



**REPORT  
OF THE EXPERT PANEL  
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE  
UNIVERSITY UNDERGRADUATE STUDY PROGRAMME  
PHYSIOTHERAPY, UNIVERSITY OF RIJEKA, FACULTY OF  
HEALTH STUDIES**

**Date of accreditation: 14 January 2025**

March, 2025



**ESF+**  
**Učinkoviti ljudski  
potencijali**



**Sufinancira  
Europska unija**



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## INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent expert panel for the evaluation of the university undergraduate study programme in Physiotherapy, University of Rijeka, Faculty of Health Studies.

Members of the Expert Panel:

- Prof. Simeon Grazio, PhD, University of Zagreb School of Medicine, Republic of Croatia,
- Assist. prof. Ivan Krešimir Lukić, PhD, Catholic University of Croatia, Republic of Croatia,
- Prof. Bart Roelands, PhD, Vrije Universiteit Brussel, Kingdom of Belgium,
- Assoc. prof. Renata Vauhnik, PhD, University of Ljubljana, Faculty of Health Sciences, Republic of Slovenia, Panel chair,
- Dino Žujić, student, University of Zagreb School of Medicine, Republic of Croatia.

The Expert Panel held meetings with the following groups:

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

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

The Expert Panel drafted this Report on the initial accreditation of the university undergraduate study programme in Physiotherapy, University of Rijeka, Faculty of Health Studies based on the Proposal of the university undergraduate study programme in



Physiotherapy, University of Rijeka, Faculty of Health Studies, other relevant documents and the site visit.

The Report contains the following elements:

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

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

- Maja Šegvić, coordinator, ASHE,
- Maja Mrsin, interpreter,
- Marija Omazić, translator of the Report.



## **BASIC INFORMATION ABOUT THE STUDY PROGRAMME**

Name, seat and PIN (Personal Identification Number) of higher education institution:  
Faculty of Health Studies, Viktora Cara Emina 5, 51000 Rijeka, 19213484918

Title and type of study programme: University undergraduate study programme  
Physiotherapy

CroQF/EQF/QF-EHEA level: 6

Scientific or artistic area and field of study programme: Biomedicine and healthcare;  
Clinical medical sciences; Physiotherapy

ISCED FoET classification: 09 Health and welfare

Programme duration: 3 years

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

Academic or professional degree / qualification obtained upon the completion of the  
study programme (if the study programme has several specializations, the issued  
degree/qualification cannot be named according to the specialization, but at the level of  
the study programme): University Bachelor of Physiotherapy, univ. bacc. physioth.

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): Faculty of Health Studies, Rijeka

Method of delivery of the study programme: in-person

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

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 Rijeka's undergraduate study of Physiotherapy in the Faculty of Health Studies aligns with the institution's vision and strategic goals, which were taken into account when designing the curriculum. This may be seen by closely examining how the programme aligns with the objectives of the Faculty of Health Studies 2022–2025 Strategy, which is available on the Faculty website.

A closer look at their website reveals that these goals are: Develop generic and practical competencies of students (learning and teaching: Goal 1.1. sub-goal 8., page 7); Maintain student satisfaction with the study (Learning and teaching: Goal 1.2. sub-goal 1., page 7) Improve the clinical practice system and increase student satisfaction (Learning and teaching: Goal 1.4. sub-goal 1., page 10); Monitor the needs for practical competencies of students in the labour market (Learning teaching: Goal 1.4. sub-goal 1., page 10); Recognition of non-formal and informal learning (Learning and teaching: Goal 1.5. sub-goal 2., page 11); Increase the number of published papers co-authored with students (Science Research: Goal 2.1. sub-goal 5., page 11); Conduct research and/or professional projects in collaboration with public organisations and civil society organisations (Knowledge Transfer and Regional Inclusion: Goal 3.1. sub-goal 6., page 13).

The Faculty adapts its Strategy to the needs of the community in which it operates. Therefore, achieving the strategic goals should lead to increased satisfaction among employees, students, and the wider community. Realising the goals will contribute to successful disease prevention, health promotion, and improvement of treatment outcomes. Each strategic goal has defined tasks, indicators, target values, and responsible persons. Responsible persons define Action Plans for each year and submit reports on their implementation to the Faculty Council.

