enrollment or continuation of studies is available on the HEI website, but it is necessary to consistently respect the vertical of the Physiotherapy study programme, or rather to check the enrollment to graduate studies in order to educate competent professionals on all levels. The HEI collects and analyzes the student work during and after the end of classes. Student-centered teaching is underdeveloped and students are not formally involved in projects. The HEI provides excellent support for students, including students from vulnerable and underrepresented groups.

The HEI has introduced Erasmus info days and has an Erasmus coordinator, but number of students interested in outbound mobility is insufficient. In contrast, the HEI has recorded a high number of incoming students.

Objective and consistent assessment and grading of student achievement is still not at the optimal level.

The diploma contains all the necessary information, and the Faculty also issues a diploma supplement. It has been noticed that midwifery students are not informed about the fact that they have to perform at least 40 births during their studies, which they have to do in accordance with EU directives (Directive 2005/36/EC).

Employers are very satisfied with the level of knowledge that students acquire at the HEI. The Expert Panel did not find an analysis of study programme justification, evidence of the analysis and implementation of the recommendations of professional associations, data on the employability of graduates, nor evidence of compliance with Croatian Employment Service recommendations for educational enrollment policy.

Recommendations for improvement:

- Conduct an analysis of the effectiveness of additional criteria for enrollment in university graduate programmes. Consistently respect the vertical of the study programme.
- Improve monitoring of student achievement at the individual level to ensure their success.
- Securing its own library should be the HEI's priority.
- Students need to be more involved and introduced to databases and research so that they can develop their own critical thinking.
- Focus the human resources policy on employing teaching staff from the profession.
- A plan needs to be developed to attract more participants in the Erasmus exchange programme.
- Develop a plan for conducting part of study programmes in English.
- Start issuing a form for midwives that states the number of necessary procedures that have to be performed in accordance with European directives.

- The HEI should establish an alumni club, as well as a system and database of contacts of the alumni and employers. It is recommended to introduce a Career Support Service for students, whose task would also be to collect feedback from the alumni and employers.

Quality grade:

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The ratio between the number of full-time teachers and the total number of enrolled students (17.32%) is satisfactory.

At university graduate study programmes, the total number of norma hours is performed by at least 50% of full-time teachers (graduate study programmes Physiotherapy - 51%, Nursing - Promotion and Protection of Mental Care - 50%, Nursing - Healthcare Management - 50%). University graduate study Clinical Nutrition is performed as a joint study of the Faculty of Humanities and Social Sciences, Faculty of Medicine and the Faculty of Health Studies, so the ratio of norma hours of employed teachers from the Faculty of Health Studies is 34%, i.e. Faculty employees make up 1/3 of teachers on that study. In professional undergraduate study programmes, the total number of norma hours is performed by at least 33% of full-time teachers (professional studies Nursing - Rijeka - 33%, Nursing - Karlovac - 33%, Physiotherapy - 36%, Radiological Technology - 33%, and Midwifery- 33%).

According to the document Analysis of Conditions for Performing Studies (MOZVAG), the total number of full-time teachers elected into scientific-teaching and teaching grades is 32.94 in full-time equivalent. The number of associates is 0.38 in full-time equivalent. The number of teachers in undergraduate and graduate studies is satisfactory.

Course holders at undergraduate and graduate university and professional studies comply with regulations, i.e. employees are elected into scientific-teaching and / or artistic-teaching and teaching grades.

The total number of teachers elected in scientific teaching grades selected in the field of biomedicine and health and full-time employees is: 6.7, while the number of teachers in teaching grades in the field of biomedicine and health care is 17.15. The Faculty has 39 part-time teachers elected into scientific-teaching grades. Classes are taught by 127 external associates elected to the scientific-teaching grades (acting titles), which is a total of 166 teachers in scientific-teaching grades. This indicates a disproportion in relation to the number of full-time teachers elected in scientific-teaching grades. There are 3 full-time teachers elected in scientific-teaching grades.

Teacher recruitment procedures are in line with the legislation and other regulation. The Faculty of Health Studies of the University of Rijeka has not introduced additional criteria for the advancement of teachers to higher grades. The submitted financial plans include information on the minimum funds for the training of Faculty employees for 2017 (HRK 11,873.00) and 2018 (HRK 4,000.00), while no such funds are listed for 2019. On the premises owned or used by the Faculty at the location in Rijeka, the equipment of the cabinet for seminars and practical classes is appropriate, but the study of nursing conducted at the Polytechnic of Karlovac does not have its own cabinet for practical classes.

Also, the Faculty of Health Studies does not have enough additional space for scientific-research activities.

The Faculty does not have a library, and the submitted documents do not mention the possession of library materials. The documentation includes proof of contractual cooperation with the library of the Faculty of Medicine of the University of Rijeka. In a conversation with the Faculty management, the Panel received information that in 2020 the Faculty invested HRK 45,000.00 in the purchase of printed textbooks and books for the library of the Faculty of Medicine, with the purpose of making books available to all students. It was not explained what were the books and textbooks in question and for the needs of which study programmes were they procured. The financial report for 2017 and 2018 shows that the Faculty did not invest money in library materials. The Faculty did not submit evidence of meeting the requirements from Article 5 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions on ensuring sufficient literature for individual study programmes performed by the Faculty. Spatial capacities ensure 1.40 m² for each student. The data from Table 4.11. Financial evaluation - revenues and Table 4.12 – expenditures shows the need for further rationalization and redistribution of planned costs.

Recommendations for improvement:

- Hire full- and part-time assistants and postdocs.
- Increase the number of employed teachers elected in scientific-teaching grades.
- Accelerate staff independence in accordance with the Development Strategy.
- Introduce additional criteria for the promotion of teachers to higher grades.
- Introduce an award for teaching excellence.
- Develop a plan for professional development of teachers.
- Develop a professional development plan based on the needs of study programmes.
- Organize courses aimed at improving teaching competencies.
- Increase the spatial capacities for the implementation of scientific and research activities.
- Start equipping their own skills cabinet for the Nursing study programme at the Polytechnic of Karlovac.
- Establish a library for the purpose of further development and support of scientific-research and professional work of students and teachers.
- Provide nursing students at the Karlovac Polytechnic with the availability of literature and initiate the establishment of a library.
- Plan financial resources for scientific-research activities.
- Increase funding for professional developments.
- Provide funding for postgraduate studies for full-time teachers.

- Plan funds to establish and equip their own library.
- Encourage publishing.
- Rationalize business travel costs.

Quality grade:

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The Faculty does not have a Strategy of Scientific Research, which is prescribed by the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence (Official Gazette, no. 83/2010) for a period of at least five years. According to the information from the Self-evaluation, the Faculty records data on publications, but there is no evidence that this data is then analyzed and used to develop an action plan for improvement. The number of scientific publications in which the Faculty took part has been increasing in the last two years (database: CROSBI, <https://www.bib.irb.hr/pregled/ustanove/351>). The Faculty is the holder of four university research projects and participates in one bilateral project. Resources for learning and scientific activity are insufficient, and scientific-research productivity is minimal. The Faculty's scientific achievements are not recognised in the national and international context. In the last five years, three employees have defended their doctoral theses. There is no postgraduate doctoral study programme at the Faculty.

The Faculty established a "Fund for the Promotion of Scientific Activities", which reimburses 50% of the costs of publishing a scientific article from the available funds. Graduate students are not formally involved in scientific and/or professional projects.

Given that there is no real strategy for scientific research, it cannot be said with certainty that the Faculty takes into account the needs of society and the labor market and takes them into account when planning its scientific research activities. According to the Self-evaluation, scientific research is planned in the fields that are directly related to nursing, physiotherapy, midwifery and public health in order to monitor the needs of society and the labor market. In the last five years, employees of the Faculty of Health Studies have received three university awards for scientific, teaching and professional work (of which one for science). Teachers and associates are not winners of national and international awards or recognitions for scientific or professional achievements. There is no evidence of the existence of a financial plan of incomes and expenditure of the scientific organization for a period of 5 years that would show the sources of funding of the scientific organization and the structure of expenditures according to their purpose.

Recommendations for improvement:

- Write a strategy for scientific research with clearly defined goals and vision, in accordance with the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence.
- Develop an action plan for each year in accordance with the scientific-research strategy.
- Hire young researchers for full-time positions.

- Significantly increase financial support for research and the transfer of knowledge and technology in order to ensure the conditions for obtaining competitive scientific-research projects.
- Increase the number of published scientific papers in order to achieve greater international visibility.
- Develop a financial plan of revenues and expenditures for scientific activity for a period of 5 years.
- Increase the number of employees elected to scientific-teaching grades.
- Provide space for scientific research.
- Open a position of a vice-dean for science and international cooperation.
- Establish a Science Committee.
- Establish an office for science, projects and international cooperation.
- Involve students in scientific research.
- Publish scientific and professional papers in co-authorship with students.

Quality grade:

Unsatisfactory 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 Faculty of Health Studies of the University of Rijeka (hereinafter the Faculty) started operating on October 1, 2014 as a component of the University of Rijeka. The Faculty has written "Development Strategy of the Faculty of Health Studies for 2018-2021", which defines the general strategic goal: "continuously provide the service of quality higher education in the field of health, in accordance with the principle that the 'profession teaches the profession', and at the same time develop scientific activity in this field and promote the reputation of non-medical health professions in the society" (<http://www.fzsri.uniri.hr/files/PROPISI-I-DOKUMENTI/Strategija%20FZS%202018.%20-%202021.pdf>).

Regarding teaching and study programmes, long-term goals to be achieved by 2021 are: "(1) Improve the existing and launch and develop new quality graduate study programmes that will offer students the opportunity for appropriate education for the purpose of career development in specific health care specialisations, with the additional possibility of scientific and academic advancement; (2) Develop short and dynamic, primarily market-oriented LLL programmes, and if possible in cooperation with the needs of (potential) strategic partners; (3) Develop international undergraduate or graduate study programmes".

From the documents submitted by the Faculty, it is evident that the existing study programmes have been partially improved, and a new graduate university study of Midwifery has been developed (<http://www.fzsri.uniri.hr/hr/studenti/studijiski-programi/192-veucilisni-diplomski-studiji/primaljstvo.html>). International undergraduate or graduate study programmes have not been developed so far.

Two lifelong learning programs were developed ("Acquisition of competences in enterostomal therapy for nurses" and "Family Support for Children's Development"), of which the first one has been delivered.

(<http://www.fzsri.uniri.hr/hr/cjelozivotno-obrazovanje/stjecanje-kompetencija-medicinskih-sestara-iz-podrucja-enterostomalne-terapije.html>).

