



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
PROFESSIONAL UNDERGRADUATE STUDY PROGRAMME
ENTREPRENEURSHIP WITH A MAJOR IN DIGITAL
ENTREPRENEURSHIP AND A MAJOR IN SUSTAINABLE
ENTREPRENEURSHIP, DELIVERED BY THE UNIVERSITY OF
APPLIED SCIENCES OF RIJEKA**

Date of accreditation:
24 January 2025

February 2025

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent expert panel for the evaluation of the professional undergraduate study programme *Entrepreneurship with major in: Digital Entrepreneurship and major in: Sustainable Entrepreneurship*, delivered by the University of Applied Sciences of Rijeka.

Members of the Expert Panel:

- Assoc. Prof. Kristina Detelj, PhD, University of Zagreb Faculty of Organisation and Informatics, Republic of Croatia,
- Ivana Bujan Katanec, PhD, prof. prof. stud., Međimurje University of Applied Sciences in Čakovec, Republic of Croatia,
- Ana Udovičić, PhD, prof. prof. stud., Šibenik University of Applied Sciences, Republic of Croatia,
- Assist. Prof. Sofie R. Walzl, PhD, University of Cambridge, Department of Land Economy, United Kingdom of Great Britain and Northern Ireland,
- Lucija Volenik, student, Virovitica University of Applied Sciences, Republic of Croatia.

The Expert Panel held meetings with the following groups:

- Management,
- Head of the study programme,
- Head of the Business Department,
- Meeting with teachers employed full time and external associates who will be engaged in the new study programme,
- Students,
- Representatives of the business sector, potential employers.

The Expert Panel visited the library, the student administration office and the classrooms.

The Expert Panel drafted this Report on the initial accreditation of the professional undergraduate study programme *Entrepreneurship with a major in Digital*

Entrepreneurship and a major in Sustainable Entrepreneurship, delivered by the University of Applied Sciences of Rijeka based on the Proposal of the professional undergraduate study programme *Entrepreneurship with a major in Digital Entrepreneurship and a major in Sustainable Entrepreneurship*, delivered by the University of Applied Sciences of Rijeka, other relevant documents and the site visit.

The Report contains the following elements:

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

In the analysis of the documents, site visit and meetings held at the University of Applied Sciences of Rijeka and writing of the Report, the Expert Panel was supported by:

- Frano Pavić, coordinator, ASHE,
- Maja Mrsin, interpreter, external associate.

BASIC INFORMATION ON THE STUDY PROGRAMME

Name, seat and PIN (Personal Identification Number) of higher education institution: **University of Applied Sciences of Rijeka, Trpimirova 2, Rijeka, 29573709870**

Title and type of study programme: **Entrepreneurship with major in: Digital Entrepreneurship and major in: Sustainable Entrepreneurship, professional undergraduate study**

CroQF/EQF/QF-EHEA level: **6 CroQF/6 EQF/1 QF-EHEA**

Scientific or artistic area and field of study programme: **Social Sciences; Economics**

ISCED FoET classification: /

Programme duration: **3 years**

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

Academic or professional degree / qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme): **Bachelor of Economics (baccalaureus/baccalaurea); bacc. oec.**

Language of delivery: **Croatian**

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): **Rijeka**

Method of delivery of the study programme: **classic**

Admissions quota (for full-time and part-time students): **30 students with full-time status and 15 students with part time status**

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

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

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

I. Internal Quality Assurance

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

Analysis:

The University of Applied Sciences of Rijeka aims to react to new global developments and associated societal challenges by *modifying* the current Undergraduate Professional Study Programme in Entrepreneurship by adding the aspects of *digital* and *sustainable* entrepreneurship.

Since more than one third of the learning outcomes of the existing programme changed, an application for the “initial accreditation” was submitted in accordance with Article 9(3)(7) of the Act on Quality Assurance in Higher Education and Science.