Regarding the programme's suitability for the labour market, the Croatian Employment Service (CES) issued the opinion. Namely, the data indicates that there are a few senior physiotherapists without jobs in the CES records at both the county and national levels. Furthermore, within the past three years, there has been a notable increase in the demand

for professionals in this field. Consequently, it has been suggested that more students be enrolled in the University's undergraduate physiotherapy programme. According to the Croatian Employment Service, the undergraduate physiotherapy programme at the University of Rijeka's Faculty of Health is in line with the demands of the job market.

Candidates acknowledge the appeal of the physiotherapy profession and the high demand for it in the labour market. As part of consistent strategic planning, it is also critical that the admission quotas match the higher education institution's capacity, which is the case with this university undergraduate study programme in Physiotherapy.

The study programme is comparable to those in the EU and the Republic of Croatia, which either have different course names and a similar structure, but nevertheless offer the outputs required for the student's professional growth. Additionally, the Faculty's equipment and facilities match the study plan. Similar study programmes are the Josip Juraj Strossmayer University of Osijek's undergraduate programme in Physiotherapy delivered in Orahovica, Libertas International University's undergraduate programme in Physiotherapy and the University of Split, Faculty of Health Sciences' undergraduate programme in Physiotherapy.

Additionally, under the framework of official programmes or mobility programmes (ERASMUS, CEEPUS, etc.), students can earn ECTS credits by taking courses in comparable study programmes in EU Member States, as long as the results of the mobility programme match those of the enrolled course in the programme at their home institution.

#### Recommendations:

Monitor market needs and scientific needs and adjust enrolment quotas accordingly in the future.

#### 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:

A quality assurance policy covering all facets of education and pertinent research in the case of university study programmes has been made publicly available on the website of the University of Rijeka, Faculty of Health Studies. In order to decide whether to establish a new programme or modify an existing programme or method of delivery, the Faculty gathered and examined pertinent data.

Members of the Faculty Council must approve a new study programme before it can be accredited. When creating a new study programme, the Faculty has added a new requirement to the internal quality assurance process: the approval of the institution's Committee for Quality Assurance and Improvement (the Faculty of Health Studies). Three members of the Quality Assurance and Improvement Committee are selected to serve on the Expert Panel that the Committee appoints. The Expert Panel must first read the sections that outline the study programme and the study programme's curriculum. The Committee's affirmative opinion and the Faculty Council's decision are forwarded to the University's Committee for the Evaluation of Study Programmes, together with additional documentation needed for the programme's initial accreditation.

University of Rijeka, Faculty of Health Studies didn't involve external stakeholders and students in the development of the new study programme.

#### Recommendations:

Include external associates, external stakeholders and students in the future development of the study programme.

#### 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 programme's administration and ongoing improvement are in line with the publicly accessible quality assurance policy of the University of Rijeka's Faculty of Health Studies.

The analysis of the stated goals has revealed essential indicators of the strategy's implementation and effectiveness:

- total number of undergraduate and graduate students,
- increase in student satisfaction,
- higher pass rates,
- number of new educational initiatives,
- number of study programmes in foreign languages,
- number of incoming and outgoing students,
- number of doctorates defended,
- number and quality of professional and scientific publications per year,
- number of submitted and approved research projects,
- investments in scientific and educational facilities,



- investments in ongoing human resources development.

Every year, the Committee for Quality Assurance and Improvement carries out collaborative evaluations among teachers in accordance with the previously indicated key indicators. The results are shared with the heads of studies and the Vice Dean for Academic Affairs and Quality. Student surveys and data analysis are crucial for the study programme to be managed effectively and continuously improved in compliance with the declared quality assurance policy. In other words, the Quality Management and Improvement Committee surveys students after they finish the course in order to evaluate the quality of the instruction and the instructors who contributed more than 30% to the course delivery. Students, directors of studies, and the Vice Dean for Academic Affairs and Quality are presented with the findings of student assessments of teachers and instruction. These meetings, which take place at the end of the winter and summer semesters, are intended to collect student opinions regarding the quality of teaching as well as to take into account ideas, comments, and suggestions for possible activities that could improve it. Additionally, the Faculty's professional and scientific output is continuously monitored.

The study of student surveys is used to modify the learning objectives of certain courses. There are quality monitoring techniques that guarantee the development of competencies, abilities, and knowledge.

Students are assessed in accordance with the provisions of relevant study regulations of the University of Rijeka, which include the Faculty Council of the Faculty of Health Studies' decision and the University of Rijeka's decision on revisions to its study regulations. It's unclear, though, if this was harmonised with the 2015 ECTS Guide.

