



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
PROFESSIONAL GRADUATE *ONLINE* STUDY PROGRAMME
FINANCE AND INVESTMENTS
UNIVERSITY OF APPLIED SCIENCES WITH PUBLIC RIGHTS
BALTAZAR ZAPREŠIĆ**

**Date of accreditation:
February, 2025**

April, 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 graduate online study Finance and Investments delivered at University of Applied Sciences with public rights Baltazar Zaprešić.

Members of the Expert Panel:

- Prof. Nina Begičević Ređep, PhD, University of Zagreb Faculty of Organization and Informatics, Republic of Croatia,
- Prof. Muhammad Ashfaq, PhD., International University of Applied Sciences IU Faculty, Federal Republic of Germany,
- Prof. Stratos Ramoglou, PhD, University of Southampton, United Kingdom of Great Britain and Northern Ireland,
- Rami K. Isaac, PhD, Associate Professor, Breda University of Applied Sciences, Kingdom of Netherlands, Panel chair,
- Tea Malbašić, student, Virovitica University of Applied Sciences.

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,
- Students,
- Representatives of the business sector, potential employers.





The Expert Panel visited the laboratories, the library, the student administration office, the classrooms and was present at the demonstration of the online platform.

The Expert Panel drafted this Report on the initial accreditation of the professional graduate online study programme Finance and Investments delivered at the University of Applied Sciences with public rights Baltazar Zaprešić based on the Proposal of the professional graduate online study programme Finance and Investments delivered at University of Applied Sciences with public rights Baltazar Zaprešić, other relevant documents, and the site visit.

The Report contains the following elements:

- Basic information on the *online* 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 higher education institution University of Applied Sciences with public rights Baltazar Zaprešić and writing of the Report, the Expert Panel was supported by:

- Nika Hećej, coordinator, ASHE,
- Igor Opić, interpreter,
- Marija Omazić, translator of the Report.





BASIC INFORMATION ON THE *ONLINE* STUDY PROGRAMME

Name, seat and OIB (Personal Identification Number) of higher education institution:
University of Applied Sciences with public rights Baltazar Zaprešić, Vladimira Novaka 23, 10290 Zaprešić, OIB: 70921936463

Name and type of study programme: **Professional graduate online study programme Finance and Investments**

CroQF/EQF/QF-EHEA level: **7.1.**

Scientific or artistic area and field of study programme: **Social Sciences (5), Economics (5.01)**

ISCED FoET classification: **ISCED 7**

Programme duration: **2 years**

Number of ECTS points acquired on completion of study programme: **120 ECTS**

Academic or professional degree / qualification obtained upon the completion of the study programme: **Master of Finance and Investment (mag.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): **Zaprešić**

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

Admissions quota (for full-time and part-time students): **20 full-time and 50 part-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**



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THE EXPERT PANEL'S RECOMMENDATION TO ASHE'S ACCREDITATION COUNCIL

- | |
|--------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. to issue a licence2. to deny the issuance of a licence |
|--------------------------------------------------------------------------------------------------------------------|

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 online 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 strategic direction of the University of Applied Sciences Baltazar Zaprešić (hereinafter referred to as the University) is shown to be based on its vision and mission and is justifiable when considering the educational landscape. Developing the ability of its graduates to apply knowledge in practice is a key part of the University's strategy.

The University emphasises quality and has consequently developed a well-thought-out quality management system that gives confidence in its decision to launch a new programme. A thorough process was put into place that provided clear justification for the programme. The study programme is aligned with the Strategic Development Plan of the University. However, the analysis of the labour market received a negative opinion. Nevertheless, the external stakeholders met by the Panel provided further evidence of the necessity for a programme of this nature in the region. They were clear about the fact that local labour market needs would be met by the programme. The teachers involved in the programme were also convinced about the need for it, as this programme will be the only one in Croatia providing a full online master's degree in Finance and Investment.