The relevance of these revisions is demonstrated by both evidence of Croatian development strategies (in particular the Low-Carbon Development Strategy of the Republic of Croatia until 2030 with a view to 2050) and further initiatives and assessments on regional, national and European levels. The revisions also align with the HEI’s development strategy, mission and strategic goals.

Adding the aspects of digitalisation and sustainability is a valuable change to better equip students for industry jobs and employment in the public sector, as these global trends already affect everyone (and will even more in the future). The analysis of local labour market trends also shows the need for people with competences aligned with EntreComp, DigComp and GreenComp frameworks, which ensure the employability of proposed programmes’ graduates. This was also supported by the opinion of the Croatian Employment service provided in the documentation.

Minimal institutional requirements of the proposed study programme are comparable to similar accredited programmes in the Republic of Croatia and EU member states. They are in line with the Croatian Quality Assurance Act in Science and Higher Education. The goals of the study programme align closely with the competencies acquired upon completion. Thus, the amendment of the study programme is fully justified and supported by the Expert Panel.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

An exceptionally comprehensive process of internal quality assurance has been carried out. The HEI has established a comprehensive quality assurance framework, as evidenced by its internal regulations, procedures, and guidelines that detail the practical implementation of these rules, along with mechanisms for adapting them in response to evolving needs.

A Committee has been established to assess the current programme in light of present needs and propose necessary adjustments. The outcome of the revision is the re-designed study programme assessed here.

Formally, the revised study programme was approved by the internal Quality Assurance Committee on 21 July 2022. Their Decision was presented to the Expert Panel members. Details about the procedure applied are provided in the HEI's request for Initial Accreditation under "Self-Evaluation".

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

The HEI initiated this change in the programme following external input and requests from students and employers. The HEI also performs an annual review of quality assurance protocols listed in the Self-Evaluation Report. These measures include surveys of current students and recent graduates about their study experience and perceived employability, as well as lecturers' self-evaluation. In addition to subjective feedback, achieved outcomes are monitored, as well as pass rates, student workload, programme completion rates, and employment trends after graduation.

The Expert Panel asked for further details regarding the concrete outcomes and consequences of this monitoring exercise, particularly concerning trends. The HEI reassured that key figures are tracked over time and no negative trends have been identified.

Student surveys are filled voluntarily. The response rate to surveys was about 50%.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

The Expert Panel checked the HEI website and concluded that it is comprehensive. Furthermore, the Expert Panel inquired about additional communication channels used particularly to inform the public and potential future students about a substantial change in a particular study programme or an entirely new study programme. The following channels were listed:

- Mailing lists,
- Press reports,
- HEI website,
- A career fair,
- Visits of HEI representatives to local schools,
- Open days at the HEI, with previous students and teachers attending (1-2 times per year),
- Social media (via official HEI accounts).

During the site visit, the representatives of the business sector confirmed that they had been actively involved in re-designing the study programme and were also informed about the proposed changes. They confirmed that they appreciate the developed programme and are willing to offer internship opportunities to students, and full-time employment to graduates.

The meeting with business sector representatives provided strong assurance regarding the employability of graduates at the local level. Additionally, external stakeholders emphasised that graduates have opportunities in other regions of Croatia and abroad.

Recommendations:

The Expert Panel recommends explicitly investigating the channels through which prospective students learn about updated specializations and improved programmes. This could help to better advertise such changes in the future.

Quality grade:

Fulfilled

II. Study programme

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

Analysis:

At the moment of initial accreditation, there was no standard of qualification in Croatia for this subject.

Recommendations:

Not applicable

Quality grade:

The standard is not applicable

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

Analysis:

This standard has been assessed by comparing individual course descriptions with module descriptions, and the overall vision of the study programme.