One of the immediate goals from the Strategy is "to ensure optimal teaching staff independence from other University constituents by 2020". The analysis of the structure of

employees established that, as a scientific research institution, the Faculty has a small number of teachers in scientific-teaching grades, as well as a small number of assistants and postdocs. A large number of teachers elected in the scientific-research grades are employed part-time at the Faculty and the Faculty of Medicine of the University of Rijeka, which is why the Panel concluded that the management failed to achieve the specific goal from the Development Strategy of the Faculty of Health Studies for 2018-2021 - staff-independence. Staff and student mobility, as well as mechanisms to support it, are in the initial development phase.

It should be noted that the Faculty does not have a strategy for scientific research in accordance with the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-Accreditation of Scientific Organisations and Content of Licence (Official Gazette 83/2010) for a period of at least five years. Resources for learning and scientific activity are insufficient, and scientific-research productivity is minimal. There is no recognition of the Faculty's scientific achievements in national and international frameworks. Although the Faculty has a development strategy, it was noticed that the internal quality assurance system does not include nor evaluate all Faculty activities.

The Faculty management consists of the dean, vice-dean for academic affairs, vice-dean for business affairs and the head secretary. As the Faculty does not have a vice-dean for science, this part of the Faculty's activities is distributed among the members of the management, but the responsibility for the implementation, monitoring and reporting mechanisms is not defined.

The Committee for Quality Assurance and Improvement, the Publishing Committee, the Ethics Committee for the Protection of Academic Research, and the Ethics Committee for Biomedical Research also participate in the work of the Faculty. However, the HEI lacks key committees for its work, namely the Committee for Teaching and Students and the Committee for Science.

The Committee for Quality Assurance and Improvement, as the basic unit of the quality assurance system, was established by the Faculty Council at its session held on the 24th February 2015. According to that decision, the Committee should have at least 5 members: a representative of the management, at least two representatives of the teaching staff, a representative of the students, a representative of the administrative and technical staff, and a representative of external stakeholders. According to the decision of the dean from the 18th January 2018, the Committee has 7 members.

Regarding the work of the Committee for Quality Assurance and Improvement, analysis of the attached documentation as well as the meeting of Panel members with the members of the Committee revealed that the Committee does not engage in tasks that such a quality committee should have – establishment and improvement of the quality assurance system based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, as well as national and university criteria. Furthermore, it was

noted that the Committee does not organize, coordinate nor implement evaluation procedures such as self-assessment, survey of study performance, development of quality indicators, development of procedures for improving teaching and study programmes, etc.

Part of the activities related to the establishment of the internal quality system at the Faculty is carried out by its management, and part through the management of the University of Rijeka. The Faculty receives the results of a unique university student survey through the Quality Assurance and Improvement Center of the University of Rijeka. The Faculty also has its own student surveys, which are conducted after some of the courses has been completed. An Audit Committee has not been established.

According to external stakeholders, the Faculty seeks to implement feedback from employers and associates, as well as from its alumni, in order to improve the curriculum of its study programmes.

Recommendations for improvement:

- Establish an Office for Quality.
- Establish committees for science and for teaching and student, a committee for final and graduate thesis, and an audit committee.
- Adopt an action plan for quality improvement on an annual basis, in accordance with the proposal of the Committee for Quality Assurance and Improvement.
- Document all procedures related to quality assurance, implementation of the strategic plan and analyzes made on the basis of the collected data. The documents must be archived through the registry.
- Ask for assistance from the Quality Assurance and Improvement Center of the University of Rijeka in establishing a system of quality, as well as in educating members of the Faculty Committee for Quality Assurance and Improvement.
- Improve the management of human resources (increase the number of employed teachers elected in scientific-teaching grades, as well as the number of assistants and postdocs).
- Write a Strategy for Scientific Research for a period of at least five years in accordance with the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-Accreditation of Scientific Organisations and Content of Licence (Official Gazette 83/2010).
- As scientific activity is a key part of the work of every HEI, and the Faculty does not have scientific achievements that are recognisable in the national and international frameworks nor adequate scientific productivity, for the purpose of strategic development and management of this HEI it is recommended to include the position of a vice-dean for science and international cooperation in the systematisation of managerial positions.

- For the purpose of better networking and improving the quality of scientific, teaching and professional work, the outgoing mobility of employees and students should be increased.

Quality grade:

Minimum level of quality

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

Analysis:

The Faculty of Health Studies of the University of Rijeka was created by separating from the Faculty of Medicine of the University of Rijeka. The initial accreditation of this Faculty was not carried out by the Agency for Science and Higher Education. On the 15th December 2017, an internal audit was conducted under the supervision of the Committee for Quality Assurance and Improvement of the University of Rijeka. The report on the results of the audit was submitted to the Faculty in April 2018.

The Faculty has developed an Activity Plan for the period from 2018 to 2021, which was accepted by the Quality Committee of the University of Rijeka.

The available documents and interviews with students, teachers and members of the management showed that the given recommendations have not been sufficiently implemented at the Faculty.

There is no evidence of the implementation of the following recommendations:

- Harmonization of ECTS credits with the actual student workload for most courses
- Establishment of full-time graduate study programmes
- Implementation of a thorough analysis of study programmes with the participation of external stakeholders
- Inclusion of scientific research work in the quality assurance system
- analyses of syllabi implementation, the enrollment criteria, and the criteria for student assessment
- Systematic monitoring of the teaching quality
- Implementation and analysis of the Faculty student surveys
- Introduction of peer review.

Recommendations related to resources for learning and student support, as well as access to information and informing the public have been partially or fully implemented.

Recommendations for improvement:

Given the comprehensive internal audit conducted at the end of 2017 by the Committee for Quality Assurance and Improvement of the University of Rijeka and the current situation of the quality assurance system, the Faculty is recommended to implement all the given recommendations:

- Harmonize ECTS credits of most courses with the actual workload of students in class participation and independent work
- Introduce graduate study programmes for full-time students
- Make a thorough analysis of study programmes with the participation of external stakeholders
- Include scientific-research work in the quality assurance system
- Ensure the implementation of the teaching process in accordance with the syllabi
- Analyze the criteria for enrolling students in graduate study programmes
- Introduce peer review with the aim of improving the teaching process
- Organize an education for teachers.

Quality grade:

Minimum 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 Faculty of Health Studies in Rijeka supports academic integrity and freedom, and ensures the ethics of its work through the ethical codes at the Faculty level (code of ethics for the teaching staff and associates, for professional services staff, and for students), and the University also has its own University of Rijeka Code of Ethics. Furthermore, the Faculty has an Ethics Committee for Biomedical Research, which reviews and approves research designs as a mandatory part of the process of preparing any research on animals, humans and sensitive data, as well as the Ethics Committee for the Protection of Academic Research, which considers applications related to suspected academic integrity violations and the like. Teaching bases also have their own codes of ethics for the protection of patients. To prevent plagiarism, final and graduate theses are checked by mentors through the Turnitin system, which has to prove (in)conformity with online sources of less than 15%.

Recommendations for improvement:

None

Quality grade: High level of quality

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

Analysis:

Information on study programmes is available on the website of the Faculty of Health Studies (<https://www.fzsri.uniri.hr/en/>). The Faculty organizes Open Door Days, and visits of students of medical schools from Rijeka and Pula and the High School for Midwives from Zagreb, where students are introduced to study programmes and the activities of the Faculty and the Student Union.

Detailed information on study programmes, enrollment quotas and enrollment criteria is published on the Faculty's website and in local newspapers so that interested students can prepare in time. The Faculty participates in the Scholarship Fair organized by the University of Rijeka and the University of Zagreb, where it has its own booth with brochures with information on study programmes (undergraduate and graduate). The Faculty publishes its achievements in local media, such as the opening of new study programmes or the announcement of graduation and award ceremony for bachelor and master degree holders. However, the public is insufficiently informed about the students' study performance in study programmes conducted at the Faculty, and the employment of the Faculty graduates.

Recommendations for improvement:

- Systematically publish analyses of pass rates by study programmes for each academic year.
- Systematically publish indexes of student satisfaction with the teaching process and institutional policy for each academic year.

Quality grade:

Satisfactory level of quality

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

Analysis:

The Faculty of Health Studies of the University of Rijeka has a well-developed cooperation with the regional administration, health sector, higher education institutions, the local community and the economy, as evidenced by 62 signed contracts and agreements on business cooperation. Cooperation with the economy is achieved through professional projects, the involvement of business people in the teaching process as guest lecturers (primarily private entrepreneurs in health care), and the transfer of knowledge through

organized educations, in accordance with the needs of the economy. It should be emphasized that the Faculty makes a significant contribution to the development of study programmes in health care at the dislocated study in Karlovac, which contributes to encouraging the creation of new jobs for health professions. Some students are actively involved in volunteer work.

Recommendations for improvement:

- More active involvement of teachers and students in the popularization of science through public lectures, round tables and publishing.
- Design programmes for the inclusion of community work in the HEI's educational process.

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:

One of the long-term goals from the Development Strategy of the Faculty of Health Studies for 2018-2021 is "to develop short and dynamic, primarily market-oriented LLL programmes, preferably with the cooperation and based on the needs of (potential) strategic partners". So far, two lifelong learning programmes have been developed ("Acquisition of competencies in enterostomal therapy for nurses" and "Family support for children's development"). So far, only the programme "Acquisition of competencies in enterostomal therapy for nurses" has been implemented (<http://www.fzsri.uniri.hr/hr/cjelozivotno-obrazovanje/stjecanje-kompetencija-medicinskih-sestara-iz-podrucja-enterostomalne-terapije.html>).

The programme is designed according to the guidelines of the World Council of Enterostomal Therapists (WCET), carries 27.5 ECTS credits, and upon completion awards a certificate of enterostomal therapist that is recognized by WCET. Such therapists are trained to provide assistance and care for people with stomas, incontinence, and chronic and surgical wounds.

Recommendations for improvement:

- Adopt an ordinance for lifelong learning.
- Increase the number of accredited lifelong learning programmes.
- Analyze the quality of implemented lifelong learning programmes and publish the results.

- Monitor and analyze the satisfaction of participants in lifelong learning programmes.

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 needs of the society.

Analysis:

The Faculty of Health Studies conducts four undergraduate professional study programmes and five university graduate study programmes (<http://www.fzsri.uniri.hr/hr/studenti/studijiski-programi.html>). Four graduate university study programmes are implemented in an academic year, as one graduate programme is suspended. The goals of professional studies are harmonized with the strategic goals and mission of the Faculty whose "basic mission is education, upbringing and formation of eminent health professionals" (<http://www.Fzsri.uniri.hr/files/PROPISI-I-DOKUMENTI/Strategija%20FZS%202018.%20-%202021.pdf>).

Two undergraduate study programmes (Nursing and Midwifery) educate people who will work in regulated professions. Learning outcomes at the level of these study programmes are in line with the requirements of EU Directive 2005/36/EC and EU Directive 2013/36/EC 26. The undergraduate study programme in Physiotherapy educates physiotherapists, whose profession is regulated in the Republic of Croatia.

Undergraduate studies are in line with social and economic recommendations, which is evident from the statistical data of the Croatian Employment Service (CES).