The University management analysed similar programmes, both regional and international, and the minimal institutional requirements were comparable to those of





other programmes accredited regionally or in the EU. However, there are no online master's degrees in Croatia in Finance and Investment. The launch of the programme is in alignment with the University's mission and vision and reflects a practical and positive engagement with the local stakeholders.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

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

Analysis: Throughout the entire process, strict adherence to internal quality assurance procedures was maintained. Members of the relevant bodies possess the necessary qualifications for their respective roles. These bodies include key stakeholders who play a significant role in decision-making. The Commission for the development of the new programme included several external stakeholders who were supportive of the programme. The Expert Panel found that the external stakeholders who attended the meeting supported the goals of the programme, but they did not have much formal opportunity to provide their input. External stakeholders are part of the process of developing new programmes and continuous enhancement of the online programme.

Recommendations: There are no specific recommendations for this standard.

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 *online* study programme in accordance with the published quality assurance policy.

Analysis: The University's Quality Assurance System is well-organised. It covers crucial areas such as policy development, the establishment of study programmes, teaching methodologies, and ongoing evaluation of all aspects of its activities. The Quality Assurance Committee produces an annual report that it submits to the Expert Council. The report is comprehensive and it includes the analyses of the teaching, examination results, student support services etc. Students and external stakeholders are involved, and the University communicates its QA activities well.





The strategies proposed and followed by the University for collecting and analysing data are sufficient for managing and enhancing the programme in question.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

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

Analysis: The University manages its website and various social media platforms to ensure ongoing communication with stakeholders. The examination of the website established that the University is committed to disseminating all pertinent information related to its study programmes and actively engages in communication with the wider public. It is also active in PR activities.

Recommendations: The English version of the website is limited in comparison with the Croatian version, and the University should consider enhancing it.

Quality grade: Fulfilled





II. Study programme

2.1. The proposed *online* study programme is compatible with the qualification standard added to the Croatian Qualifications Framework Register.

Analysis: There is no corresponding standard entered in the Croatian Qualifications Framework Register, therefore this standard does not apply.

Recommendations: Not applicable

Quality grade: Not applicable

2.2. Intended learning outcomes at the level of the *online* 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: The documentation did not include an employer survey regarding competences required on the labour market and/or an analysis of compatibility with labour market needs, which would be recommended to confirm the programme's justification. This is particularly important given the letter received from the Croatian Employment Service stating that this type of programme is not needed. Some members of the Economic Council, comprised of employers, expressed the need for such profiles during discussions. The Career Center continuously develops cooperation with employers who provide students with high-quality professional training through organised internships, with the possibility of employment upon graduation. This cooperation is formalised through agreements on the organisation and implementation of professional practice, ensuring the relevance and quality of the practical component of the study programme. The University currently has cooperation agreements with over 300 employers.

The study programme proposal already includes a positive opinion from the Economic Council of the University. Additionally, qualitative research was conducted through structured oral interviews with representatives of employers from the financial sector. The results further confirm the justification and market relevance of launching this study programme, as well as its alignment with the needs of the financial sector.

Recommendations: There are no specific recommendations for this standard.





Quality grade: Fulfilled

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

Analysis: The assessment of the intended course outcomes reveals the alignment with the intended learning outcomes at the online study programme level. This alignment is crucial for ensuring a coherent and effective learning experience for students. While the formulation of learning outcomes demonstrates a solid foundation, it is recommended to incorporate higher levels of Bloom's Taxonomy of cognitive skills, specifically synthesis and evaluation. Based on the research conducted, the learning outcomes have been further refined and clearly formulated using verbs in accordance with Bloom's Taxonomy, taking into account the graduate study level. This ensures the measurability of learning outcomes and focuses on the development of higher-order cognitive skills in students.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

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

Analysis: The online study programme content effectively enables students to achieve all the intended learning outcomes, as evidenced by the programme proposal, learning outcomes at both programme and course levels, prerequisites, and the inclusion of core disciplines.