Based on the meeting and the documentation provided, the Expert Panel concluded that the HEI has evidence of an accredited undergraduate programme in the same scientific field. The HEI presented 12 similar study programmes in Croatia and EU member states, demonstrating the comparability of learning outcomes and competencies. This ensures horizontal and vertical mobility for students enrolled in the proposed study programme. Moreover, the Expert Panel concluded that learning outcomes reflect the competencies required to compete in the labour market (see the Survey of employers of the required competencies in the labour market, the Analysis of the comparability of needs with the labour market, and the Justification study for the execution of the undergraduate professional study programme in Entrepreneurship).

The programme content was developed in accordance with internationally acknowledged standards (as outlined in the European Entrepreneurship Competence Framework, DigComp 2.2 and GreenComp).

These standards have been aligned with students' requests, which the Expert Panel highly appreciates.

It was noted, though, that the intended learning outcomes are numerous and very detailed, which may make it difficult to track them efficiently and systematically. The Expert Panel therefore suggests reconsidering the list of learning outcomes.

Nonetheless, the comprehensive list of learning outcomes aligns with the courses offered and the overall vision of the study programme.

Recommendations:

Streamline the learning outcomes by reducing their number while ensuring they remain measurable.

Quality grade:

Fulfilled

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

Analysis:

There are 30 learning outcomes overall, with 22 referring to the general subject matter of entrepreneurship, and eight referring to the new specialisations of digital and sustainable entrepreneurship.

The Expert Panel determined that the HEI has a defined way of monitoring and evaluating learning outcomes (as outlined in the Rulebook on studying and the Rulebook on student evaluation). It was established that the achievement of each learning outcome is evaluated at the level of each course. Learning outcomes are defined for each course of the study programme, along with the associated ECTS credits (see the Justification study for the execution of the undergraduate professional study programme in Entrepreneurship) and the well-written syllabi (see the Course list with description).

Based on the analysis of the submitted documentation and the meetings, it is evident that the HEI has clearly defined learning outcomes for all the elements of the study programme. Furthermore, the Expert Panel determined that the study programme was designed to develop essential and transferable skills needed by the labour market and competencies that will enable the employability of students after graduation.

The learning outcomes of individual courses are aligned with the learning outcomes of the study programme (see Table 2 Learning outcomes at the level of the study programme). The results directly meet the main objectives of the proposed programme, which are mainly related to the development of transversal skills according to the European Centre for the Development of Vocational Training.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

Each course includes specific learning goals, the description of intended learning outcomes, core reading materials, and a list of further reading materials. The suggested literature is up-to-date and appropriate for students at this level.

The use of interactive learning methods explained by teachers during the site visit appears promising to achieve these goals.

The assessment of the proposed courses has shown that students can now specialise in “digital” or “sustainable” entrepreneurship.

The Expert Panel determined that the study content ensures vertical and horizontal connection and mobility of students in national and international frameworks (see the Study programme proposal, attachment 1-15.). The recognition of learning outcomes obtained at other institutions is regulated by the Rulebook on recognition and evaluation of previous learning. The Expert Panel concluded that the proposed programme is highly aligned with the accredited programmes under review, which will facilitate smoother student mobility between the University of Applied Sciences of Rijeka and other related universities in Croatia and Europe in the future.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

All courses in the proposed study programme are single semester, with the student workload per semester amounting to 30 ECTS, which is in accordance with the rules and recommendations applicable in the European Higher Education Area. A total of 49 courses are planned, focusing on student engagement and student-centred teaching. The HEI states that ECTS credits have been allocated in alignment with the planned student workload based on prior experience and data gathered from surveys and discussions with students. Evidence of this can be found in the HEI's internal quality assurance procedure titled *Monitoring Student Workload in Courses (ECTS)*, which addresses identified discrepancies. This procedure is publicly available on the HEI website.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

Student practice is an integral part of the proposed study programme. During the site visit, alumni and external stakeholders from the business sector confirmed their active involvement in developing the proposed study programme and their readiness to accept students for professional practice, emphasising its importance for students' development. The Expert Panel concluded that the programme establishes a strong connection with practice, offering students opportunities to gain practical experience and potential employment upon graduation.