#### **Recommendations:**

Deadlines for all key indicators should be defined in the future.

#### **Quality grade: Fulfilled**

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

#### **Analysis:**

The local community and the media are well-coordinated with the Faculty of Health Studies. In addition to announcing events like the Faculty's Day and the Day of Physiotherapy and Nursing, the Faculty also routinely updates the media on all of its news, including the accreditation of new study programmes, lifelong learning programmes, and



the hosting of thematic scientific panels. The media that are most represented are RITV and the Novi list daily. The Faculty also has a good working relationship with the portal srednja.hr, which keeps track of all study programme announcements.

Curriculum Implementation Plans for all core and elective courses in all study programmes are published on the Faculty's website (<https://www.fzsri.uniri.hr/hr/studenti/nastava.html>) at the start of each academic year. These plans explain how students earn credits in class and how the knowledge gained in each course is scored and verified in the final exam.

During the orientation session, students receive a Guide for First-Year Students brochure that contains important information such as the email addresses of the head of their studies, the contact details of department secretaries, the student medicine team, and the Vice Dean for Academic Affairs and Quality.

At the moment, The Faculty does not have a brochure for the university undergraduate programme in physiotherapy. After the study programme is approved and preparations for the upcoming academic year are made, it will be made available and distributed together with details about the admissions procedure, requirements, and criteria. All of the information will be made public in a clear and open manner.

#### **Recommendations:**

The Faculty should emphasise the possibility of international mobility, studying at the Master and PhD level and employment options.

**Quality grade: Fulfilled**



## II. Study programme

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

**Analysis:** Not applicable

**Recommendations:**

**Quality grade:**

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

**Analysis:**

After reviewing the revised HEI report, the problematic elements of this standard were successfully addressed and the proposed changes were taken into account. In the cases where the changes were not fully taken into account, the HEI has justified the decision. The intended learning outcomes are now clearly defined and reflect the competences required for physiotherapists and follow the Croatian physiotherapy guidelines as well as the WCPT guidelines. The HEI has compared the proposed programme with similar international and Croatian study programmes whose learning outcomes are comparable. In addition to professional competences, the programme also ensures the acquisition of generic skills. The Expert Panel has determined that the learning outcomes of the proposed university bachelor's degree programme in Physiotherapy are in line with the descriptor of the corresponding CroQF and EQF level.

**Recommendations:**

None

**Quality grade: Fulfilled**

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

**Analysis:**

After reviewing the revised HEI report, the problematic elements of this standard were successfully addressed and the proposed changes were taken into account. In the cases

where the changes were not fully taken into account, the HEI has justified the decision. Learning outcomes are clearly defined and include appropriate hours of practical and laboratory work in courses/modules where this is required.

**Recommendations:**

As the HEI stated in its report, the Clinical Practise 1 and 2 portfolio needs to be well defined with the physiotherapy competences to be achieved during clinical practice and in line with WCPT guidelines.

**Quality grade: Partially fulfilled**

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

**Analysis:**

After reviewing the revised HEI report, the problematic elements of this standard were successfully addressed and the proposed changes were taken into account. In the cases where the changes were not fully taken into account, the HEI has justified the decision. The proposed study programme ensures both horizontal and vertical mobility of students at Croatian and European level. The proposed courses are offered in an appropriate sequence and all necessary prerequisites for enrolment in each course are clearly defined.

**Recommendations:**

None

**Quality grade: Fulfilled**

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

**Analysis:**

After reviewing the revised HEI report, the problematic elements of this standard were successfully addressed and the proposed changes were taken into account. In the cases where the changes were not fully taken into account, the HEI has justified the decision. ECTS credits are allocated to the courses of the study programme and the higher education institution has provided an appropriate mechanism to ensure that the ECTS allocation corresponds to the actual workload of the students.



**Recommendations:**

None

**Quality grade: Fulfilled**

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

**Analysis:**

The study programme includes practical skills with 360 hours of clinical practice. The Faculty has good links with clinical facilities. During the meeting with clinical mentors it was established that all clinical areas of physiotherapy are included in the clinical practice.

**Recommendations:**

Some teachers mentioned during the site visit that a clinical placement for a year might be cancelled in the future. If this happens, Panel members would encourage more clinical hours to be scheduled for students.

**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 proposed study programme is in line with the recommendations of the Croatian Council of Physiotherapists and with the Act on Regulated Professions and the Recognition of Foreign Professional Qualifications.