Graduate studies are in line with the strategic goal of the University of Rijeka (goal 4.2: Increase the number of students in technical, biomedical, biotechnical and natural sciences, in the information and communication field, and the interdisciplinary studies related to these areas; *University of Rijeka Strategy 2014-2020*, https://uniri.hr/wp-content/uploads/2019/03/Strategija_UNIRI_2014_2020_HR.pdf).

However, according to the National Classification of Activities (NCA) and the national classification of occupations, the occupations for which students are educated are not on the list of occupations (Croatian Bureau of Statistics - NAC Search Engine). As a consequence, enrollment quotas are not harmonised with labor market needs (CES: Recommendations for the Education and Enrollment Policy; CES: Statistics). Examples of non-compliance with the needs of the labor market (not listed in the systematization of jobs and the national classification of occupations) are: graduate study of *Nursing – Health Care Management*; graduate study *Nursing – Promotion and Protection of Mental Health*; graduate study *Midwifery*; and graduate study *Physiotherapy*.

Graduate study *Clinical Nutrition*, which is a joint study of the four constituents of the University of Rijeka, represents interdisciplinarity primarily in the field of biomedicine and health (areas: 3.02 clinical medical sciences and / or 3.03. public health and health care) and biotechnical sciences (area 4.06. nutrition or 4.05 food technology, branch: food

chemistry) (Ordinance on Scientific and Artistic Areas, Fields and Branches, Consolidated text - Official Gazette 118/09, 82/12, 32/13 and 34/16 - unofficial).

Clinical Nutrition is only one of the graduate study programmes conducted at the University of Zagreb and the Josip Juraj Strossmayer University in Osijek, so the need for such university-educated staff on the labor market is questionable.

The submitted documents did not include any data on the competitiveness of graduates of the completed graduate university graduate studies at the national and international level. Given the very low mobility of students, it is not possible to assess the similarity of study programmes (based on the potential recognition of ECTS credits from foreign HEIs). The undergraduate professional study of *Physiotherapy* is programmatically obsolete and should be changed into a university study that would be in line with the mission and strategic goals of the Faculty, which is a component of the University of Rijeka.

The Faculty maintains contacts with stakeholders, such as representatives from the economy (private and public sector), and takes their views into account. The suspension of the graduate university study *Clinical Nutrition* is a good example of how the institution reacted to the reduced interest from the economy (meaning the current lack of awareness of the need for such staff, and the scientific and teaching unrecognizability in the field).

The undergraduate professional study *Midwifery* cannot be said that it is performed entirely in accordance with the EU directive. It was noticed that there is no adequate record of the number of birth procedures performed by midwifery students before graduation, which the Panel learned from interviews with students, teachers, clinical mentors and the head of studies.

Recommendations for improvement:

- Make a thorough analysis of study programmes.
- Develop a new curriculum for the undergraduate university study *Physiotherapy* in line with the recommendations of professional associations.
- Develop a new curriculum for the undergraduate university study *Nursing*.
- Develop a new curriculum for the undergraduate university study *Radiological Technology*.
- Change the curriculum of the university graduate study *Clinical Nutrition* and adapt it for the specialist postgraduate study program.
- Ensure that clinical exercises are performed on all studies, and especially for the study *Midwifery* in accordance with the study programme and EU regulations.
- Align enrollment quotas with the recommendations of the Croatian Employment Service and the analysis of the employability of graduate students.

Quality grade:

Minimum 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 HEI conducts 9 study programmes, of which four are professional undergraduate studies and five are university graduate studies (tables LO FHS: Topic 2 - study programmes). Learning outcomes (LO) of professional study programmes are harmonized with the mission and goals of the Faculty, but their number is very uneven: from 11 LO at the *Radiological Technology* to 21 at *Physiotherapy*; curricula and syllabi; the intended learning outcomes of all study programmes).

In university graduate studies, LOs are not aligned with skills and competencies at level 7, e.g. competencies (i) Managing and changing complex and unpredictable working or learning conditions – which requires new strategic approaches, and (ii) Taking responsibility for contributing expertise and practices and/or reviewing the strategic performance of teams (ETTA: Learning Outcomes - Manual for University Teachers).

The submitted documents show the work done on changes and harmonization of LO of study programmes and courses; or rather, the documents (forms for amendments to the study programmes) show changes, but it is not clear whether the courses have been "canceled" or "suspended" (written materials define some courses as "cancelled", while the teachers the Panel interviewed said that they were suspended). All graduate studies should definitely include courses that deal with ethics (which is not the case only for the graduate study *Clinical Nutrition*, where such course was "canceled" on the 14th June 2018). In professional undergraduate studies, course LO correspond to CROQF level 6 according to the descriptors for KNOWLEDGE and cognitive and psychomotor SKILLS, but social skills and competencies in complex and unpredictable situations do not correspond to level 6 of the CROQF.

Based on the mentioned LOs, university graduate studies correspond to descriptors of level 7: KNOWLEDGE and SKILLS, and cognitive skills, while the remaining skills and competencies do not correspond to level 7 of the CROQF which includes skills (i) *Managing and leading complex communication, interactions with others and the process of cooperation in different social groups in unpredictable social situations*, (ii) *Managing and leading development activities in unpredictable environments, and decision-making in conditions of uncertainty*; and competencies: *Taking personal and team responsibility for strategic decision-making and successful implementation and execution of tasks in unpredictable conditions, and taking social and ethical responsibilities during the execution of tasks and the consequences of the results of those tasks*.

The Panel's discussions with teachers, students and the administration show that, in most study programmes, the HEI seeks to make changes according to the requirements of the

profession in order to ensure modern programmes that are in line with the expectations of the economy.

Learning outcomes of professional undergraduate studies are harmonized with the needs of the labor market, but LOs at this level of study do not prepare students for further studies at the university level, which is why the HEI should consider differential courses (or semesters / years) in order to ensure the achievement of CROQF level 6 descriptors.

According to the CROQF portal, the following qualifications are currently being evaluated for entry into the standard of occupations: (i) Bachelor of Nursing, (ii) Bachelor of Midwifery, (iii) Bachelor of Physiotherapy, (iv) Bachelor of Radiological Technology, (v) Master of Nursing, (vi) Master of Midwifery, and (vii) Master of Physiotherapy.

Course learning outcomes of the undergraduate professional study of Physiotherapy deviate from the study programme outcomes in the following courses: Clinical Kinesiology, Psychological Medicine and Psychological Human Development (based on the document Learning Outcomes; Table 2.1. Learning outcomes at the level of the study programme for the evaluated academic, p. 12).

Course learning outcomes of graduate university study Physiotherapy deviate from the study programme outcomes in the following courses: Contemporary Topics in Psychology, Pedagogical Aspects of Education, Didactics, and Teaching Medicine (based on the document Learning Outcomes; Table 2.1. Learning outcomes at the level of the study programme for the evaluated academic year, p. 21).

The name of the course from the graduate university study programme Physiotherapy has not been changed in accordance with the Decision to change the name of the course from April 2019 (change the name of the course Physical Therapy Yesterday and Today to Physiotherapy Yesterday and Today, according to the Decision of the Faculty Council). At the undergraduate professional study of Nursing, it was noticed that the courses Pathophysiology, Pathology and Physiology have the same learning outcomes or only one learning outcome. The following courses have only one learning outcome: Basics of Medical Chemistry and Biochemistry, Microbiology with Parasitology, Dietetics, English Language, Basics of Biomedical Statistics, Pathophysiology, Dermatovenerology, Pathology, Pathophysiology, Fundamentals of Physics, Radiology, and Radiation Protection. Furthermore, the curriculum of the Dermatovenerology course is not in line with the learning outcome. The course Anesthesiology, Resuscitation and Intensive Care is not in line with the learning outcome.

There is no document available for the undergraduate professional study of Radiological Technology that combines the descriptions of all courses (evidence: study programme of the undergraduate professional study of Radiological Technology – programme books of all studies), which would provide a basis for a more detailed analysis of learning outcomes. Learning outcomes are available on the Faculty website in a non-systematized form (<http://www.fzsri.uniri.hr/hr/studenti/nastava/112-preddiplomski-strucni->

[studiji/radioloska-tehnologija.html](#)) for the full-time study, but not for the part-time study.

At the graduate university study of Nursing - Promotion and Protection of Mental Health, the courses Holistic Approach to Mental Health and Mental Health of the Family have no learning outcomes. At the graduate study Nursing – Health Care Management, the courses Medical Informatics and Advanced Statistics have only one identical learning outcome. The holder of the study is a pediatrician, but since this is a nursing study, the holder should be a nurse.

At the graduate university study Clinical Nutrition, some course learning outcomes are below the level of higher education. For example, in the Nutrition course, the first two learning outcomes overlap with the learning outcomes of the course Epidemiology with Nutritional Quality Assessment. The learning outcomes of the courses Diet Therapy and Clinical Nutrition I and Diet Therapy and Clinical Nutrition II are exactly the same. The course Food Biochemistry has only two learning outcomes, which is disproportionate to the number of learning outcomes in the Science and Society course (20 learning outcomes). The Food Technology course has most learning outcomes related to the “food preparation processes” and not the technology itself (Lectures P9-P21). Based on its learning outcomes and content, the course Didactics should be called Methodology and Didactics.

At the graduate university study of Midwifery, there is no difference between the courses Postnatal Midwifery and Midwifery in Puerperia, so it is not clear why both courses are taught.

Recommendations for improvement:

- Harmonize the learning outcomes of all study programmes according to the CROQF levels and types of learning outcomes.
- For all study programmes, harmonize the learning outcomes at the course level with the learning outcomes at the level of study programmes.
- Analyze learning outcomes by courses and change curricula in such a way that all types of learning outcomes from the CROQF are represented.
- Design course curricula according to the competencies at the CROQF levels, and thus harmonize the programme learning outcomes with the learning outcomes of courses.
- Identify overlaps in different courses.
- At the undergraduate professional study Nursing, change the name of the course Dermatovenerology to Health Care in Dermatovenerology in accordance with the learning outcome.
- At the undergraduate professional study Nursing, change the name of the course Anesthesiology, Resuscitation and Intensive Care to Health Care in Anesthesiology and Intensive Care.

- At the undergraduate professional study of Radiological Technology, harmonize the learning outcomes of the course with the study programme learning outcomes.
- In graduate university study programmes, introduce courses focusing on scientific-research work in nursing.
- In the graduate university study programme Clinical Nutrition, determine the overlaps of learning outcomes in different courses and their compliance with course content, but also the learning outcomes of the study programme itself.

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:

Whether the Faculty ensures the achievement of learning outcomes is proven by written and/or oral tests. The syllabi list the assessment methods for each course. Although some syllabi cite the use of the Ordinance on student assessment of the Faculty of Health Studies in Rijeka (not available in the materials nor on the Faculty website), they actually use the Ordinance on Studies of the University of Rijeka (available on the Faculty website).