Student practice is organised with companies whose business activities are relevant to the proposed study programme. The organization and implementation of student practice are governed by the *Regulations on Student Practice* and the *Guidelines for Planning Student Workload During Professional Practice* at the HEI.

Information regarding student internships is gathered and analysed through surveys (a sample report is included in the provided documentation). Each student is required to submit a practice report, which is subsequently reviewed and assessed by the internship programme manager. Upon completing of the internship, the programme manager interviews the student to evaluate the achievement of learning outcomes.

The HEI highlighted courses such as *Entrepreneurial Practicums* as directly contributing to developing practical skills. This was corroborated by heads of departments during the site visit.

The programme includes, in addition to lectures, the following elements:

- Professional practice as part of the study programme,
- Business cases and simulations,
- Guest lectures and field trips (subject to a prior approval process),
- Alumni lectures providing career insights.

Furthermore, additional workshops focusing on transferable skills and study competencies are delivered internally and externally.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis: The competencies acquired through the proposed study programme do not qualify graduates for a regulated profession.

Recommendations:

No recommendations

Quality grade:

The standard is not applicable

III. Teaching process and student support

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

Analysis:

The admission and continuation requirements for the proposed study programme at the HEI comply with the programme's criteria, the HEI's statute, the Rules of the Study Process, and relevant decisions made by the Board of Directors (all documents were presented to the Expert Panel and are available on the HEI's website). Enrolment procedures and public calls are accessible on the HEI's website, where the Student Admission Office oversees the implementation of the enrolment process.

Since the HEI is publicly financed, following the approval of the Ministry of Science, Education and Youth, the Expert Council of the HEI adopts the Decision on determining enrolment quotas and the Decision on the model of student participation in study costs. The HEI stated that it has an effective mechanism of recognition of prior study pursuant to the Rules on the recognition and validation of prior learning. This was supported by submitted documentation.

Regarding the recognition of foreign higher education qualifications, the Office for Academic Recognition receives requests for enrolment, and the Committee for the Recognition of Higher Education Qualifications decides on the previously set criteria for recognition and enrolment. The procedure of foreign higher education qualification recognition is based on the Act on the Recognition of Foreign Educational Qualifications. The HEI provided the necessary documents (student admission procedures, public calls, Rules on the recognition and validation of prior learning, and Decision on the model of student participation in study costs) for the Expert Panel to conclude that there are well-established procedures for student enrolment.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

In the document titled *Course List with Descriptions* provided by the HEI, the methods for assessing the acquisition of the covered material and learning outcomes are clearly defined. It is also specified that the evaluation methods align with the current *Rules of Evaluation*. The syllabi for most of the proposed study programme courses include

projects, practical work, and case studies, which is consistent with student-centred teaching methodologies.

The HEI has established a procedure to accommodate a diverse student population, including students with disabilities and part-time students. An individualised approach is implemented to facilitate the learning process for each student, which was confirmed by teachers during the site visit. The Merlin e-learning system is used, as well as Microsoft Teams.

The quality assurance of teaching methods is conducted through student surveys, teacher self-evaluations, pass rate monitoring, the assessment of teaching methodologies, and verification methods for learning outcomes. Following the analysis of survey results, appropriate actions are taken in response to any identified discrepancies.

During the site visit, the teachers confirmed that they use various teaching methods and approaches, as outlined in the study programme, including:

- joint student projects,
- independent student assignments,
- traditional lectures,
- encouraging students to think critically and draw their conclusions on given topics.

Additionally, a collaboration with other study programmes (e.g., Informatics) was initiated to develop new software for specific courses, such as *Business Simulation*, as stated during the site visit.