**Recommendations:**

As stated in the Standard 2.2, the study programme should be in line with WCPT guidelines. This is very important for the students in order to be competitive in the international labour market.

**Quality grade: Partly fulfilled**

### III. Teaching process and student support

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

#### Analysis:

The admission requirements and criteria for the physiotherapy study programme at the Faculty of Health Studies are clearly defined, transparent, and aligned with high-quality standards. These procedures ensure that future students possess the necessary prior knowledge and competencies for successful participation in the programme.

- The admission process is based on a comprehensive evaluation of high school performance, results of the State Matura (national secondary school examination) at the required levels, and elective exams relevant to the field of physiotherapy.
- The criteria for evaluating applicants and the decision-making procedures are well-structured and consistently applied. These processes ensure fairness and objectivity in the selection of candidates.
- The programme has determined the anticipated number of students for the first year of study (35 students), ensuring alignment with the institution's resources and the programme's capacity to provide a high-quality educational experience.
- All information related to the enrolment process, including admission criteria, application deadlines, and procedural details, is made publicly available through official communication channels. This transparency supports prospective students in making informed decisions about their application.

#### Recommendations:

It is advised to improve the clarity and accessibility of the procedures for recognising domestic and foreign qualifications, as this element appears to be less developed and not that clear on the Faculty's pages.

In the future, it is advised to keep monitoring the development of the study programme and to monitor labour market needs, and if the resources and labour market needs exist, align the study programme quotas.

#### Quality grade: **Fulfilled**

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

#### Analysis:

The HEI has planned various modes of programme delivery, which generally align with the intended learning outcomes. However, detailed cross-referencing of the teaching

methods with the intended study outcomes is lacking in the Application Form. Teachers actively engage students, even during lecture-based sessions, by asking questions and encouraging student inquiries. The institution provides support for students with specific needs on a case-by-case basis through the Office for Students with Disabilities. Student workload is evenly distributed throughout the year, and whenever possible, formal activities do not extend beyond 4 p.m. Modern teaching technologies are regularly integrated into instruction, including short interactive surveys at the end of sessions. These surveys assess students' understanding of key "take-home" messages and evaluate the effectiveness of the session. Furthermore, the teachers and the study program head seek student feedback regularly.

**Recommendations:**

Provide a comprehensive mapping of intended learning outcomes to corresponding teaching methods for each syllabus.

Establish clear procedures for assessing and adjusting programme delivery modes and teaching methods. These procedures should specify responsible persons, deadlines, assessment methods, and mechanisms to ensure the implementation of necessary adjustments.

Carefully consider whether *ex cathedra* teaching is student-centred and if the HEI really wants to encourage it.

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

The higher education institution has demonstrated a strong commitment to ensuring adequate support for future students, fulfilling the required quality standards.

- The institution has ensured that students will have access to tutors, supervisors, and advisers who will provide support in their learning, progress, and career development. This practice promotes academic and professional growth among students.
- Functional procedures have been planned for career guidance, psychological counselling, support for students with disabilities, assistance with outgoing and incoming mobility, and library and student administration services. These services operate at both University and Faculty levels.
- The planned support system is tailored to meet the needs of a diverse student body, including part-time students, mature students, international students,

students from under-represented and vulnerable groups, and students with learning difficulties and disabilities.

- The institution employs an adequate number of qualified professional, administrative, and technical staff to deliver these services effectively and efficiently.

#### Recommendations:

It is recommended that the institution continuously monitors and adapts its support services to align with evolving student needs and feedback.

It is also recommended to prepare information packages about the new study programme and disseminate them through the University or other places where the HEI could reach interested applicants.

**Quality grade: Fulfilled**

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

#### Analysis:

The criteria and methods for evaluation and grading for individual courses are sufficiently detailed and described.

The interviews with teachers indicated that they are not only aware of the importance of aligning intended learning outcomes and teaching methods with evaluation and grading criteria, but they have also integrated these alignments into their daily practices. Nevertheless, the alignment should be properly documented. Similarly, interviews with teachers suggested that mechanisms are in place to ensure impartiality and objectivity in student evaluations. However, the available documentation (syllabi) should be improved.

The Faculty accommodates students with special circumstances by modifying evaluation procedures on a case-by-case basis. Although a student appeal procedure has been planned, the description in Section 3.4 is incomplete, contrasting with the more detailed version available on the HEI's website.