The online study programme content ensures horizontal and vertical student mobility within the national and European education area.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled





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

Analysis: During the visit, the faculty asserted that the ECTS distribution is aligned with the anticipated actual student workload. The University outlined the planned mechanisms to check the alignment of ECTS credits with the actual student workload (course level). This involved exact study hours per week and the ratio of synchronous/asynchronous learning activities. This approach helps students organise and prepare for their studies in a more focused and timely manner.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

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

Analysis: The online study programme proposal includes practical skills and the acquisition of practical skills, but there is no clear procedure for assessing the achievement of practice-related intended learning outcomes. There is a lack of implementation of innovative teaching and learning concepts, such as work-based learning, project-based learning, and others. In discussions with representatives of the Economic Council, it was concluded that they are not sufficiently active in programme development or delivery, and that this aspect should be strengthened. There is a Centre for Cooperation with Employers that is actively operating and has a large number of contracts with employers. The professional practice should be described in more detail, linked to learning outcomes, and potentially be assigned a greater number of ECTS credits. Additionally, the structure of ECTS credits has been adjusted: professional practice now carries 8 instead of 5 ECTS credits, while the courses Corporate Taxation and Business Valuation have been revised by reducing their ECTS credits to balance the overall student workload.

Recommendations: Prepare the procedure for assessing the achievement of practice-related intended learning outcomes.

Include employer experts in the preparation of study programmes.

Quality grade: Fulfilled





2.7. If the completion of the *online* 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: Not applicable

Recommendations: Not applicable

Quality grade: Not applicable





III. Teaching process and student support

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

Analysis: The University has outlined clearly the admission requirements and admission procedure for the online study programme. These requirements clearly demonstrate transparency and ensure that students have required necessary prior knowledge for the study programme.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

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

Analysis: The University uses a variety of student-centred teaching methods designed to ensure the achievement of all intended learning outcomes. These methods include active learning strategies such as collaborative online group work, problem-based learning, and case studies, which encourage students to engage critically with the material and apply their knowledge in practical contexts. The teachers use formative assessment, regular feedback, and personalised support to address individual learning needs and monitor progress. Additionally, the integration of technology and interactive tools enhances accessibility and fosters self-directed learning. By prioritising student engagement, adaptability, and continuous improvement, the University's teaching methods create an inclusive and dynamic learning environment that empowers students to achieve their academic and professional goals.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled





3.3. The planned teaching methods and teaching materials meet the requirements of quality *online* instruction.

Analysis: Overall, the University has selected appropriate teaching methods and tools for the delivery of online courses. The Expert Panel believes that the University has appropriate national and regional strategies to promote online education. The Covid-19 pandemic has accelerated online education, which has several benefits. As most of the prospective students would be professionals working in the industry, teaching methods and tools are appropriate.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

3.4. The higher education institution proves that adequate support is in place for students.

Analysis: The University demonstrates that adequate support is in place for students. This includes well-trained academic advisors who guide students in course selection, career planning, and goal setting, as well as internships and future employments. Additionally, the institution fosters a supportive community through online programmes and accessible faculty office hours. Regular feedback mechanisms, such as surveys and focus groups, allow the University to continuously improve its support systems, ensuring that they meet the evolving needs of all students.

Recommendations: It would be highly recommended to provide students the access to important financial publications, such as Financial Times, Bloomberg, The Economist, and The Wall Street Journal.

Quality grade: Fulfilled





3.5. Objective and consistent assessment and grading of student achievements is planned in order to ensure the acquisition of all intended learning outcomes.

Analysis: Objective and consistent assessment and grading of student achievements are carefully planned to ensure the acquisition of all intended learning outcomes. The University employs clear, transparent, and well-defined assessment criteria aligned with course objectives, ensuring fairness and consistency across all evaluations. A variety of assessment methods, such as exams, projects and presentations, are used to measure different aspects of student learning and skills. Regular moderation and calibration sessions among faculty ensure grading consistency and reliability. Additionally, formative assessments, such as quizzes and draft submissions, provide ongoing feedback, allowing students to identify areas for improvement before summative evaluations. By prioritising fairness, clarity, and alignment with learning outcomes, the University ensures that assessments accurately reflect student achievement and support their academic growth.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled





IV. Teaching resources and infrastructure

4.1. The higher education institution ensures adequate teaching capacities to deliver the *online* study programme and achieve the intended learning outcomes.

Analysis: At the time of submitting the application, the higher education institution is employing teachers who are delivering courses in the total value of at least 50% of any type of direct instruction in the case of the first year of a university study programme, i.e. 35% of any type of direct instruction in the case of the first year of a professional study programme (the higher education institution must submit employment contracts to the Agency which constitute evidence that this requirement has been met for the academic year ahead). The number of teachers (full time and external associate) is 38 (the number used to calculate the ratio is 33.35; due to the part-time employment of some teachers).