The Expert Panel supports the HEI's transition from traditional teaching methods to an individualised and student-centred approach.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

The HEI stated that the support for future students is provided by the vice-deans for education and international cooperation, heads of departments, study managers, the students' office, and the Student Council. The teachers are available to students during and even after office hours upon request, if necessary. The HEI provided numerous official documents demonstrating adequate support for future students (e.g., Rules on Student Awards, Rules on Special Conditions of Study for Top Athletes, etc.).

During the site visit, the head of the new study programme mentioned that mentors would be assigned to students of the new study programme, particularly during the Entrepreneurial Practicum courses. The support is also provided through the Career

Development Centre. During the site visit, the head of the Career Development Centre explained in detail the individual support offered to students. In cooperation with the Faculty of Humanities and Social Sciences in Rijeka, they provide counselling to promote mental health and create individualised career development plans.

Additional seminars are also organised for specific courses (e.g., mathematics) if needed, especially for part-time students, as indicated in the Self-Evaluation Report.

Inclusion and diversity, including support for students with disabilities, are also prioritised by the HEI. Students with disabilities are offered benefits (as outlined in the brochure *Quality Study for Everyone*), such as enrolment advantages, exemption from tuition fees, adjustments of the study process, test methods, and other accommodations.

The HEI follows an “**individual approach**”, i.e.,

1. Evaluating needs (infrastructure, examination, etc.),
2. Informing teachers how to adjust lectures/exams if needed,
3. Involving other students so that they know how to support their colleagues.

Recommendations:

Ensure disability-friendly access when/if possible since the premises are not owned by the HEI.

Quality grade:

Fulfilled

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

Analysis:

In the *Course List with Descriptions* document, the methods for assessing student progress are clearly outlined, and the grading criteria are defined. The criteria and methods for evaluation and grading are aligned with the planned teaching methods.

During the site visit, teachers indicated that examination and evaluation methods are adapted to accommodate students with disabilities, such as dyslexia and dysgraphia, and that follow an individualised approach. The teachers are continuously enhancing their skills in teaching and evaluation methods, and the process is coordinated by the Office for the Improvement of Teacher Competencies.

As part of the internal quality assurance procedures, a formal process is in place for student appeals and providing feedback on evaluation and grading outcomes.

The knowledge assessments are tailored to each course, with the assessment methods including:

- Attendance,
- Class participation,
- Seminar papers,
- Experimental projects,

- Written exams,
- Oral exams,
- Essays,
- Research,
- Projects,
- Continuous evaluation,
- Papers,
- Practical work.

The HEI periodically reviews the alignment of assessment and evaluation methods (e.g., tests) with the intended learning outcomes. The HEI provided a report demonstrating the assessment process.

Recommendations:

For future initial accreditations, providing an "extended" syllabus that explicitly outlines how each learning outcome is assessed and specifies the point distribution (number of points) assigned to each assessment method used to evaluate the learning outcomes would be beneficial.

Quality grade:

Fulfilled

IV. Teaching resources and infrastructure

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

Analysis:

At the time of submitting the application, the higher education institution should be employing teachers who are delivering courses in the total value of at 35% of any type of direct instruction in the case of the first year of a professional study programme. As stated in the Self-Evaluation Report and the corroborating evidence (see the Tables, employment contracts), the University of Applied Sciences of Rijeka employs 26 teachers (only one teaching assistant has a fixed-term contract, and other contracts are indefinite) who deliver 81.76% of contact hours, whilst five external associates deliver 18.24% of the course contact hours.

The ratio of the total number of enrolled students and full-time teachers at HEI is 18.08:1, which is below the regulatory limit of 30:1 (see Table 3, Lecturers/students ratio, with the exclusion of external lecturers).

The total annual workload of all teachers remains within 20% of the standard annual teaching load, both collectively and individually. However, as some teachers are approaching the limit, it is recommended to closely monitor this workload, particularly in terms of redistributing it in cases of *force majeure*.

Based on the presented documents, meeting with teachers and their CVs, the Expert Panel has concluded that the teachers and the lead course instructors are qualified to teach and deliver the courses. On the previous programme (which is still running), many of them have taught courses with partially similar content.