Documents (written and submitted) and syllabi mention assessment during classes (through exercises, seminars and other activities) and the implementation of exams whose form varies from simple questions with single and multiple choice answers to questions that require an essay form (evidence: examples of written exams, seminar papers, project assignments), which is in accordance with the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions (Official Gazette 24/10.).

The Faculty also submitted decisions on amendments to the study programmes undergraduate study Radiological Technology, undergraduate and graduate study of Physiotherapy, undergraduate study Nursing, graduate studies Nursing: Promotion and Protection of Mental Health and Health care Management, graduate study Clinical Nutrition, and undergraduate study Midwifery (evidence: achievement of anticipated learning outcomes in study programmes delivered by the Faculty). Changes in study programmes refer to changes in compulsory and elective courses, timetables (lectures, exercises, seminars) and the number of ECTS credits (decisions on changes in curricula). However, in a conversation with the alumni, it was said that these revisions may be even greater (graduate feedback). Student complaints related to teaching and exams are resolved promptly and in accordance with the provisions of the GDPR (insight into the submitted complaints and their outcomes).

Recommendations for improvement:

- Monitor the pass rate of students by study years and, depending on the pass rate, include all participants (e.g., through the Teaching Committee) in changing the curricula, the number of hours of a particular type of teaching, etc.
- Survey graduate students and external stakeholders on the achieved learning outcomes and their applicability in a real work environment.

Quality grade:

Satisfactory 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:

Study programmes at the Faculty of Health Studies of the University of Rijeka belong to the field of Biomedicine and Health, and are delivered only at that Faculty. Activities related to the development of new study programmes take place through the work of deans and vice-deans, within the departments, studies and faculty bodies.

Feasibility analyses of changes within study programmes are available, but there are no analyses of the feasibility and alignment with strategic objectives (analyses conducted together with stakeholders/thematic evaluation). Professional study programmes are harmonized with the documents and evaluation recommendations given to the Faculty of Medicine, at the time when the Faculty of Medicine was still the holder of professional studies Nursing and Midwifery (examples of improving study programmes based on recommendations from previous evaluations / 2008 Evaluation report of the peer assessment mission / Nurses / Midwives /).

Curricula for new versions of study programmes are available on the Faculty website. Records of changes to study programmes are available and include the reasons for changing the number of hours or ECTS, but it is not clear to what extent the changes are a consequence of labor market needs, contacts with the alumni and the needs of employers themselves. In conversation with students who are currently studying and who have completed their studies, it was said that they were not familiar with all the possibilities for involvement in the process of changing study programmes (current versions of all study programmes published on the Faculty website, records of changes of study programmes, stakeholder feedback) students and alumni).

Recommendations for improvement:

- Discuss the necessary revisions and suggestions with all students (e.g. through meetings of the councils for each year - at the beginning and end of the academic year).
- Publish standards and regulations on periodic revisions of study programmes to interested participants.

Quality grade:

Satisfactory level of quality

2.5. The higher education institution ensures that ECTS allocation is aligned with the actual student workload.

Analysis:

Based on the available data, the Faculty only partially carried out the harmonization of ECTS credits in study programmes, i.e. only for some courses in the undergraduate study Radiological Technology and graduate studies Nursing – Health Care Management, Clinical Nutrition, and Physiotherapy. During 2019 and 2020, the Faculty made amendments to the programmes (up to 20%), which included changes to the syllabi and the student load expressed in ECTS credits for the undergraduate study Radiological Technology and the graduate study of Clinical Nutrition.

The conversation with students and the analysis of course curricula, it was noticed that there is still a disproportion between the student workload and the number of ECTS credits of individual courses. For example, in the undergraduate professional study Nursing - the course Infectious Diseases carries 1 ECTS, and the student workload is significantly higher. Then, the study of Midwifery has a large number of courses with a small number of ECTS, which can be combined. In the graduate study Clinical Nutrition – the Biochemistry course, which is extremely important and should precede key professional courses (Diet Therapy, Food Chemistry, Toxicology, etc.), awards 2.5 ECTS credits, while the course Nutrition (which, according to the LOs, is not on levels 6 or 7) awards 4 ECTS credits (Form for calculating the percentage change of ECTS credits of the study programme). The correspondence of course holders on the topic of the proposal for the correction of ECTS credits was made available, but the other participants (students) were not familiar with it (records of the revised distribution of ECTS credits) (e-mail of the teacher)).

It was said that 1 ECTS equalled a workload of 25-30 hours, which is in accordance with the instructions, but there were no examples how the student workload is calculated (e.g., reading the required literature in Croatian or a foreign language, independent work, attending lectures, exercises and seminars, etc.)

It was noted that not all stakeholders were involved in ECTS modification procedures conducted during a revision of study programmes.

Preporuke za poboljšanje

- Harmonise ECTS credits of all courses and study programmes with real student workload.
- Include all stakeholders in changing the number of ECTS credits for all courses.

Quality grade:

Minimum level of quality

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

Analysis:

Student practice is an integral part of professional study programmes and carries a certain number of ECTS credits. Student mobility (outgoing and incoming) is mostly related to student practice (student and teacher feedback).

The Faculty of Health Studies has signed agreements on business and professional cooperation that ensures student practice outside the HEI (evidence: contracts with employers, Ordinance on professional practice, practice log, feedback from students and employers).

Work done as part of professional practice is recorded in logs and handbooks of clinical skills that do not always correspond to the real situation, because these booklets are signed by heads of departments or heads of studies who are not also mentors to all students.

Student practice has no exams, and course obligations (professional or clinical practice) are fulfilled by submitting work logs that were reviewed and signed by the mentor at the place where the student performed clinical practice (collection and analysis of student feedback on the quality of clinical exercises and cooperation with the mentor (evaluation survey); number of ECTS credits awarded to internships / curricula of professional studies /).

From interviews with students, the Panel learned that 1 clinical mentor has 10 students on clinical practice. Clinical skills handbooks contain too many skills and list too general health care interventions, which raises the issue of tracking how many and which interventions a student has completed and, consequently, which competencies they have achieved.

Recommendations for improvement:

- Ensure uniformity of competencies acquired through student practice.
- Reduce the number of students led by one clinical mentor.
- Revise the skills handbook for undergraduate study of nursing.

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:

Enrollment information and criteria are published on the Faculty website in the Croatian language (<http://www.fzsri.uniri.hr/hr/studenti/upisi/77-upisi-za-brucose.html>), while the English version contains only a link with contacts and regulations for studying at the Faculty.

Prerequisites for enrollment in the study, such as scoring work experience and the evaluation of achieved results for each academic year, are approved by the Faculty Council.

The Analytical Supplement to Self-evaluation (p. 35) shows an example of the enrollment parameters for the academic year 2018/2019, which means that the student cannot know in advance how they will be evaluated.

Given that, for the study of Midwifery and Nursing, the Faculty is looking for an average grade in health care in a medical high school, it is not clear what they look for with students from other four-year high schools. The Analytical Supplement also mentions the recognition of foreign qualifications and the evaluation of competencies acquired at other faculties. This is not done by a committee that includes experts who have completed these study programmes, but by the vice dean for teaching.

The Expert Panel also detected a problem in the possibility that students who are not bachelors of physiotherapy enroll in the graduate study of Physiotherapy. Given the specificity of the study programme and the competencies acquired at the undergraduate level, it is not good practice to enroll students who have not completed the undergraduate study of physiotherapy. In the labor market, a problem arises when such graduate students (with a master in physiotherapy) get an education for physiotherapists at the level 7b of the CROQF, without previously acquiring a basic education at the CROQF level 6. If a graduate student requests a license from the Croatian Chamber of Physiotherapists, he is unable to obtain it because he does not have a basic education for a bachelor's degree in physiotherapy. If they have previously passed the professional exam at the Ministry of Health, they receive a document that does not indicate their lack of previously completed basic education that gives the right to take that exam, and thus seemingly proves the requirements they have not met, because it is assumed that anyone who takes the professional exam and has a master's degree has previously completed their basic education in the same profession.

Examples of bad practice were also noticed in the enrolment criteria for the university graduate study *Clinical Nutrition*. Differential exams for this university graduate study: *Basics of Anatomy and Physiology of Selected Organic Systems*, *Basics of Biochemistry*,

Foods of Plant Origin and *Foods of Animal Origin*, are not harmonized with the change of the study programme (decisions allowing students to take differential exams were issued on the 30th September 2018, and on the 14th June 2018, the Faculty Council decided to change the curriculum and make the course *Basics of Biochemistry* compulsory. Learning outcomes of courses *Foods of Plant Origin* and *Foods of Animal Origin* are already covered by the compulsory course *Food Quality and Safety* and the elective course *Mediterranean, Vegetarian and Other Types of Diets*).

According to the information received from students of the graduate study *Clinical Nutrition*, regardless of their previously completed undergraduate study programme, none of them had the obligation to take differential courses.

Students of the undergraduate professional study programme *Radiological Technology* can continue their studies at any of the university graduate studies conducted by the Faculty. The call for enrollment in the university study *Clinical Nutrition* defines differential courses for those students who have not completed the undergraduate study of *Nursing and Nutrition*. However, from the conversations with the students during the classes, the Panel found out that the students of this professional study did not have to take differential courses. It is not clear from the submitted Decisions on Differential Exams (Scan / Clinical Nutrition - Course Difference) whether there were students from the *Radiological Technology* study among these students.

Given the specificity of the learning outcomes that students acquires at the undergraduate study *Midwifery*, it is necessary to limit direct enrollment to the graduate study of midwifery only to bachelors of midwifery. Bachelors of other health professions must first complete a differential year of at least 30 ECTS credits.

Recommendations for improvement:

- Conduct and analysis of the admission criteria for graduate study programmes.
- Harmonize the conditions for enrollment in graduate studies with regard to previously acquired competencies.
- Harmonize the conditions for enrollment with the competent professional associations (chambers).
- Consider the need to introduce additional enrollment criteria for the graduate studies *Physiotherapy* and *Clinical Nutrition*.
- Only bachelors of midwifery should be directly enrolled in the graduate study of midwifery, while bachelors of other health professions should first complete a differential year of at least 30 ECTS credits.

Quality grade:

Minimum 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:

As shown in the Analytical Supplement to the Self-evaluation (pp. 38 - 43), the Faculty collects and analyzes the students' performance during and after the end of classes. At the annual level, the Faculty collects data on acquired ECTS credits and the average grade of all enrolled and graduated students. All collected data are sent to the University of Rijeka. Effective mechanisms for analyzing student achievement and pass rate have not been found in the entirety. During the meeting with the Expert Panel, students pointed out that sometimes the workload related to ECTS credits in elective courses was not evenly distributed. Based on meetings with the students, staff and Faculty management, the Expert Panel believes that it is possible to improve the monitoring of student achievement at the individual level in order to ensure their success.

Recommendations for improvement:

- Develop and apply methods to improve student performance monitoring at the individual level to ensure their success.