The ratio between the total number of enrolled students and the total number of full-time teachers and those with nominal teaching titles does not exceed 30 : 1 (when calculating the ratio, the number of working hours of teachers who are not employed full time is added up to the number of working hours required of a full-time teacher). Total annual teaching load of all teachers does not exceed 20% of the total annual standard teaching load (in the case of public higher education institutions). The total annual workload of all teachers remains within 20% of the standard annual teaching load, both collectively and individually. 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. 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. 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: The University is encouraged to consider employing a dedicated expert in quality online pedagogical environments, who could help ensure consistency across the courses as well as help all educators benefit from the most recent technological developments and methods.

Quality grade: Fulfilled



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4.2. Qualifications and work experience of external associates is appropriate for the delivery of the *online* study programme and the achievement of intended learning outcomes.

Analysis: All the colleagues the Expert Panel met were sufficiently qualified. This includes the external associates who had a fine blend of academic credentials and industry experience. As such, the Expert Panel is confident that this online programme could satisfactorily achieve the intended learning outcomes.

Recommendations: The CVs of all participating educators should be made available. In addition, the Expert Panel encourages the University to consider making them publicly accessible so that prospective students and stakeholders can more readily access information about the credentials and background experience of colleagues.

Quality grade: Partially fulfilled

4.3. The higher education institution ensures adequate teacher support with regard to working in the *online* environment.

Analysis: The institution provides an online learning system that effectively regulates teaching implementation and communication in a virtual environment. In addition, there exist clear guidelines and instructions for the development of e-courses in this virtual ecosystem. The teachers reassured the Expert Panel members that they receive adequate support for the preparation and delivery of online material. In addition, there exists a dedicated IT officer ensuring the smooth delivery of online education.

Recommendations: Although workshops targeting the upskilling of teachers do exist, the University could consider supporting educators keen to participate in international conferences dedicated to the challenges and opportunities in online pedagogy, so that they could ensure they stay up to speed with the international best practices and innovations.

Quality grade: Fulfilled





4.4. The higher education institution ensures adequate management-organisational-administrative capacities to deliver the *online* study programme and achieve the intended learning outcomes.

Analysis: The University has a well-defined management and administrative structure that affords the organisational backbone of the online programme. Key decisions (e.g. enrolment or study structure) are overseen by the University Council tasked to ensure alignment with the University's wider strategic objectives. In addition, the University integrates risk management elements in its administrative processes.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

4.5. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) as well as technical requirements are appropriate for the delivery of the *online* study programme and ensure the achievement of the intended learning outcomes.

Analysis: Physical infrastructure is not at the core of this online programme. However, there are computer facilities that can be used for critical components of the programme, e.g., for assessment purposes. And, as aforementioned, there is dedicated IT support that is critical for the smooth delivery of online education and the effective achievement of intended learning outcomes.

Recommendations: There are no specific recommendations for this standard.

Quality grade: Fulfilled

4.6. 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 *online* study programme.

Analysis: The Expert Panel scrutinised both physical and online libraries and resources and can confirm that they are adequate to support the learning experience.

Recommendations: There are no specific recommendations for this standard.





Quality grade: Fulfilled

4.7. The higher education institution ensures the availability of the necessary funds to organise the activities and quality delivery of the planned *online* study programme.

Analysis: The existing resources seem sufficient for the provision of a satisfactory online experience. In addition, the University management affirmed its commitment to the provision of any additional (reasonable) funds necessary for the organisation of activities and/or improvement of the online ecosystem that can enhance the quality of the educational experience.

Recommendations: The University could explore pedagogical innovations made possible by advances in AI, so that they could further improve the online experience provided and simultaneously remain within a financially sustainable trajectory.

Quality grade: Fulfilled





AMEND THE STUDY PROGRAMME

Rationale:

OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

The Expert Panel would like to thank the University for their efforts and work spent adapting the programme to make all courses available online, including descriptions, learning objectives, learning competencies, and evaluation criteria. In addition, the University has set up an expert body to oversee the programme delivery and improve course quality, as well as make an analysis of student employability after completing the degree.