#### Recommendations:

The HEI should invest time and effort to describe the alignment of evaluation and intended learning outcomes and to describe the harmonisation of evaluation and grading with planned teaching methods. The teachers and the leadership team are encouraged to improve their grasp of those concepts; to that end, the University





Computing Centre of the University of Zagreb hosts content that the teachers and the leadership team may find helpful.

The HEI should carefully consider evaluation and grading of oral exams and term papers. Sufficient insight and level of detail should be provided. In addition, if the HEI feels that students should be evaluated by oral exams, the HEI should put considerably more thought into ensuring impartiality and objectivity of those exams.

**Quality grade: Partially 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:

From the tables in the Application Form, it has been calculated that full-time teachers perform more than 50% of the classes in the first year of the study programme.

The following information was given to the Expert Panel members during the site visit, indicating that there are 27 teachers with scientific-teaching titles and 19 teachers with lecturer titles, as well as 42 professional associates to participate in the teaching of the proposed study programme. Of these, 11 teachers are full professors with scientific-teaching titles: eight employees of the Faculty of Health Studies (three in 100% employment and five in cumulative status) and three employees of the Faculty of Medicine. The teaching load is aligned with the valid legal regulations and the applicable Collective Agreement. This allows teachers to meet the teaching norm across any part of the University. The teaching norm for scientific and teaching staff is 810 working hours, with a range of  $\pm 40\%$ . For teaching staff, the norm is 1215 hours, ranging from  $-19\%$  to  $+33\%$ . In the Application Form it is stated that the teacher-student ratio is 1:17. According to the tables in the Application Form, the total annual teaching load of all teachers does not exceed 10% of the total annual teaching load.

The Faculty currently lacks physiotherapy teachers with PhD degrees and in scientific teaching positions. However, the Expert Panel members were informed during the site visit that three physiotherapy teachers from the Faculty are currently pursuing PhD studies.

During the site visit it became clear that staff is stimulated and supported to go to conferences to boost their scientific level. The Faculty does not organise educational courses, but it regularly informs teachers about the opportunities provided by the Faculty of Medicine (many employees maintain a cumulative employment at both faculties) and the University of Rijeka. Additionally, two workshops on the topic “The Goal and Expected Learning Outcomes” were conducted at the Faculty of Health Studies.

#### Recommendations:

Develop a plan to improve the qualifications of course leaders, more of whom should be physiotherapists with PhDs.

**Quality grade: Partially 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:**

The Faculty plans to include external associates to deliver the study programme and achieve the intended learning outcomes. The quality of these external associates is proven by their backgrounds. Many of the external associates have a cumulative employment as lecturers at the School of Medicine in Rijeka or doctors employed at the Rijeka Clinical Hospital Centre (they teach clinical courses). Other external associates consist mainly of lecturers/senior lecturers and professional associates coming from training institutions/bases (such as hospitals, rehabilitation centres) with which the Faculty has contracts. From the site visit and the discussion with external associates, it became clear that they are involved in graduation theses. External stakeholders involve students in their projects (e.g. para sports, city council projects – Rijeka zdravi grad, etc.), and the Expert Panel appreciates and stimulates this.

**Recommendations:**

The HEI should meet at least four times per year with the external associates. External associates who are physiotherapists should be involved more in the development of the study programme.

**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 Faculty has reported the exact figures concerning its premises. The Faculty building has 8 classrooms, 6 lab spaces, 1 science lab, 20 offices for staff, and one large IT classroom with 39 computers. This was confirmed during the tour of the facilities. These premises provide a ratio of 0.7 m<sup>2</sup> per student, which is below the required 1 m<sup>2</sup> threshold. However, during the site visit it became clear that the programme has several agreements in place with other entities (such as the Faculty of Medicine) that stipulate that other labs (such as the Physiology lab, clinics for practical classes, additional classrooms in the teaching bases of the Faculty of Health Sciences) can be used free of charge. This increases the number over 1 m<sup>2</sup> per student. The HEI has adequate laboratories with the following equipment: Posturomed device, Torsiomed, PeThe

system, diagnostic ultrasound, 3D kinematics, Pedobarography, Manual dynamometer (mechanical and electronic).

**Recommendations:**

None

**Quality grade: Fulfilled**

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

**Analysis:**

The HEI has an agreement with the School of Medicine for the shared use of the library. The library is well equipped, with a space of 236 m<sup>2</sup> and 132 m<sup>2</sup> of reading room premises. In total, it holds 36767 books, of which 785 are part of required readings. The library also holds a vast amount of international and Croatian journals, as well as e-journals with full-access subscriptions. However, only a few of them are in the scientific and clinical area of physiotherapy. This ensures the HEI has access to required literature (in print or electronic format) and ICT resources.