Quality grade:

Satisfactory level of quality

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

Analysis:

Most of the teaching at the Faculty is conducted *ex cathedra*. Based on conversations with teachers and the data from the Analytical Supplement to the Self-evaluation (p. 44), students undertake independent tasks that enable critical thinking based on experience (evidence-based learning). However, during the meeting with the students, the Expert Panel got the impression that the quality of teaching of this aspect is lower, especially in clinical teaching where overburdened mentors cannot perform experience-based learning.

Clinical exercises led by one clinical mentor can include up to 10 students. The Panel got the impression that most of the theoretical classes were held in a traditional format, although interactive learning is encouraged by the introduction of a "smart board" and a turning point. The following platforms are available to students: Merlin e-learning platform, Eduroam, SVKRI (University Library in Rijeka), and the DABAR repository of graduate and final theses (<https://www.fzsri.uniri.hr/hr/>).

Teaching is well adapted to the diverse student population, which is visible on several levels. Students with disabilities are provided with access to university content, and teaching activities are well adapted to part-time students, which they themselves praised

during the interviews. Due to the epidemiological situation, in the last six months part of the classes have been organized online. The working hours of the student office are adjusted to full-time and part-time students.

Students are not formally involved in research projects and, from talking to them, the Panel got the impression that their engagement is not even expected. The general impression is that students are not involved enough. Students are not familiar with the databases they need to use for their work and their research.

Recommendations for improvement:

- Use new and modern teaching methods.
- Students should be more included in research work and introduced to databases and research that would help them acquire the skill of critical thinking.
- Establish a clear plan for evaluating teachers' work.
- Setting up its own library should be the HEI's priority.

Quality grade:

Minimum level of quality

3.4 The higher education institution ensures adequate student support.

Analysis:

During the meetings with assistants, teachers and students, the Expert Panel concluded that teachers and assistants are available to students in case they need help or advice. Due to the fact that the Faculty mainly has part-time students, there is no defined consultation time, which is arranged directly with the teacher via e-mail.

During the meetings with the staff and students, the Expert Panel found that students were not clear about their role in the work of the Quality Assurance and Improvement Committee. There are several counseling centers within the University: Psychological Counseling Center, Student Ombudsman and Career Management Counseling (evidence: Self-evaluation, p. 45). Through anonymous comments, the Panel was informed that students were not well acquainted with all the services they could turn to for help.

The approach to students with disabilities is appropriate, and they provided with appropriate help and support in the form of tailored power point presentations or exams (students with hearing impairments).

Although the Self-evaluation (p. 45) talks about the support of the Erasmus coordinator, from the interviews with the students the Expert Panel concluded that the support is not adequate, which is shown by the very low outgoing mobility. The Expert Panel again warns of the fact that the library is not part of the HEI. The Expert Panel also visited the student office, which employs a satisfactory number of qualified staff and whose working hours are such that it can also be used by employed students. The Expert Panel believes

that the Faculty should increase the number of clinical mentors in order to better prepare students for their future professions.

Recommendations for improvement:

- Clearly define the role of the student representative in the Faculty committees and other bodies.
- Students should be introduced to all the bodies whose service they can use at the beginning of their study.

Quality grade:

Satisfactory level of quality

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

Analysis:

The Faculty has provided access to its building to students with disabilities, and employs a person with disabilities. The documents mention the case of a student with a hearing impairment who received appropriate support in taking the exams. During the meeting with the Expert Panel, the employees confirmed that they adapt power point presentations for the needs of students with visual impairments or lend laptops for easier monitoring of classes.

The Faculty also provides a coordinator in the Office for Students with Disabilities. The Self-evaluation states (p. 47) that, through various projects, the Faculty independently made all the spatial adaptation of the building in accordance with the Ordinance on accessibility; from the installation of elevators, ramps, tactile strips, and toilets to the procurement of specialized teaching aids for students with disabilities.

For students of lower economic status, the Faculty approves the payment of tuition in installments and / or participatory payment, on the basis of their application and proof of status.

Recommendations for improvement:

None

Quality grade:

High level of quality

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

Analysis:

The Faculty of Health Studies has Erasmus info days where students can get information about the Erasmus exchange programme. A list of bilateral agreements can be found on the Faculty's website.

The Faculty has an Erasmus coordinator who should help with the realization of international exchange. After talking to students, the Expert Panel believes that support for involving students in international mobility could be better. This is indicated by the very low outgoing student mobility. The percentage of outgoing teaching staff mobility is also low. Students are not formally involved in Erasmus projects conducted by the Faculty. One student project was realized on an independent student initiative, and an invitation to participate in the project was sent to international students. Recognition of ECTS credits is done by the vice dean for teaching. Exchange students successfully acquire international competencies.

Recommendations for improvement:

- The Faculty should develop a plan to attract more participants in Erasmus exchange programmes.
- Students should be formally involved in Erasmus projects that take place at the Faculty.

Quality grade:

Satisfactory level of quality

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

Analysis:

Information on the possibility of studying and enrolling for foreign students is available on the website of the Faculty of Health Studies. Students from other HEIs can transfer to one of the Faculty's study programmes if their HEI signed a bilateral cooperation with the Faculty.

The Faculty helps foreign students in choosing the courses they want to take and connects them with mentors because most foreign students come for an internship. Students organize their stay themselves. Foreign students cannot attend classes in a foreign language, but the Faculty assists them in selecting literature in English. They are assigned internship mentors who speak English.

The Faculty receives feedback from foreign students using a questionnaire. An example of good practice is that foreign students are given a possibility to learn the Croatian language. Incoming mobility is satisfactory and clinical mentors express satisfaction with students coming from other countries.

Recommendations for improvement:

- Develop a plan for conducting part of the study programme in English.

Quality grade:

Satisfactory level of quality

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

Analysis:

The Faculty of Health Studies provides syllabi to students before the start of classes and has a well-described grading system. The syllabi for all courses is published on the website at the beginning of the year (evidence: Self-evaluation, p. 47).

In most study programmes, the Faculty provides support in the development of skills related to testing and assessment methods for those who evaluate student work. The Expert Panel found no evidence of how support is provided to those who conduct assessments, except on the example of clinical mentors.

Students also gave examples of bad practice, such as the case of a holder of a course with a low number of ECTS who asks for significantly more competencies from students than a holder of a course with three times the number of ECTS credits.

As part of the submitted evidence, the Faculty listed at least two ways in which it assists students with disabilities in objective assessment. The Faculty offers enough opportunities for taking exams. Students receive feedback on the assessment results. The Regulations on Studies and Studying at the University of Rijeka covers student issues related to examination and assessment methods.

Recommendations for improvement:

- Include all teaching process stakeholders in the assessment of student workload.

Quality grade:

Satisfactory level of quality

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

Analysis:

Upon the completion of studies, students are issued a diploma that contains all the necessary information about the type of study programme, grades and opportunities for the continuation of study or employment. Diplomas and diploma supplements are awarded in accordance with the relevant regulations and the Regulation on the Content of the Diploma. The supplementary study document contains all the prescribed information and is issued free of charge in Croatian and English, in a cover form together with the diploma. The Expert Panel noted that midwifery students do not receive a Skills Booklet which specifies the number of necessary procedures to be performed in accordance with European directives.

Recommendations for improvement:

- Start issuing a Skills Booklet for midwives with the number of necessary procedures to be performed in accordance with European directives.

Quality grade:

Satisfactory level of quality

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

Analysis:

In its undergraduate study programmes, the Faculty of Health Studies educates professional health care personnel who are needed on the labour market in the Republic of Croatia and the European Union. External stakeholders (directors of the hospital centre KBC Rijeka, community health care centre, Thalassotherapia Opatija and the head of the Institution for Health Care and Rehabilitation "Helena Smokrović" from Rijeka) confirmed that most of their employees and staff are former students of the Faculty. Employers are very satisfied with the level of knowledge that students acquire at this HEI.

Regarding graduate study programmes, the Faculty did not submit an analysis of the study programme justification, evidence of analysis and implementation of recommendations of professional associations, data on employability of graduates and evidence of compliance with the recommendations of the Croatian Employment Service regarding educational enrolment policy. No clear answer has been obtained as to why the Faculty has not established an alumni Club.

Recommendations for improvement:

- The HEI should establish an alumni club.
- Establish a system and database of contacts of the alumni and employers.
- Establish a student support office for career development.
- Collect and analyse feedback from the alumni and employers.

Quality grade:

Minimum level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis:

According to the document *Analysis of Conditions for Conducting Studies* (MOZVAG), the ratio between the number of full-time teachers and the total number of enrolled students (full-time and part-time) is satisfactory (17.32%). At university graduate study programmes, the total number of study programmes' norma hours is covered by at least 50% of full-time teachers (*Physiotherapy* - 51%, *Nursing - Promotion and Protection of Mental Health* - 50%, *Nursing - Health Care Management* - 50%). The university graduate study *Clinical Nutrition* is conducted as a joint study of 4 constituents of the University of Rijeka: Faculty of Tourism and Hospitality Management Opatija, Faculty of Humanities and Social Sciences, Faculty of Medicine and Faculty of Health Studies. The ratio of norma hours of teachers employed at the Faculty of Health Studies is therefore 34%, i.e. the Faculty employees make up 1/3 of the teachers. In professional undergraduate study programmes, the total number of norma hours is covered by at least 33% of full-time teachers (*Nursing - Rijeka* - 33%, *Nursing - Karlovac* - 33%, *Physiotherapy* - 36%, *Radiological Technology* - 33% and *Midwifery* - 33%).

According to the document *Analysis of Conditions for Conducting Studies* (MOZVAG), the total number of full-time teachers is 32.94 in full-time equivalent. The number of associates is 0.38 in full-time equivalent.

The document *Self-evaluation - Analytical Supplement*, page 14, Table 4.1.a Staff structure - FOR UNIVERSITIES in the academic year of evaluation, shows the total number of full-time teachers: 31.85 (three teachers elected in the scientific-teaching grades were excluded from the analysis due to the last elections to the scientific-teaching grade in 2014 (one teacher) and 2015 (two teachers), which is why the table lists them as not elected to permanent grades). The total number of employed teachers (permanently employed, or in cumulative or part-time work) elected in scientific-teaching grades is **42**; annex: Table 4.1.a Staff structure - FOR UNIVERSITIES in the academic year of evaluation. The *Self-evaluation* document gives the total of teachers employed at the Faculty as 19 (16 lecturers and senior lecturers, two assistant professors and one full professor). Sixty one teachers are employed in a cumulative work relationship (six full professors with tenure, 8 full professors, 19 associate professors, 29 lecturers and senior lecturers, one assistant and two postdoctoral students). Thirteen teachers are employed in additional work, of which 2 are retired, and 11 are mentors who work full time in the Rijeka Clinical Hospital and the Rijeka Health Center. Also listed are those teachers who are employed under the Labor Act, Article 62, paragraph 3, which stipulates that a worker may enter into an employment contract with another employer for a maximum of eight hours per week. All employees have the employer's consent for additional work.