Many teachers (particularly external lecturers) have experience in business, which allows them to gain access to role models and guest lecturers through the extended network. 58% of the teachers have a PhD, and 16% have a MSc degree.

The HEI has implemented support mechanisms for teachers' scientific, teaching, and professional development by funding research, covering journal and proceedings publication fees, and facilitating their participation in conferences, workshops, symposia, and lectures, even when they are not presenting their work. The HEI also offers the reimbursement of doctoral tuition fees. The HEI has also established the Office for the Improvement of Lecturer Competences, with the task of informing, directing and educating lecturers to improve their digital, pedagogical and communication competences, with an emphasis on the application of new technologies in teaching (e-learning tools) and integration of innovative teaching and learning methods.

Recommendations: No recommendations

Quality grade: Fulfilled

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

Analysis:

Based on the submitted documentation and meeting with external associates, the Expert Panel has determined that there is successful and continuous cooperation with external associates with long-term and significant experience in their field of expertise. Currently, five external associates are engaged (see the List of external associates). All external associates are appointed to the position of lecturers and professors of professional studies. External associates are also engaged as mentors of undergraduate final theses. In the last three years, eleven final theses were written and published (see the List of final theses and mentoring). They are also encouraged by the HEI to organise student/professional practice at their home institution/organization/company.

The HEI has an *employee onboarding procedure* which helps familiarise the external associates with the regulations, organisation of work and rights and obligations related to teaching. Training, workshops and informative meetings for teachers include employed teachers and external associates.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

The presented analyses, meetings with representatives and the site visit proved that the HEI fulfills all the requirements according to the law (it has 2 m² of space per student, exceeding a minimum of 1 m²). Their premises are rented from local authorities and public institutions (City of Rijeka, City of Pazin, Institute for Agriculture and Tourism in Poreč, and Poreč Agricultural School). They are adequate for delivering the study programme and the achievement of intended learning outcomes.

The classrooms, laboratories/workshops and computer labs are adequate for the delivery of the study programme. There are seven computer workshops with 144 computers for students, overall wireless internet access throughout the premises, and available specialised licensed software (e.g. project management, decision-making information systems, multimedia systems, etc.), which is particularly important for the proposed study programme in digital entrepreneurship.

The teaching staff have 29 (shared) offices, with office equipment necessary for their work. The premises, equipment, funding and IT service support, are appropriate for conducting scientific activity and professional or scientific research.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

Currently, the Library of the University of Rijeka, with its reading room, provides 20 workplaces for group study, and students can use 13 computers (see the Library equipment, collection and staff).

Based on the site visit and the submitted documentation, the Expert Panel has concluded that the University of Applied Science of Rijeka ensures sufficient literature for the proposed study programme. The library has sufficient copies of mandatory literature from all fields of study programmes. This requires continuous monitoring of needs and updating the collection through donations and purchases, along with ensuring access to online database subscriptions in collaboration with the University of Rijeka as part of the integrated library system. The library subscribes to printed journals and provides access to citation, bibliographic, and full-text databases, e-magazines, and e-books. This access is made available through the national license and the National University Library, utilising a proxy server for all Croatian Academic Research Network members.

Access to teaching materials is provided to students through e-courses on the Merlin e-learning system. The Dabar VeleRi digital repository is used for the regular publication of final and graduate theses and the latest papers by teachers.

Recommendations:

No recommendations

Quality grade:

Fulfilled

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

Analysis:

The University of Applied Sciences of Rijeka provides the necessary financial means to enable the activity of the institution as a whole. Their experience in the currently active Entrepreneurship study programme, which will be replaced by the new programme with two modules, shows that the HEI has the necessary financial resources for the high-quality implementation of the planned revised study programme.