The University, in addition, conducted the employer survey on the competencies required on the labour market, as well as an examination of compatibility with labour market needs. Furthermore, the University provided a detailed summary of all courses as well as the students' actual workload in hours. These include the specific number of study hours per week. Finally, as noted in various parts, the University has incorporated a number of recommendations, such as integrating more real-life case studies in the programme, and increasing the number of ECTS for the practical course. Therefore, the Expert Panel is satisfied with the outcome.

FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

After the proposed revisions and improvements to the graduate programme, the Expert Panel recommends issuing the license.

a. ☒

ISSUE A LICENSE, rationale

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 online study programme has been provided with regard to the mission and strategic goals of the higher education			X





institution, as well as economic and societal needs			
1.2. The online 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 online 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 (online) 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.			N/A
2.2. Intended learning outcomes at the level of the online 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 online study programme.			X
2.4. The online 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.			N/A





<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 regarding the online study programme 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 planned teaching methods and teaching materials meet the requirements of quality online instruction.			X
3.4. The higher education institution proves that adequate support is in place for students.			X
3.5. Objective and consistent assessment and grading of student achievements is planned in order to ensure the acquisition 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 ensures adequate teaching capacities to deliver the online study programme and achieve the intended learning outcomes.			X
4.2. Qualifications and work experience of external associates is appropriate for the delivery of the online study programme and the achievement of the intended learning outcomes.		X	
4.3. The higher education institution ensures adequate teacher support with regard to working in the online environment.			X
4.4. The higher education institution ensures adequate management-organisational-administrative capacities to deliver the online study programme and achieve the intended learning outcomes.			X
4.5. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) as well as technical requirements are appropriate for the delivery of the online study programme and ensure the achievement of the intended learning outcomes.			X
4.6. 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 online study programme.			X





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**Inicijalna akreditacija
stručnog diplomskog online studija Financije i investicije
Veleučilišta s pravom javnosti Baltazar Zaprešić**

**Initial accreditation
of professional
graduate online study programme Finance and
Investments at the
University of Applied Sciences with Public Rights Baltazar
Zaprešić**

PROTOKOL POSJETA / SITE VISIT PROTOCOL

*Mjesto događanja / Venue
Vladimira Novaka 23, 10 290 Zaprešić*

	Četvrtak, 27. veljače 2025.	Thursday, February 27, 2025
09:00 – 09:30	Interni sastanak stručnog povjerenstva	Internal meeting of the panel members
09:30 – 10:00	Sastanak s upravom visokog učilišta	Meeting with the Management of HEI



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10:00 – 11:00	Demonstracija <i>online</i> platforme za e-učenje uz prisustvo prodekana za nastavu i studente stručnih diplomskih studija i kvalitetu te voditelja predloženog <i>online</i> studija (<i>prilikom demonstracije online platforme demonstrirati i dio jednog kolegija (nekoliko tematskih cjelina)</i>)	Demonstration of an online platform for e-learning in the presence of the Vice-Dean for Teaching and Students of Professional Graduate Studies and Quality and the Head of the proposed Online Study (during the demonstration of the online platform, demonstrate a part of one course (several thematic units))
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 studijskom programu (<i>u stalnom radnom odnosu – nisu na rukovodećim mjestima</i>)	Meeting with teachers and external associates (<i>full time employed – except those in managerial positions</i>)
12:15 – 13:00	Sastanak s vanjskim dionicima – predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse	Meeting with external stakeholders – representatives of professional organisations, business sector/industry sector, professional experts
13:00 – 14:30	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:30 – 15:00	Obilazak visokog učilišta (<i>knjižnica, nastavni kabineti, informatička učionica, ured za studente, predavaonice</i>)	Tour of the HEI (<i>library, teaching offices, Computer classrooms, Office for students, classrooms</i>)
15:00 – 15:30	Sastanak sa studentima	Meeting with students





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15:30 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
15:45 – 16:00	Interni sastanak članova stručnog povjerenstva – priprema za završni sastanak	Internal meeting of the panel members – preparation for the exit meeting
16:00 – 16:15	Završni sastanak s upravom	Exit meeting with the Management



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