The following staff participate in the teaching process as external associates: 4 full professors with tenure, 29 full professors, 44 associate professors, 50 assistant professors, 54 lecturers and senior lecturers, one assistant, one postdoctoral student and one expert associate.

The undergraduate professional study *Nursing*, a dislocated study that takes place at the Polytechnic of Karlovac, was launched in 2010. A total of 22 teachers from Karlovac and two associate professors and assistant professors were elected to the grades of lecturer and higher grades (acting titles). Furthermore, nurses who are mentors on nursing courses have completed the required education at the graduate level and been selected for the grade of lecturers. The number of teachers in undergraduate and graduate studies is satisfactory.

The majority of course holders in undergraduate and graduate university and professional study programmes are elected in scientific-teaching and/or artistic-teaching grades and teaching grades.

The total number of teachers elected to scientific teaching grades in the field of biomedicine and health and employed on a full-time basis is 6.7, while 17.15 are elected to teaching grades in the same field (Table 4.3. Teachers and associates at the higher education institution in the academic year under evaluation). Thirty nine teachers elected to scientific-teaching grades work in cumulative and part-time employment at the Faculty. Classes are taught by 127 external associates in the capacity of teachers elected to the scientific-teaching grades (acting titles), which is a total of 166 teachers in the scientific-teaching grades. This indicates a disproportion in relation to the number of full-time teachers elected to scientific-teaching grades. There are 3 full-time employed teachers elected to scientific-teaching grades.

The largest number of cumulative employment is related to teachers who are also doctors employed at the Clinical Hospital Center Rijeka (who teach clinical courses), and nurses and midwives who participate in teaching on the undergraduate professional study programmes *Nursing* and *Midwifery*.

However, out of the total number of teachers and lecturers in the university study *Clinical Nutrition* (n = 26, Table 4.4 of the Analytical Supplement to the Self-evaluation), four part-time employees are elected into grades in biotechnical sciences, but not in the area and/or field of nutrition sciences (OG 32/13: additional field Nutrition Sciences), no employees are listed as a member of professional associations of clinical nutritionists in the country and / or abroad, and it is not known to what extent they are licensed in the field of clinical nutrition (e.g. LLLs of ESPEN, etc.). The HEI should have a full-time clinical nutritionist with scientific papers in the area of public health and nutrition. This information indicates that the competencies and skills of teachers and lecturers are not in line with the study programme.

The Faculty of Health Studies is a constituent of the University of Rijeka and, as such, the capacities of its basic organizational and business structures should reflect the university

structure of teaching capacities, with an emphasis on the employment and engagement of teachers elected to scientific-teaching grades, and up to 33% of teaching staff, or up to 20% of teachers of individual courses, that are elected to teaching grades.

The technical coverage of the teaching staff reflects the required capacities, which is evident from the documentation submitted to the Panel, but the Faculty should focus on becoming less dependent on staff from the Faculty of Medicine, etc. (increase the ratio of teaching engagement in the percentage of employment at the Faculty in relation to other faculties or institutions).

Table 4.2. The dynamics of employment of teachers and associates in the last 5 years shows a decline in the number of newly employed teachers (2018) and the continued trend of not employing associates from 2016 and 2017.

Recommendations for improvement:

- Hire full-time assistants and postdocs.
- Increase the number of part-time assistants and postdocs for teaching clinical courses.
- Increase the number of full-time teachers in the scientific-teaching grades.
- Accelerate staff independence in accordance with the Development Strategy.

Quality grade:

Satisfactory level of quality

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

Analysis:

Teacher employment procedures are harmonized with legal and other relevant regulations: the Act on Scientific Activity and Higher Education, Rectors' Conference Decision on the necessary conditions for the evaluation of teaching and scientific-professional activities in the process of election to scientific-teaching grades, Decision on necessary conditions for the evaluation of teaching and scientific-professional activity in the procedure for election to scientific-teaching grades, Decision on the Form and Manner of Delivery of Inaugural Lectures in Elections to Scientific-Teaching, Artistic-Teaching and Teaching Grades, and the Ordinance on the elections to scientific-teaching, artistic-teaching, scientific, teaching and associate grades and corresponding positions at the University of Rijeka.

When initiating the process of selecting new teachers, the consent for employment is obtained from the University for the position provided in the Plan of Employment, Advancement, and Other Personnel Changes, submitted at the beginning of the year.

The procedure begins with the adoption of the Decision of the Faculty Council on the announcement of a vacancy for the appointment and the corresponding position, and the

appointment of a committee, after which, in accordance with legal regulations, the call is announced and remains open for 30 days. After collecting applications, the documentation is forwarded to the expert committee for evaluation. The committee submits a report on all eligible candidates, taking into account their competencies and previous teaching and scientific / research activities. When conducting the re-election procedure, special attention is paid to the results of student surveys.

In the process of teacher's advancement to higher grades, achievements in both the teaching and scientific fields are considered (publications, scientific and professional projects, mentorships, published textbooks, study materials, lectures) - Analytical Supplement: Table 4.4. Teachers in study programmes in the academic year of evaluation.

The Faculty of Health Studies has not introduced additional criteria for the promotion of teachers to higher grades.

Teachers for whom evaluation is a condition for advancement are evaluated through a student survey, which covers teacher of one study programme every year (for example, in the academic year 2018/19, a survey was conducted through the ISVU system for the undergraduate study of Radiological Technology). The institution that defines the survey is the University of Rijeka (code 9998), the implementation is carried out by the Faculty of Health Studies (code 351), and the survey code is 372. The obtained results were generated, summarized (PDF and excel) and submitted to the Quality Committee and the Faculty management. All evaluated teachers could review and download their results through the Teacher Portal. All teacher evaluation surveys are available to students through the Studomat, and students are encouraged to fill them.

The results of the surveys are analysed by the Committee for Quality Assurance and Improvement, and in the case of major discrepancies, the heads of departments and the management analyze the conducted surveys and, if necessary, organize meetings with teachers.

Preporuke za poboljšanje

- Introduce additional criteria for the promotion of teachers to higher grades.
- Introduce an award for teaching excellence.

Quality grade:

Satisfactory level of quality

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

Analysis:

Based on interviews with the Faculty employees and management, teachers are regularly informed about the opportunities to support their professional work that are occasionally offered by the Faculty of Medicine, University of Rijeka. Teachers (as well as non-teaching staff and students) are continuously encouraged to participate in mobility schemes: information on calls for the Erasmus+ programme is sent by e-mail and posted on the Faculty's website, and the HEI also organises an Info Day (as part of the Faculty Day, in March) dedicated to opportunities offered by the Erasmus+ programme. The teacher in charge of the Erasmus+ programme regularly (annually) reports to the Faculty Council on new cooperation agreements and statistics. Teachers are more likely to opt for short-term stays at foreign HEIs (job shadowing) than for long-term stays that include teaching.

Cooperation with numerous HEIs in Croatia and abroad, often formalized by appropriate agreements, has created a quality and extensive network that provides results in the form of applications for new scientific and professional projects, preparation of new study programmes (including doctoral studies) and exchange of students, non-teaching staff and teachers. Based on its "Mini-strategy of Scientific Development", adopted by the Faculty Council, the Faculty plans to encourage scientific production in several ways: by co-funding the translation/proofreading of scientific articles and active participation in scientific conferences.

The submitted financial plans set aside minimum funds for the development of Faculty employees for 2017 and 2018.

Recommendations for improvement:

- Develop a plan for the professional development of teachers.
- Develop a financial plan for the professional development of each employed teacher and assistant through the financial plan of the departments.
- Develop a plan for the professional development based on the needs of study programmes.
- Organize courses aimed at improving teaching competencies.

Quality grade:

Satisfactory level of quality

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

Analysis:

The Faculty of Health Studies continuously invests funds in improving its premises and equipment for the needs of teaching, research and professional activities. In the last five years, the physiotherapy cabinets have been thoroughly renovated and a new biomechanics cabinet has been equipped. With the funds of the Primorje-Gorski Kotar County and other sources, health care and child care cabinets have been set up in the building of the Faculty or KBC Rijeka. There is also a plan to equip additional space for the health care cabinet, and reconstruct the large lecture room no. 5 in order to enable alternative forms of teaching. IT equipment in classrooms and offices has been completely renewed, and the computers are replaced every 5 to 7 years, as are all LCD projectors with screens, and one classroom (no. 4) is equipped with a new smart board (donation). The largest lecture hall (no. 6) was equipped last year with a modern audio-video system that allows the recording of guest lectures. Furthermore, with the aim of ensuring greater safety and comfort of students and staff, the HEI renovated the hydrant and lightning rod system, renovated the roof, set up a new gas boiler room (with the possibility of switching to alternative energy if necessary), opened a cafeteria (and two vending machines in the building), opened a *Medicinska naklada* bookstore, and landscaped the area around the building into a mini-park.

The equipment used for teaching in the cabinets of the Department of Physiotherapy is modern. The *posturomed* device from the German company Bioswing is a unique device for proprioceptive postural therapy and diagnostics. *Torsiomed* is a device used alone or in combination with the aforementioned *posturomed* device. The software enables the diagnosis of instabilities and provides significant possibilities for therapeutic programs to improve balance, especially for more demanding users such as athletes. The *PeThe* is a system consisting of a camera that records three-dimensional movement, software and a TV screen - a monitor that reproduces that movement. Diagnostic ultrasound of the musculoskeletal system is an ultrasound device consisting of a laptop, an ultrasound probe and appropriate software for the diagnosis and monitoring of rehabilitation of injuries of the locomotor system and 3D kinematics. Manual dynamometer - mechanical, etc.

The cabinet equipment used by the Department of Health Care is also satisfactory. The Department uses dolls for patient health care (Nursing Anne Basic), newborn and infant dolls (basic), child doll (basic), doll model for episiotomy and suture exercise, a model arm for venipuncture exercise (Limbs/Thing), a model for the care of wounds and pres-

sure ulcers, stoma care model, model of an adult's diabetic foot, 12-channel ECG (Bene-Heart), Infusomat, sugar measuring device, pressure gauges and a device for the control of hand washing.

The health care cabinet of the university hospital centre (KBC) is fully equipped for teaching because it is a cabinet within the Clinical Hospital Center as well as a simulation center "Skills Cabinet".

During the visit to the Polytechnic in Karlovac, it was noticed that rooms equipped with EduxKa are used as skills cabinet, and that the study of nursing does not have its own cabinet for the implementation of cabinet teaching.