The regular activities of the University of Applied Sciences of Rijeka, which is a public University, are financed from the state budget, from their own revenue (about 20–22% of total revenue) and other revenue for special purposes. Also, part of the business is financed based on programme funding. The programme financing agreement was signed on 29 May 2019 for the academic years 2018/2019, 2019/2020, 2020/2021 and 2021/2022. Since the expiration, the Ministry of Science and Education has continued funding under the same conditions until new agreements are signed, which is expected to happen this year.

The HEI has also prepared a financial plan, including the planned income and expenditure to conduct higher education and professional activity over three years.

Recommendations:

No recommendations

Quality grade:

Fulfilled

☐ **AMEND THE STUDY PROGRAMME**

Rationale:

OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

a. ☒ **ISSUE A LICENSE, rationale:**

The proposed study programme marks a significant step forward in the development of entrepreneurial skills and competencies among young individuals. The proposed learning outcomes and competencies align with the guidelines for developing digital skills and sustainability in entrepreneurship in the European Union.

The Expert Panel acknowledges the study programme's strong practical focus, which is crucial in preparing young individuals for the labour market upon graduation.

The proposed study programme serves as clear evidence of the programme quality, the excellence of its teaching staff, and the strong collaboration with external stakeholders, which is crucial for a positive evaluation. It also addresses a recognised labour market need, stemming from thorough research and close cooperation with external partners and alumni.

The Expert Panel acknowledges the highly qualified teachers delivering courses as a testament to the HEI's commitment to continuous improvement and investment in the education of its teaching staff.

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

ANNEXES

1. Quality grade summary - tables

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

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

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

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

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

2. Site-visit Protocol

**Inicijalna akreditacija
stručnog prijediplomskog studija
*Poduzetništvo; modul: Digitalno
poduzetništvo; modul: Održivo
poduzetništvo, Veleučilište u Rijeci***

**Initial accreditation of professional
undergraduate study programme
*Entrepreneurship with major in: Digital
Entrepreneurship and major in:
Sustainable Entrepreneurship, delivered
by the University of Applied Sciences of
Rijeka***

PROTOKOL POSJETA / SITE VISIT PROTOCOL

*Mjesto događanja / Venue
Vukovarska ul. 58, 51000, Rijeka*

	Petak, 24. siječnja 2025.	Friday, 24 January 2025
09:00 – 09:30	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert Panel members
09:30 – 10:15	Sastanak s Upravom visokog učilišta (<i>dekan i prodekani</i>)	Meeting with the Management of HEI (<i>dean and vice-deans of HEI</i>)
10:15 – 11:00	Sastanak s voditeljem Poslovnog odjela i voditeljem predloženog studija	Meeting with the head of the Business Department and with the head of proposed study programme
11:00 – 11:15	<i>Pauza</i>	<i>Break</i>
11:15 – 12:15	Sastanak s nastavnicima i vanjskim suradnicima koji će biti angažirani na predloženom studiju (<i>bez prisustva članova uprave</i>)	Meeting with full employed teachers and external associates who will be engaged on a new study programme (<i>without members of the management</i>)
12:15 – 13:00	Sastanak s vanjskim dionicima (<i>predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse</i>)	Meeting with external stakeholders (<i>representatives of professional organisations, business sector/industry sector, professional experts</i>)

13:00 – 14:30	<i>Radni ručak</i>	<i>Working lunch</i>
14:30 – 15:30	<i>Obilazak visokog učilišta (knjižnica, nastavni kabineti, informatička učionica, ured za studente, predavaonice)</i>	<i>Tour of the HEI (library, teaching offices, computer classrooms, office for students, classrooms)</i>
15:30 – 16:00	<i>Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi</i>	<i>Organisation of additional meeting on open questions, if needed</i>
16:00 – 16:30	Interni sastanak članova Stručnog povjerenstva	Internal meeting of the Expert Panel members
16:30 – 16:50	Završni sastanak s Upravom visokog učilišta	Exit meeting with the Management of HEI