**Recommendations:**

In the future, more journals in the scientific and clinical area of physiotherapy should be available for the students.

**Quality grade: Fulfilled**

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

**Analysis:**

The finances provided give an overview of the financial situation within the Faculty of Health Sciences. The figures look positive and confirm the healthy financial situation of the Faculty, with the integration of the new undergraduate programme. The projections for the upcoming year indicate a profit of about EUR 500.000. No specific figure for the undergraduate programme could be provided at this time.



**Recommendations:**

For future evaluation purposes, it would be worthwhile to have a financial overview specifically for the programme.

**Quality grade: Fulfilled**

☐ **AMEND THE STUDY PROGRAMME****OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS**

The HEI was asked to make the changes for assessment areas 2 and 3. The problematic elements of assessment area 2 were successfully addressed and the proposed changes were taken into account. In the cases where the changes were not fully considered, the HEI has explained the decision. It is very important that the Physiotherapy degree programme is taught by physiotherapy teachers who have appropriate academic titles for academic teaching. The profession of physiotherapist must be taught by a physiotherapists.

On the other hand, there is still much room for improvement in assessment area 3, where objective and consistent assessment and evaluation of student performance must be ensured in order to achieve all intended learning outcomes. The recommendations are described above in section 3.4. The application form submitted to the Agency was not sufficiently informative either before or after the changes, and was not written in a way that included all the required information, so Panel members had to search for the information on the HEI's website.

**FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:****a. ☒ ISSUE A LICENSE, rationale**

The Expert Panel agree to grant a licence for the assessed study programme as it meets all the necessary conditions for the commencement of the service. The Faculty is instructed to adopt the other recommendations contained in the report and to continuously improve the study programme.

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



## ANNEXES

### 1. Quality grade summary - tables

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

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



<i>Quality grade by standard</i>			
<i>II. Study programme</i>	Not fulfilled	Partially fulfilled	Fulfilled
2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register.	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.		X	



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



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



## 2. Site-Visit Protocol

### PROTOKOL POSJETA / SITE-VISIT PROTOCOL

*Mjesto događanja / Venue*

*Fakultet zdravstvenih studija, Ul. Viktora Cara Emina 5, Rijeka*

*Faculty of Health Studies, Viktora Cara Emina 5, Rijeka*

	Utorak 14. siječnja 2025.	Tuesday 14 <sup>th</sup> January 2025
9:00 – 9:30	Sastanak s Upravom visokog učilišta (bez prezentacije)	Meeting with the Management of HEI (no presentation)
9:30 – 10:15	Sastanak s voditeljem studijskog programa	Meeting with the head of the study programme
10:15 – 10:30	<i>Pauza i interni sastanak članova Stručnog povjerenstva</i>	<i>Break and internal meeting of the panel members</i>
10:30 – 11:15	Sastanak s nastavnicima koji će biti angažirani na studijskom programu (u stalnom radnom odnosu – bez prisustva uprave)	Meeting with teachers (full time employed – without management of HEI)
11:15 – 11:20	Pauza	Break
11:20 – 12:00	Sastanak s vanjskim suradnicima koji će biti angažirani na studijskom programu	Meeting with external associates
12:00 – 12:45	Sastanak s vanjskim dionicima (predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva)	Meeting with external stakeholders (representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers)
12:45 – 14:30	Radni ručak Stručnog povjerenstva	Working lunch



<b>14:30 – 15:30</b>	Obilazak visokog učilišta ( <i>knjižnica, nastavni kabineti, laboratoriji, praktikumi, informatička učionica, ured za studente, predavaonice</i> )	Tour of the HEI ( <i>library, teaching offices, laboratories, practicums, computer classroom, office for students, classrooms</i> )
<b>15:30 – 16:00</b>	<i>Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi</i>	<i>Organisation of additional meeting on open questions, if needed</i>
<b>16:00 – 16:30</b>	Interni sastanak članova Stručnog povjerenstva ( <i>priprema za završni sastanak</i> )	Internal meeting of the panel members ( <i>preparation for the exit meeting</i> )
<b>16:30 – 16:45</b>	Završni sastanak s upravom	Exit meeting with the Management of HEI