The Faculty has been gradually introducing new information and communication technologies (ICT) with the aim of improving teaching. ICT includes software and hardware equipment and other IT solutions, with special emphasis on the audio-video conferencing system (Polycom), electronic voting system (Turning Point Technologies), and new computer equipment in the IT classroom, which has about 20 computers. All lecture halls and cabinets at the Faculty are equipped with a computer and a projector, and one lecture hall also has an interactive whiteboard. The Faculty of Health Studies has integrated computer and network services provided/offered by Carnet, Srce and the University Information Center (Eduroam, ISVU, Mozvag, Dabar, Merlin, Libar, Meduza, Office 365, Webinar System, File Sender, e-Center, LimeSurvey, Distribution Center for MS products, LDAP), and actively participates in activities (conferences, invited lectures, workshops) with the aim of constantly monitoring trends and standards, which further ensures quality. Teachers at the Faculty have constant IT support from IT services. In addition to teaching, the HEI tries to implement information technology and the opportunities it provides in other activities that enable it. Table 4.8. Space from the Analytical Supplement shows that the Faculty has a space of 1239 m² that can be used for the implementation of the teaching process, and that it also has a research laboratory of 26 m². Spatial capacities for individual students are satisfactory, i.e. the ratio is 1: 1.431. Cooperation with clinical capacities for implementing research activities shows inter-institutional cooperation, but the HEI should create its own spatial capacities for research, independent of other stakeholders, which would facilitate teachers' implementation of scientific activity, preparation and implementation of projects, as well as involving students in their work.

Recommendations for improvement:

- Increase spatial capacity for the implementation of scientific and research activities.
- Start equipping own skills cabinet for the nursing study at the Polytechnic of Karlovac.

Quality grade:

Satisfactory level of quality

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

Analysis:

The Faculty of Health Studies of the University of Rijeka does not have a library, and the submitted documents do not mention the possession of library materials. In a conversation with the Faculty management, the Panel received information that, in 2020, the Faculty invested HRK 45,000.00 in the purchase of printed textbooks and books. It was not explained what were the books and textbooks in question and for which study programmes were they procured. The Faculty's financial reports showed that it did not invest any funds in library materials.

According to the Self-evaluation document of the Faculty of Health Studies, and based on the agreement between the University of Rijeka, the Faculty of Health Studies and the Faculty of Medicine of the University of Rijeka, students of the Faculty of Health Studies can use the library services of the Medical Faculty library and the University Library.

The Faculty of Medicine in Rijeka has a large library fund: printed material (28,202 volumes of books, around 5,000 textbook units, some 19,000 volumes of domestic and foreign journals and about 5,000 volumes of final theses) and electronic materials (access to journal databases of foreign for-profit publishers is provided through a national licence, with some 600 journals from the field of health studies).

A national licence also provides access to the database "CINAHL with Full Text" that covers the fields of nursing, biomedicine and related health activities, contains more than 6 million records, indexes more than 5,500 journals and full texts from more than 600 journals that have been indexed in the database since 1981, and includes books in the field of health care, dissertations in the field of nursing, conference proceedings, audio-visual materials, book chapters and an option to search for cited references. The UpToDate clinical practice database is also available to students and scientific-teaching staff.

The Faculty is included in the national system of digital repositories Dabar, which features the final and graduate theses of students and scientific and professional papers of employees; papers are available through the AAI identification access or are in open access to all interested readers. If the library does not have a title requested by users, it is possible to purchase by inter-library exchange with Croatian and European libraries. In addition to lending library materials, all users can also search the library fundus for the purpose of student theses, scientific and professional papers, writing bibliographies, bibliometric searches, support in the process of scientific publishing and monitoring of the Faculty's scientific and professional productivity. The library organizes group and individual education of users to develop information literacy skills.

In 2018, the Faculty of Health Studies was merged as an organizational unit with the "Fritz Jahr" Documentation and Research Centre for European Bioethics. The Fritz Jahr Center is one of the constituents of the Scientific Centre of Excellence for Integrative Bioethics of the Republic of Croatia, founded in 2014. In addition to research work and dissemination activities (publishing the international scientific journal JAHR - European Journal of Bioethics, organization and participation in conferences), The Fritz Jahr Center has a specialized library with a collection of recent, bioethically-relevant literature in Croatian and foreign languages. The library fund consists of publications purchased with the funds from scientific projects, donated and acquired through exchanges, since the Center's library also contains publications that are the subject of exchange of the scientific journal JAHR. The English language titles available in the library include the five-volume Encyclopedia of Bioethics (publisher: Macmillan Reference USA, New York) and the Handbook of Global Bioethics (publisher: Springer); the most important titles in the Croatian language include the editions published in the Biblioteka Bioetika (publisher: Pergamena and the Scientific Center of Excellence for Integrative Bioethics). The library also includes editions of the international scientific journal "AMHA - Acta medico-historica Adriatica" and publications collected through exchanges through this journal. The entire book fund of the specialized library of the Fritz Jahr Center is available to the teaching staff and students of the Faculty of Health Studies and students of the Faculty of Medicine. The library also has an internal electronic catalogue.

Article 5 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions explicitly states that the higher education institution should submit: "... particularly evidence of the availability of mandatory examination literature. The number of copies of required literature for a particular course must, as a rule, be 20% of the anticipated number of students who will be enrolled in that course". In the document Self-evaluation - Table 4.10. The equipment of the library, the Faculty of Health Studies did not fill in the data for the following questions: Total number of volumes of books; Reading room within the library (number of seats / square meters); Total number of textbook titles of required literature; Total number of volumes of required literature textbooks; Total number of printed foreign journals that the library has in its fundus; Total number of printed domestic journals that the library has in its fundus; Number of electronic journals with full texts to which the institution provides access, and Number of bibliographic databases funded by the university / institution.

This table contains only information on the area of the library (220 m²) and the employment of three librarians, which refers to the library of the Faculty of Medicine in Rijeka. Also, no data was provided on library resources available to nursing students in Karlovac. Based on all the above, the Panel concluded that the Faculty did not submit evidence of meeting the requirements of Article 5 of the Ordinance on the Content of a Licence and

Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions for sufficient literature for certain study programmes delivered by the Faculty.

Recommendations for improvement:

- Establish a library to further develop and support the research and professional work of students and teachers.
- Provide financial resources for the purchase of textbooks and books.
- Provide a number of copies of required literature for each course, which must be at least 20% of the estimated number of students enrolled in that course.
- Enable nursing students at the Polytechnic of Karlovac access to literature, and start working on establishing a library.

Quality grade:

Minimum level of quality

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

Analysis:

The submitted documentation shows that, in the last 5 years, most of the Faculty funds came from the Ministry of Science and Education, followed by revenues from collected tuition fees, followed by own revenues from the rental of property and equipment. The HEI also receives revenues from aid and donations, and EU projects. Increasing tuition fees provided much-needed resources necessary for the improvement of business, i.e. teaching, which enabled teachers to improve teaching activities primarily through funds for work, professional development and the environment in which they work.

The Faculty makes public its financial reports, as well as financial plans, budget revisions and procurement plans. Additional sources of funding are used for the development and improvement of higher education, which is demonstrated by examples from the 2016 UNICEF project, and from 2019 when they received funding from the Ministry of Science and Education for scientific and artistic activities, which they used to buy physiotherapy equipment.

Additional sources of funding are provided through domestic and international projects, cooperation with industry and the local community. The submitted documentation shows that the HEI received donations from the City of Rijeka for the organization of the symposium. In 2018, the funds of the University of Rijeka (Ministry of Science and Education) were used for the project to support young researchers and partly for a Erasmus+ project, on which the Faculty of Health Studies is a partner. In 2019, two scientific re-

search projects were realized from the University of Rijeka (Ministry of Science and Education), and the funding of the Erasmus+ project and the University of Rijeka is expected to continue.

Data from table 4.11. Financial evaluation – revenues and table 4.12. – Expenditures shows the need for additional rationalization of costs and their investment towards professional development, development of spatial capacities and equipment, organization of continuing education courses for teachers and students, and encouraging their own publishing activities (own textbooks, manuals).

Recommendations for improvement:

- Plan financial resources for scientific research.
- Reduce representation costs.
- Increase funding for professional development.
- Plan funds for establishing and equipping their own library.
- Encourage publishing activity.
- Rationalize business travel costs.

Quality grade:

Satisfactory level of quality

V. Scientific/artistic activity

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

Analysis:

The Faculty does not have a Strategy of Scientific Research, which is prescribed by the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence (Official Gazette, no. 83/2010) for a period of at least five years. The Faculty has a "Mini-strategy of Scientific Development", which is quite general and does not provide specific guidelines for monitoring the achievement of specific goals in scientific research. Based on the above, the Expert Panel cannot assess in this report whether the HEI has the appropriate space and equipment for the implementation of its strategic programme of scientific research.

According to the data given in the Self-evaluation document, the Faculty records data on publications, but there is no evidence that this data is then analyzed and used to draw up an action plan for improvement. The number of published scientific papers is minimal, and amounts to 1.47 per teacher in the last 5 years. The number of scientific publications with the Faculty's affiliation has been increasing in the last two years (database: CROSB, <https://www.bib.irb.hr/pregled/ustanove/351>). The Faculty is the holder of four university research projects and participant in one bilateral project. Resources for learning and scientific activities are insufficient, and scientific-research productivity is minimal. There is no recognition of scientific achievements at the national and international level. In the last five years, three employees have defended their doctoral theses. The Faculty does not have a postgraduate doctoral study programme.

Recommendations for improvement:

- Write a Scientific Research Strategy, which is prescribed by the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence.
- Develop an action plan for each year in accordance with the Scientific Research Strategy.
- Significantly increase financial support for research, knowledge and technology transfer to ensure the conditions for obtaining competitive scientific research projects.
- Employ young researchers full-time.

Quality grade:

Unsatisfactory level of quality

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

Analysis:

The Faculty of Health Studies does not have a well-developed and effective system to support research and the transfer of knowledge and technology. Given that there is no real strategy of scientific research, it cannot be said with certainty that the Faculty takes into account the needs of society and the labor market when planning its scientific research activities.

According to the Self-evaluation document, scientific research is planned in fields directly related to nursing, physiotherapy, midwifery and public health in order to monitor the needs of society and the labor market.

Associates and teachers participate in the work of numerous bodies, working groups and professional associations of the Croatian ministries, professional chambers, the University of Rijeka and local and regional self-government. Memberships in scientific and professional associations are not listed.

Recommendations for improvement:

- Strengthen support for research and transfer of knowledge and technology.
- Develop a long-term plan for scientific research.

Quality grade:

Minimum level of quality

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

Analysis:

In the last five years, employees of the Faculty of Health Studies have received three university awards for scientific, teaching and professional work (one of them for science). Teachers and associates have not received any national and international awards or recognitions for scientific or professional achievements. One installation project and four research projects funded by the University of Rijeka are being implemented at the Faculty. The Faculty does not have any competitive projects of the Croatian Science Foundation or international scientific research projects. In the last year, the Faculty has been publishing its own journal. The members of the editorial board are employees of the Faculty (<https://www.fzsri.uniri.hr/hr/izdavacka-djelatnost.html>). The Faculty scientists have been invited as lecturers at international and national conferences, but it is not possible to talk about a significant number of appearances. In the last five years, there have been a total of 12 invited and 1 plenary lecture (CROSBI database: <https://www.bib.irb.hr/pregled/ustanove/351>).

Recommendations for improvement:

- Increase the number of published scientific papers in order to achieve greater international visibility.
- Increase the mobility of scientists.
- Reward teachers who give invited and plenary lectures.
- Increase the number of scientists who are members of scientific and/or professional conference committees.
- Increase the number of scientists who are members of the editorial board of scientific and/or professional journals.

Quality grade:

Minimum level of quality

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

Analysis:

Since the Faculty does not have a strategic plan of scientific research, but just a draft in the form of the "Mini-strategy of Scientific Development", which is quite general and does not provide specific guidelines for monitoring the achievement of specific goals in scientific research, the implementation of the strategic plan cannot be monitored. The development of scientific activity is not in line with the vision of the HEI development.

There is no evidence of the existence of a financial plan of revenues and expenditures of the scientific organization for a period of five years, which shows the sources of funding of the scientific organization and the structure of expenditures based on their purpose. A "Fund for Encouraging Scientific Activities" has been established at the Faculty, which reimburses 50% of the costs of publishing scientific articles from the available funds. The HEI employees claim that they have the necessary and appropriate resources for their research activities. However, poor access to laboratories and scientific journals certainly presents a problem.

Recommendations for improvement:

- Clearly define development goals and vision in the strategic plan of scientific research.
- Develop a financial plan of revenues and expenditures for scientific activity for a period of five years.
- Increase the number of employees elected to scientific and teaching grades.
- Provide space for scientific research.
- Establish a position of the vice-dean for science and international cooperation.

- Establish a Science Committee.
- Establish an office for research, projects and international cooperation.

Quality grade:

Unsatisfactory level of quality

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

Analysis:

Scientific research equipment is partially used in teaching. Graduate students are not formally involved in scientific and/or professional projects. Some of the topics of final and diploma theses are related to the topics of their mentors' research. Teaching at postgraduate university studies and doctoral theses do not reflect scientific research, professional activity and achievements of the Faculty.

Recommendations for improvement:

- Involve students in scientific research.
- Publish scientific and professional papers in co-authorship with students.
- Increase the number of scientific and professional papers.

Quality grade:

Unsatisfactory level of quality

APPENDICES

1. Quality assessment summary– tables

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

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.		X		
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.		X		
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.				X
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			X	
1.5. The higher education institution understands and encourages the development of its social role.			X	
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>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.		X		
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.		X		
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.			X	
2.5. The higher education institution ensures that ECTS allocation is aligned with the actual student workload.		X		
2.6. Student practice is an integral part of study programmes (where applicable).			X	

Quality grade by standard

<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.		X		
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.		X		
3.4. The higher education institution ensures adequate student support.			X	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				X
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.			X	
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.			X	
3.9. The higher education institution 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>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include the evaluation of excellence.			X	
4.3. The higher education institution provides support to teachers in their professional development.			X	
4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.			X	
4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.		X		
4.6. The higher education institution rationally manages its financial resources.			X	

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

2. Protocol of the site visit

Re-accreditation of the Faculty of Health Studies, University of Rijeka

VISIT PROTOCOL

Online training of members of the Expert Panel

	Thursday, 22nd October 2020
08:50 – 09:00	Connecting to Zoom
09:00 – 10:30	Training of members of the Expert Panel <ul style="list-style-type: none">• Presenting ASHE• Presenting the higher education system in Croatia• The re-accreditation procedure• Standards for the evaluation of quality
10:30 – 12:00	Internal meeting of the Expert Panel - preparation for the site visit <ul style="list-style-type: none">• How to write the Final report• Preparing the Expert Panel for the site visit (discussing the Self-evaluation and additional documents)

Preliminary visit of the Expert Panel to the HEI

**LOCATION: Polytechnic of Karlovac, Trg Josipa Jurja Strossmayera 9,
47000 Karlovac**

Friday, 30th October 2020	
08:50 – 09:00	Connecting to Zoom, short internal meeting of the Expert Panel
09:00 – 09:30	Meeting with the head of the undergraduate professional study <i>Nursing</i>
09:30 – 10:00	Meeting with students
10:00 -10:20	Tour of the facilities

10:30 – departure for Rijeka

**LOCATION: Faculty of Health Studies, University of Rijeka, Ul. Viktora cara
Emina 5, 51000 Rijeka**

12:00 – 13:15	<i>Lunch</i>
13:15 – 13:30	Attending sample lectures
13:30 – 13:35	Connecting to Zoom
13:35 – 14:35	Meeting with the HEI management (dean, vice-deans)
14:35 – 14:50	<i>Break</i>
14:50 – 15:50	Meeting with the Quality Assurance Committee
15:50 – 16:40	Tour of the Faculty (lecture halls, IT classrooms, library, student lounge, teachers' offices, student registrar's office)

16:40 – 18:00	<i>Document analysis</i>
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18:10 – Return to Zagreb

**Virtual meeting of the Expert Panel members,
discussing impressions from the preliminary visit**

	Monday, 2 November 2020
11:55 – 12:00	Connecting to Zoom
12:00 – 15:30	Meeting of Expert Panel members, discussing impressions from the preliminary visit, preparing for meetings with HEI stakeholders

First day of on-line re-accreditation

	Tuesday, 3 November 2020
08:30 – 08:50	Connecting to Zoom, short internal meeting of the Expert Panel
08:50 – 09:00	Connecting with the HEI on Zoom
09:00- 09:30	Meeting with the HEI management (dean, vice-deans)
09:30 – 09:45	<i>Internal meeting of Expert panel members</i>
09:45 – 10:15	Meeting with: <ul style="list-style-type: none"> • President of the Quality Assurance Committee • ERASMUS Coordinator • ECTS Coordinator
10:15 – 10:30	<i>Break</i>
10:30 – 11:30	Meeting with students of all study programmes - <i>all students invited</i>
11:30 – 12:30	<i>Break</i>
12:30 – 13:00	Meeting with the alumni (former students not employed at the HEI)
13:00 – 13:15	<i>Break</i>
13:15 – 14:00	Meeting with external stakeholders (non-teaching) – representatives of professional associations, business community, employers, industry experts, organisations of civil society...
14:00 – 14:15	<i>Break</i>
14:15 – 14:45	Additional meeting on outstanding issues - <i>if needed</i>
14:45 - ...	<i>Internal meeting of Expert Panel members – discussing impressions from the first day and preparing for the second day</i>

Second day of on-line re-accreditation

	Wednesday, 4 November 2020
09:00 – 09:20	Connecting to Zoom, short internal meeting of the Expert Panel
09:20 – 09:30	Connecting with the HEI on Zoom
09:30 – 10:30	Meeting with full-time and cumulatively employed teachers, except those on management positions
10:30 – 10:45	<i>Break</i>
10:45 – 11:45	Meeting with the external teaching staff
11:45 – 12:00	<i>Break</i>
12:00 – 13:00	Meeting with heads of study programmes
13:00 – 14:00	<i>Break</i>
14:00 – 14:30	Meeting with the vice-dean for academic affairs
14:30 – 15:00	Organisation of an additional meeting on open questions, if necessary
15:00 - ...	<i>Internal meeting of Expert Panel members – discussing impressions from the second day and preparing for the third day</i>

Third day of on-line re-accreditation

	Thursday, 5 November 2020
09:00 – 09:20	Connecting to Zoom, short internal meeting of the Expert Panel
09:20 – 09:30	Connecting with the HEI on Zoom
09:30 – 10:00	Meeting with the vice-dean for business affairs and quality
10:00 – 10:15	<i>Break</i>

10:15 – 11:00	Meeting with the heads of research and professional projects, teachers employed full-time
11:00 – 11:15	<i>Break</i>
11:15 – 11:45	Organisation of an additional meeting on open questions, if necessary
11:45 – 12:30	<i>Internal meeting of Expert Panel members</i>
12:30 – 12:45	Exit meeting with the HEI management (dean, vice-deans, secretary)
12:45 – 13:45	<i>Break</i>
13:45 – 16:00	<i>Meeting of the Expert Panel members – giving grades based on quality standards</i>

SUMMARY

The Faculty of Health Studies of the University of Rijeka started operating on the 1st October 2014 as a constituent of the University of Rijeka. The Faculty has well-developed cooperation with the regional administration, employers, the local community and the economy.

The Faculty offers four undergraduate professional study programmes (Nursing, Midwifery, Physiotherapy and Radiological Technology) and five university graduate studies (Nursing - Promotion and Protection of Mental Health, Nursing – Health Care Management, Physiotherapy and Clinical Nutrition). There are 275 full-time and 327 part-time students in undergraduate studies, which are aligned with social and economic recommendations. Graduate studies have a total of 264 part-time students. Since the Health Care Act does not regulate positions for holders of master's degrees in nursing, radiological technology, clinical nutrition and physiotherapy, they cannot be employed in the health care system at that professional level, but only at the bachelor's level. Nutritionists who are currently employed in hospital centers in the Republic of Croatia have university degrees from the biotechnical area and take ESPEN LLLs in clinical nutrition. Given the described situation, the Panel proposes that the existing graduate study be replaced with a specialist postgraduate study programme in Clinical Nutrition.

It is good practice that the professional training of students is carried out under the supervision of mentors in specialized exercises, and that student practice is an integral part of study programmes. Since the learning outcomes at the course level are not harmonized with the learning outcomes at the level of study programmes, it is necessary to conduct a thorough analysis and alignment of learning outcomes, as well as to modernize the Physiotherapy study programmes. Also, the system of assessment and grading of student achievements needs to be improved. As the undergraduate studies Nursing and Midwifery educate students for working in regulated professions, it is important to fully follow EU directives for the education of these professions, especially in the number of mandatory birth procedures at the Midwifery study. Likewise, students and staff should be provided with an adequate learning space and the availability of appropriate literature and textbooks. The Faculty should establish an Alumni Club and a database of contacts of alumni and employers.

Staff and student mobility and corresponding support mechanisms are in the early stages of development. In the last five years, there has been a decline in the number of newly employed teachers in scientific-teaching and associate grades, which is why the Faculty should improve its human resource management and employment based on professional development plans, in accordance to the needs of its study programmes.

The Faculty does not have an adequate Scientific Research Strategy, nor competitive scientific projects. The Faculty is the holder of four university projects and participates in one bilateral project. Resources for learning and scientific activity are insufficient, and

scientific-research productivity is minimal. Although the number of scientific publications with the Faculty's affiliation has been increasing over the last two years, there are no significant scientific achievements on the national and international level. In the last five years, three employees have defended their doctoral theses. The Faculty does not have a postgraduate doctoral study programme.

The system of internal assurance and quality improvement is minimally developed with regard to its implementation, and does not cover nor evaluate all Faculty activities.